



**East Midlands**  
SEND Training Hub

**Journey to Learn**

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# Social Emotional and Mental Health



- Brackenfield school recognise that pupils with learning difficulties are vulnerable and are therefore more likely to experience Social Emotional and Mental Health difficulties (SEMh)
- For some young people other factors such as experiencing trauma also increase the risk of experiencing SEMh.
- An attachment aware approach is useful to support SEMh needs of pupils; along with an understanding that behaviour is a method of communication.
- People's behaviour is shaped by their experiences and in order to positively support behaviour an understanding of the root cause of the behaviour is necessary.

# Journey to Learn Background



- Brackenfield worked with the Kate Cairns Association to an become Attachment Aware School and effectively support SEMH needs within the school
- Journey to Learn is the tool kit that evolved from the action research carried out by Brackenfield School

# Journey to Learn Use & Purpose



- Journey to Learn is completed by the team around the child
- The team work through the criteria in each section in order to provide a J2L profile
- The toolkit then calculates these to give an overall profile
- This profile supports us to understand the root cause of the behaviour
- The behaviour is the message and J2L is the interpretation of the message
- From this information interventions can be put in to support SEMH needs and to support the team around the child understand the function of the behaviour



Welcome to the Journey to Learn. Using observed indicators the J2L measures wellbeing. The tool is informed by research by the KCA (Kate Cairns Association) and is mapped against Maslows Hirarchy of need. Click on START to enter pupil information.



	Phase 1	Phase 2	Phase 3
Stabilisation	Feeling Safe	Feeling Understood	Feeling Emotionally Supported
Integration	Self Regulation	Emotional Literacy	Accurate & Coherent Narrative
Adaptation	Social Responsiveness	Joy In Living	Self Esteem

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	Phase 1	Phase 2	Phase 3
Stabilisation	Feeling Safe	Feeling Understood	Feeling Emotionally Supported
Integration	Self Regulation	Emotional Literacy	Accurate & Coherent Narrative
Adaptation	Social Responsiveness	Joy In Living	Self Esteem

Each area has a series of criteria that the team around the child make a judgement on:

0 – none of the time

1 – some of the time

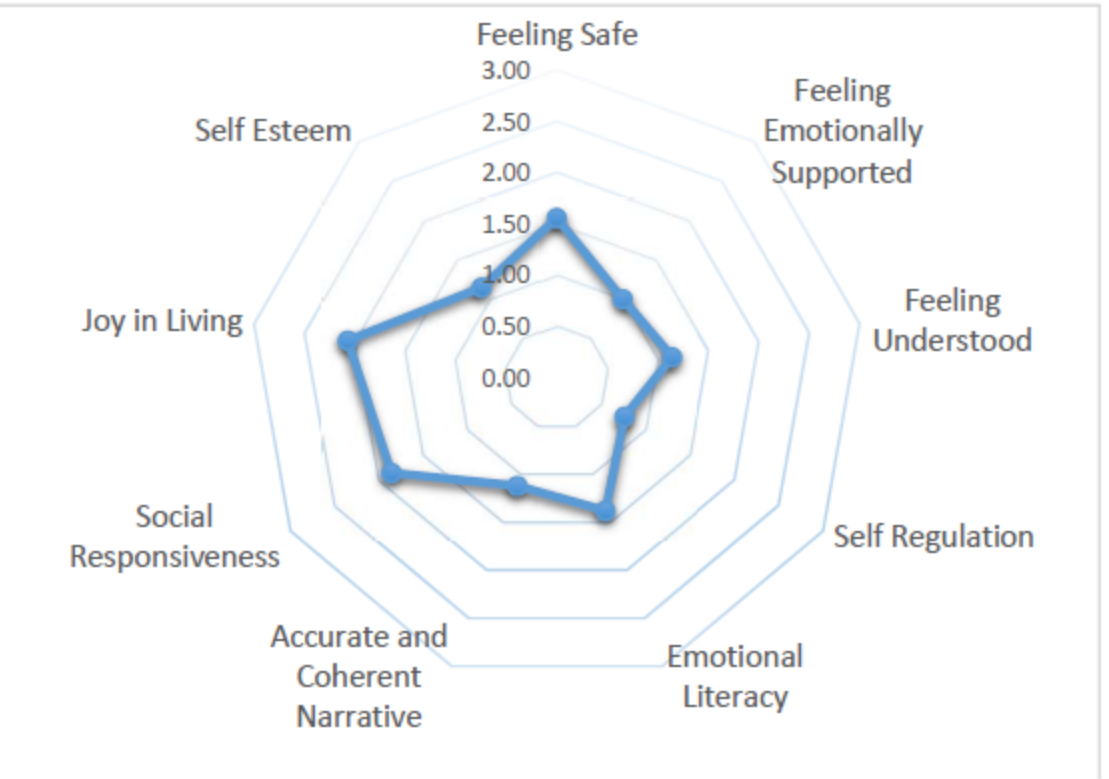
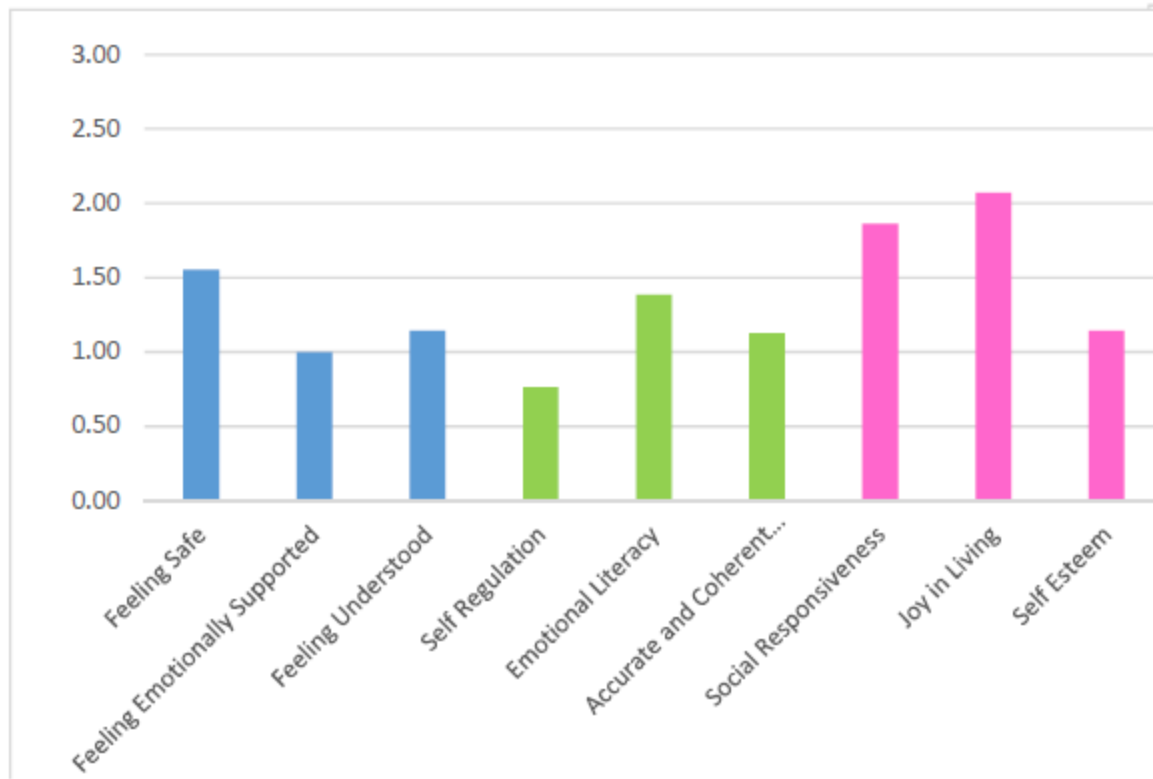
2 – most of the time

