

## **Social, Emotional & Mental Health Policy**

### **Supporting pupils with difficulties with SEMH in Solihull**

#### **Definition**

SEMH difficulties is an overarching term for children who demonstrate difficulties with emotional regulation and/or social interaction and/or are experiencing mental health problems.

Children and young people who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and sustain healthy relationships. These difficulties may be displayed through the child or young person becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour.

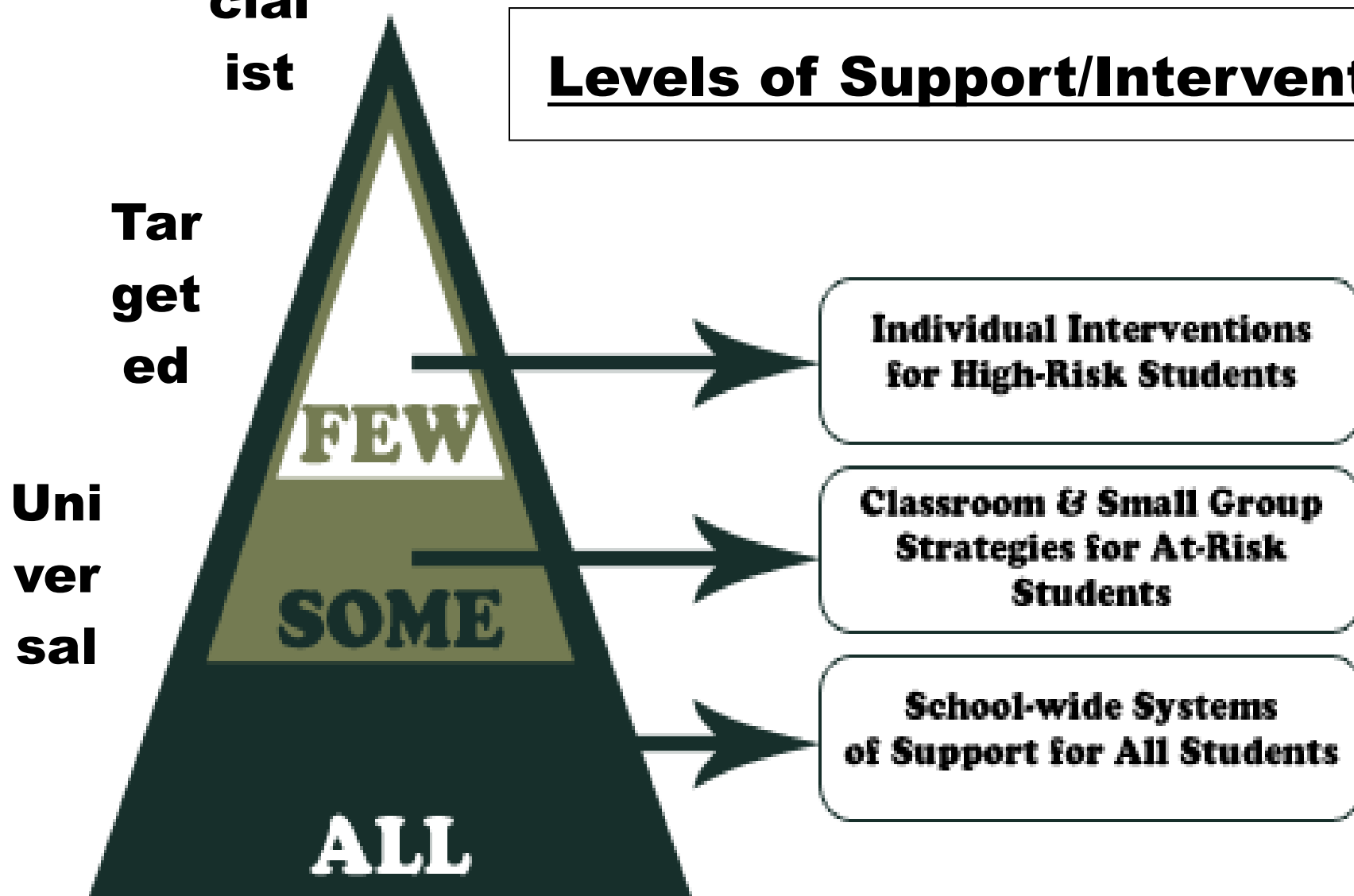
A wide range and degree of mental health problems might require special provision to be made. These could manifest as difficulties such as problems of mood (anxiety or depression), problems of conduct (oppositional problems and more severe conduct problems including aggression), self-harming, substance abuse, eating disorders or physical symptoms that are medically unexplained. Some children and young people may have other recognised disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD), attachment disorder, autism or pervasive developmental disorder, an anxiety disorder, a disruptive disorder or, rarely, schizophrenia or bipolar disorder.

