Journey to Learn

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

J2L

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.

START

Brackenfield School
Bracken Road
Long Eaton
Nottinghamshire
NG10 4DA

Brackenfield
School and Specialist College of Cognition and Learning

	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

Mental Health

East Midlands
SEND Training Hub

	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

Mental Health

Each area has a series of criteria that the team around the child make a judgement on:
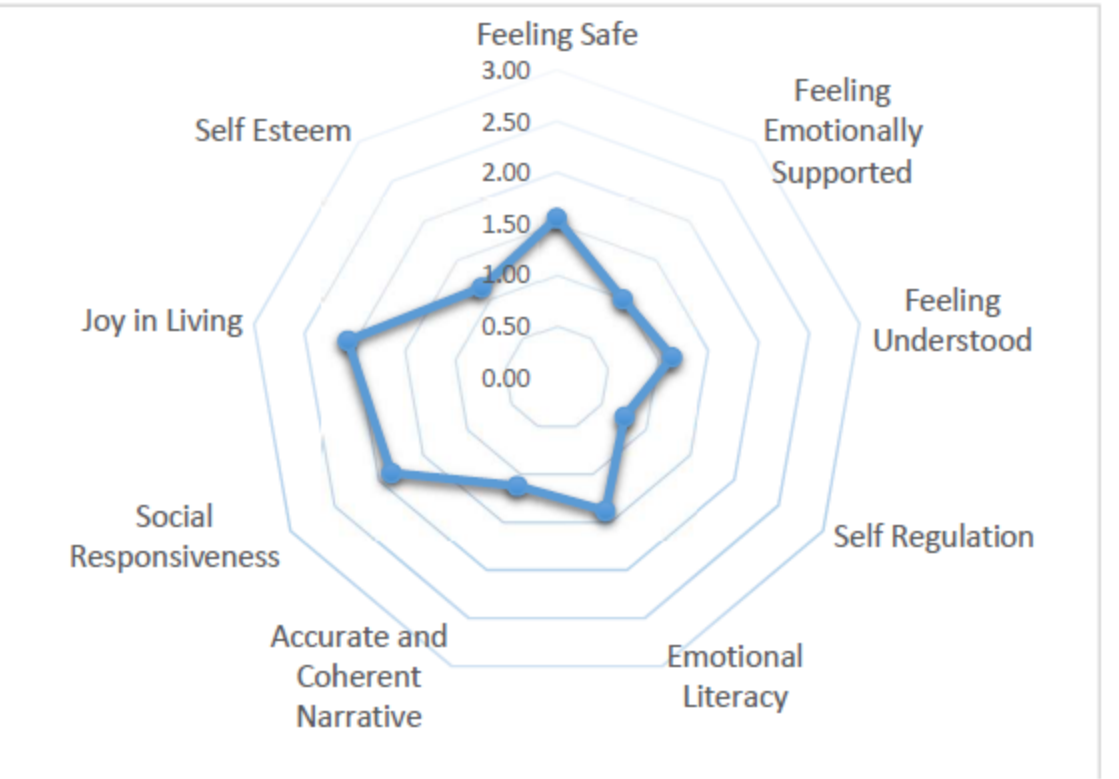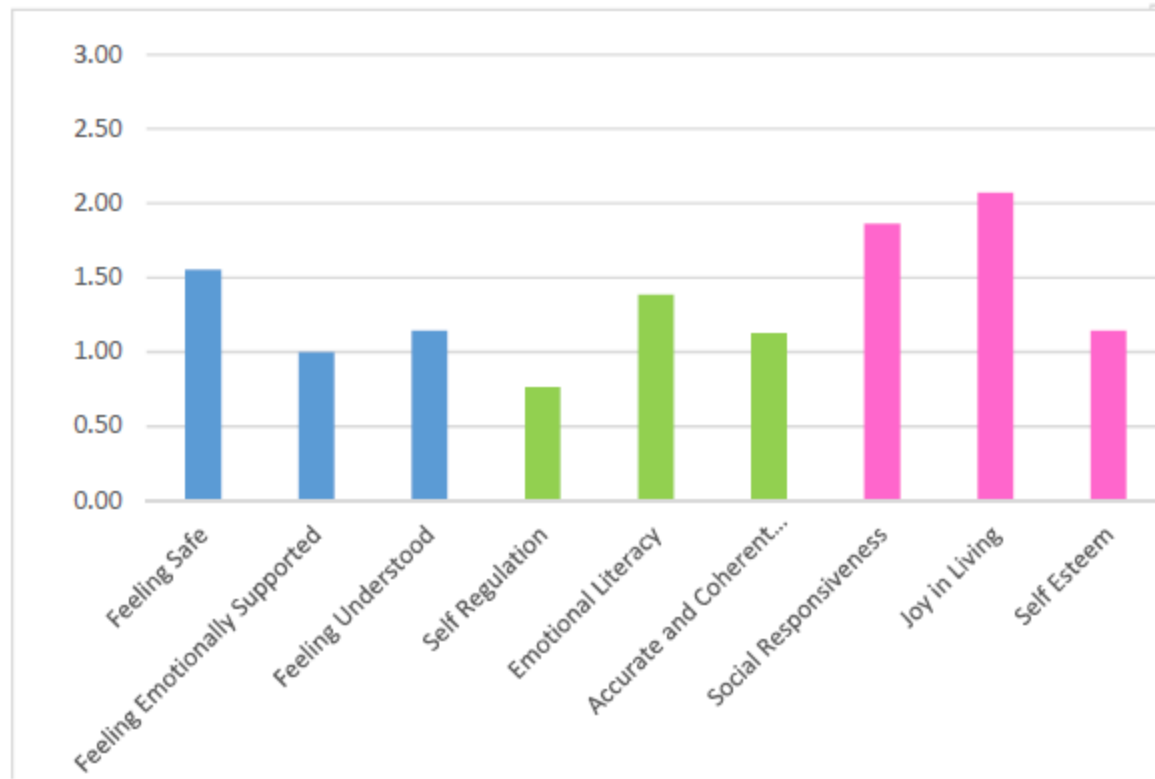
0 – none of the time
1 – some of the time
2 – most of the time
3 – all of the time
X – N/A or don't know