3 – all of the time

X – N/A or don't know



	Physiological		Emotional & Social		Cognitive	
Stabilisation	Feeling Safe	1.56	Feeling Emotionally Supported	1.00	Feeling Understood	1.14
Integration	Self Regulation	0.76	Emotional Literacy	1.38	Accurate and Coherent Narrative	1.13
Adaptation	Social Responsiveness	1.86	Joy in Living	2.07	Self Esteem	1.14



In terms of progress and development, we are looking for a well rounded circle



## Intervention Referral Matrix

	Phase 1	Phase 2	Phase 3
Stabilisation	Feeling Safe	Feeling Emotionally Supported	Feeling Understood
	Nuture Group Therapy Inspired Activities Intensive Interaction Bereavement Counselling Drawing and Talking Relaxation and Mindfulness	Nuture Group Therapy Inspired Activities Intensive Interaction Bereavement Counselling Drawing and Talking Relaxation and Mindfulness Therapeutic Storytelling	Nuture Group Therapy Inspired Activities Intensive Interaction Bereavement Counselling Drawing and Talking Relaxation and Mindfulness
Integration	Self Regulation	Emotional Literacy	Accurate and Coherent Narrative
	Relaxation and Mindfulness Counselling Positive Play Drumming Well Being Intensive Interaction	Therapeutic Storytelling Counselling Positive Play Literacy Support Numeracy Support Elkan Communication	Therapeutic Storytelling Bereavement Counselling Drawing and Talking Counselling Positive Play
Adaptation	Social Responsiveness	Joy in Living	Self Esteem
	Positive Support	Literacy Support Numeracy Support Elkan Communication Fitness Mentoring Clubs for Girls Drumming Well Being	Literacy Support Numeracy Support Elkan Communication Fitness Mentoring Clubs for Girls

Interventions need to be targeted to Phase 1 and Stabilisation before other areas can be built upon. For example a child will not have a high self-esteem if they cannot self-regulate so interventions need to target self-regulation before self-esteem.



# Maslow's Hierarchy of Needs



**Maslow's hierarchy of needs** is a motivational theory in psychology comprising a five-tier model of human **needs**, often depicted as **hierarchical** levels within a pyramid.

The 9 nine areas of Journey to Learn has been based on this theory with additional content added from the Coventry Grid.

# The Nine Areas

- As each area is hierarchal interventions need to be targeted to Phase 1 and Stabilisation before other areas can be built upon.
- For example a child will not have a high self-esteem if they cannot self-regulate so interventions need to target self-regulation before self-esteem.



	Phase 1	Phase 2	Phase 3
Stabilisation	1 Feeling Safe	2 Feeling Understood	3 Feeling Emotionally Supported
Integration	4 Self Regulation	5 Emotional Literacy	6 Accurate & Coherent Narrative
Adaptation	7 Social Responsiveness	8 Joy In Living	9 Self Esteem

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If you are interested in learning more about the J2L toolkit please contact [emsth@brackenfield.derbyshire.sch.uk](mailto:emsth@brackenfield.derbyshire.sch.uk)