#### **Underlying Reasons**

Inappropriate / disturbing / challenging behaviours can be interpreted as a symptom or communication of an underlying need or difficulty. In order to address such behaviours we must address these underlying needs / difficulties. It is crucial to identify, understand and then address/support the underlying factors that impact on children and young people, such as Speech, Language and Communication Difficulties, attachment difficulties, unhelpful thought processes or learning needs.

The majority of inappropriate / disturbing / challenging behaviours can be avoided or at least significantly reduced and managed through proactively promoting and supporting positive social, emotional and mental health. The potential implications of unmet SEMH needs for education settings, individuals and their families are extreme.

Due to the complex nature of difficulties with SEMH, measuring the impact of SEMH interventions is challenging. Whilst an individual's behaviour may be measured as one externalised indicator of their social, emotional and mental health, a true measure can only be gained through assessing the condition of their interrelated underlying needs / difficulties. A range of specific quantitative and qualitative measures can be employed in order to do so.



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### **The Role of the School/Setting**

#### ***General***

- to guarantee that all teaching staff have the necessary core skills as described in the Inclusion Development Programme in order to differentiate learning opportunities to meet the needs of the majority of learners;
- to ensure that consistently high quality teaching is in place;
- to ensure that systems are in place to regularly assess and monitor pupils' progress in order to inform intervention, and to highlight pupils who may need additional and different provision;
- to ensure that local schools/settings have access to teachers with specialist knowledge, skills and understanding in the teaching and support of children with SEMH;
- to make effective use of the school's SEN delegated budget;
- to provide a graduated response to intervention in line with the Code of Practice according to the severity of a pupil's needs and in collaboration with pupils and parents;
- to seek and implement advice from L.A. support services where necessary;
- to ensure that appropriate additional and different provision is consistently in place to meet the needs of pupils with SEMH

#### ***Universal level***

There is an expectation that certain key elements will be in place within our schools/settings to address, support and co-ordinate a response that meets the needs of all pupils.

All schools/settings should consider the following key features:

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Roles, Rights and Responsibilities	Rules	Routines & Student Organisation	Rewards	Sanctions	Behaviours & Relationships	Collaboration with Parents
<ul style="list-style-type: none"> <li>▪ Rights and responsibilities apply to all members of the school community.</li> <li>▪ There is a stimulating learning environment where everyone feels physically and emotionally safe, accepted for who they are, and respected.</li> <li>▪ Teachers have the right to teach to the best of their ability.</li> <li>▪ There is a teaching and learning policy which is consistently practised by all</li> <li>▪ Students have the right to learn and to be taught in a way that most suits their individual needs.</li> <li>▪ There is a curriculum entitlement and choice, which delivers a breadth of study, personal relevance and flexible learning pathways.</li> <li>▪ There is effective Pastoral care to ensure that student performance and student welfare are mutually supportive.</li> <li>▪ There is a commitment to work with other institutions and agencies to extend the learning opportunities of students.</li> <li>▪ There is planned monitoring and tracking of students which takes account of attainment and other data, (including SEN information)</li> <li>▪ The monitoring of behaviour routinely includes information on Who, What, When, Where, Why and is used to inform planning and interventions.</li> <li>▪ Interventions are planned, monitored, reviewed and evaluated.</li> <li>▪ All Staff, both teaching and non-teaching, can access a programme of CPD. This includes regular reminders of policy; strategies to achieve consistency; opportunities to access support and help from line managers, subject leaders and SLT; peer coaching, and mentoring.</li> <li>▪ Staff are reminded of their responsibilities by referring to the professional standards and through performance management</li> </ul>	<ul style="list-style-type: none"> <li>▪ There is a set of school rules, normally no more than five, for inside and for outside the classroom.</li> <li>▪ The rules are displayed prominently in every classroom and in key places around the school.</li> <li>▪ The rules are positively phrased.</li> <li>▪ All members of the school community constantly refer to the rules and model desired behaviours.</li> <li>▪ The rules are taught, practised and reinforced regularly.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Individual teachers, subject teams and whole school responses are in place to cover important routines.</li> <li>▪ These are taught, reinforced and applied consistently.</li> <li>▪ The routines to consider may include:               <ul style="list-style-type: none"> <li>○ Entry into classroom – meeting and greeting</li> <li>○ Seating arrangements</li> <li>○ Lack of equipment</li> <li>○ Chewing</li> <li>○ Uniform, shoes and jewellery</li> <li>○ Gaining the teacher's attention</li> <li>○ Speaking in class</li> <li>○ Noise levels</li> <li>○ Distribution and collection of materials</li> <li>○ Transition between activities</li> <li>○ Taking the register</li> <li>○ Clearing away</li> <li>○ Use of equipment</li> <li>○ Group work</li> <li>○ Late arrivals</li> <li>○ Managed exit from classroom</li> <li>○ Use of teacher assistants</li> <li>○ Movement in the classroom</li> <li>○ Movement around the building</li> </ul> </li> <li>▪ There are opportunities for students to work co-operatively: whole class discussion, pair work, group work, circle time, communities of enquiry &amp; students are taught how to behave appropriately in each of these ways.</li> </ul>	<ul style="list-style-type: none"> <li>▪ There is a staged system of rewards. These are likely to include:               <ul style="list-style-type: none"> <li>○ Positive body language</li> <li>○ Verbal praise</li> <li>○ Note in book/planner</li> <li>○ Merit</li> <li>○ Student of the week</li> <li>○ Phone call home</li> <li>○ Praise postcard</li> <li>○ Recognition from subject leader</li> <li>○ Recognition from Pastoral leader</li> <li>○ Recognition in Assembly</li> <li>○ Certificate</li> <li>○ Recognition from member of SLT</li> <li>○ Commendation</li> <li>○ Recognition from Head teacher</li> <li>○ End of year award.</li> </ul> </li> <li>▪ All staff use the system of rewards</li> <li>▪ Students have opportunities to nominate their peers to receive rewards</li> <li>▪ Positive feedback is given for behaviour as well as for work</li> <li>▪ The use of rewards is monitored and analysed to ensure consistency of practice across the school</li> </ul>	<ul style="list-style-type: none"> <li>▪ There is a staged system of sanctions.</li> <li>▪ Eye contact or "the look" &amp; other non-verbal cues</li> <li>▪ Proximity praise</li> <li>▪ Verbal warning</li> <li>▪ A warning system which redirects behaviour or leads to a removal from the classroom</li> <li>▪ Discussion after the lesson / outside the original context</li> <li>▪ An opportunity for the student to reflect on their behaviour</li> <li>▪ Individual teacher detention</li> <li>▪ Referral to subject leader (in class)</li> <li>▪ Referral to Pastoral staff (outside the classroom)</li> <li>▪ Phone call home</li> <li>▪ Letter home</li> <li>▪ Temporary removal to another classroom</li> <li>▪ Call out and removal to another part of the school</li> </ul>	<ul style="list-style-type: none"> <li>▪ There is mutual respect.</li> <li>▪ A student is considered as an individual who has strengths and weaknesses</li> <li>▪ All staff model positive body language.</li> <li>▪ Staff use assertive language</li> <li>▪ The teacher manages the classroom space by walking round</li> <li>▪ Staff manage out of class areas – there is a planned staff presence</li> <li>▪ Pedagogical strategies support behaviours for learning</li> <li>▪ The development of social and emotional aspects of learning (SEAL) is planned with a whole school approach and includes explicit learning opportunities.</li> <li>▪ There is evidence that assessment for learning is embedded:               <ul style="list-style-type: none"> <li>▪ Objective led lessons.</li> <li>▪ Opportunities for self assessment &amp; peer assessment</li> <li>▪ Written and oral feedback</li> </ul> </li> <li>▪ Students are active partners in their learning</li> <li>▪ Students have targets; they know what they need to improve and how to do it</li> <li>▪ There is reflection time</li> <li>▪ There are peer support systems in place: peer mentoring, peer mediation</li> <li>▪ Students have a named member of staff who they can turn to for help, support or advice.</li> <li>▪ Student voice is a key feature: there are structured opportunities for students to be involved in school life and in the decision-making processes, including teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>▪ There is a commitment to work in collaboration with parents. Collaboration means working jointly to resolve situations</li> <li>▪ There is regular communication with parents for positive and negative feedback about their child</li> <li>▪ Parents views are actively sought and the school will take time to listen to what they have to say</li> <li>▪ Parents' views are acknowledged and incorporated into the overall picture of an individual student</li> <li>▪ The language and tone used by staff with parents is respectful about their child and is mindful of parents increased sensitivities</li> <li>▪ Information about outside agencies will be made available to parents</li> <li>▪ There is a named person in school that parents can contact</li> <li>▪ Parents understand the lines of communication available to them</li> <li>▪ Phone calls from parents will be returned within a specified time</li> <li>▪ Modes and frequency of communications from school are checked regularly</li> <li>▪ Parents are made aware of the school's complaints procedures</li> <li>▪ Parents are given opportunities to visit the school to celebrate successes</li> <li>▪ As part of the school's CPD programme there is training which covers making phone calls home, conducting parents meetings and interviews with parents</li> <li>▪ There is a home- school agreement which clearly outlines the rights and responsibilities for behaviour of staff, students and parents</li> </ul>