	Feeling Safe	○	○	○	○	○	○	○	○	○	○
	AVERAGE SCORE	###	###	###	###	###	###	###	###	###	###
Phase 1 - Stablisaton	Has good attendance										
	Will leave parents/carers confidently										
	Comes into school alert and ready to start the day										
	Appears comfortable in their surroundings										
	Does not appear hyper vigiliant										
	Does not appear withdrawn										
	Does not seek to control their enviornment or their peers										
	Smiles when smiled at by a familiar adult										
	Responds comfortably to appropriately touch (i.e. does not flinch or shy away)										
	Instigates appropriate touch										
	Is happy to go out to play at break time										
	Eats with peers at lunch time										
	Will accept change or new experiences										
	Is able to give and maintain eye contact										
	Selects preferred sensory items from a range presented										
	Identifies own belongings										
	Calms / regulates behaviour in response to sensory input										
	Initiates interaction with a familiar adult										
	Accepts help from a familiar adult										
	Ask for help with tasks that may pose a risk										
	Indicates need in response to question										

Stabilisation

	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

Intervention Referral Matrix

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

Maslow's Hierarchy of Needs

MASLOW'S HIERARCHY OF NEEDS

- Self-actualization → Achieving one's full potential
- Esteem → Feeling of Accomplishment
- Love/Belonging → Intimate Relationships, Friends
- Safety → Security
- Physiological → Food, Water, Rest

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 9 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.

- Mental Health has been added to J2L from the recent nationwide emphasis on mental health needs in young people.

East Midlands Send Training Hub

If you are interested in learning more about the J2L toolkit please contact emsth@brackenfield.derbyshire.sch.uk