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There is an assumption that any learning needs will have been fully investigated before SEMH difficulties are considered in identifying the primary need. The assumption is that, for all levels, the pupil has had the opportunity of positive learning experiences within an inclusive school/setting with appropriate behaviour management and in-school/setting support systems.

Assessment and intervention plans need to take account of contextual and interactional factors in the pupil's environment as well as individual pupil factors. Also that a whole school/setting approach to the positive management of behavioural, emotional and social development is consistently implemented by all staff and across all aspects of school/setting life together with the provision of an emotionally literate teaching and learning environment.

#### ***Targeted level*** ***(Incorporating intervention/support steps 1-3)***

For pupils with SEMH difficulties it is particularly important to recognise that provision will be influenced by the following factors:

- persistency over time of the behaviour / concern
- frequency/duration/intensity of the behaviour / concern
- impact on pupil's educational progress
- impact on the pupil's mental, emotional and physical well being

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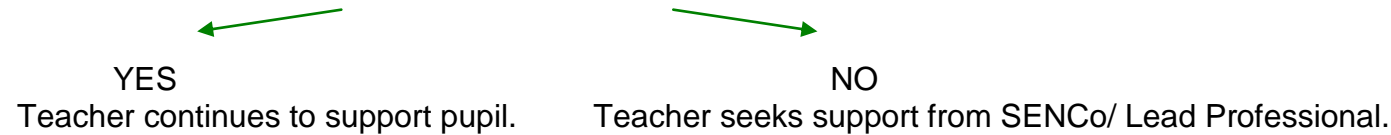
### INTERVENTION/SUPPORT STEP 1

#### LED BY CLASS TEACHER

1. DEFINE / IDENTIFY CONCERNS
2. GATHER PUPIL'S VIEWS  
*Consider any issues that may be impacting on the pupil's SEMH and their behaviour.*
3. REFLECT ON OWN PRACTICE / LEARNING ENVIRONMENT  
*Consider how your practice and the school/setting/classroom environment may be positively or negatively affecting the pupil's SEMH and their behaviour.*
4. GATHER FURTHER INFORMATION
  - a. Informal meeting with parents  
*Discuss SEMH and behaviour at school/setting and home, any significant events, medical issues, involvement of outside agencies, etc.*
  - b. Record behaviours / concerns  
*When are these behaviours / concerns occurring? How often? In which context? Are there any clear patterns / obvious triggers?*
5. FORMULATE AN ACTION PLAN  
*Identify strategies / interventions planned to support changes in identified SEMH concerns / behaviours. Consider changes to the environment, use of support staff, resources, etc.. Inform and involve all appropriate stakeholders.*

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Action plan gives rise to positive change in SEMH / behaviour?



### INTERVENTION/SUPPORT STEP 2

#### TEACHER & SENCO/LEAD PROFESSIONAL WORK COLLABORATIVELY

#### 6. REVIEW / EVALUATE TEACHER'S ACTION PLAN

*Have the strategies been effective?*

*Has there been any change in the pupil's SEMH / behaviour?*

*How has this been monitored?*

*Discuss ideas for further interventions / strategies.*

#### 7. SENCO/LP GATHERS FURTHER INFORMATION

*This could include observations of the pupil in a variety of contexts, reviewing the environmental checklist, discussions with other stakeholders, completion of behaviour checklists, etc.*

*Liaise with parents/carers.*

#### 8. IDENTIFY APPROPRIATE SUPPORT FOR STAFF WORKING WITH THE PUPIL

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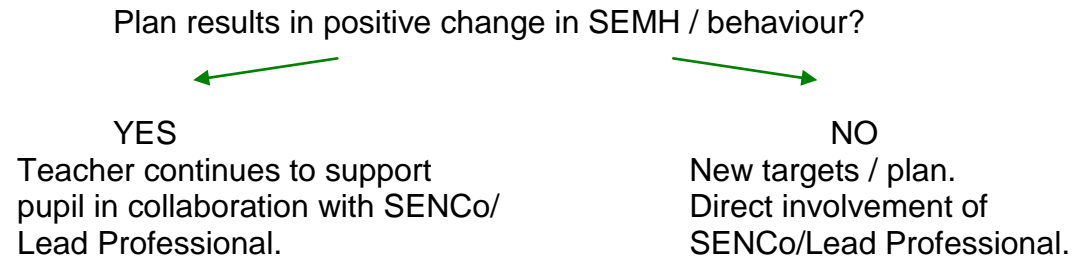
### Supporting pupils with difficulties with SEMH in Solihull

Consider:

- *Training / development needs.*
- *Checking against Provision Map.*
- *Mentoring / support / modelling from another member of staff.*
- *Training from outside agencies.*

#### 9. WRITE NEEDS BASED PLAN / INCLUSION PLAN

*Incorporate new advice / strategies. Consider monitoring arrangements. Involve parents and pupil.*





## Social, Emotional & Mental Health Policy Supporting pupils with difficulties with SEMH in Solihull

### INTERVENTION/SUPPORT STEP 3

LED BY SENCO/LEAD PROFESSIONAL

#### 10. MONITOR & REVIEW NEW NEEDS BASED PLAN / INCLUSION PLAN

*Consider:*

- *Reviewing progress, revisiting of checklists, discussing with pupil and appropriate stakeholders.*
- *Monitoring arrangements.*
- *Evaluating any training/support given to staff.*
- *Evaluating the implementation/effectiveness of any advice given.*

Plan results in positive change in SEMH / behaviour?



YES

School/setting continues to support pupil with successful strategies and reviews progress as appropriate.

NO

Move to Step 11

#### 11. FORMAL MEETING WITH PARENTS/CARERS

*SENCo/Lead Professional meets with parents/carers to discuss progress and referral to external agencies.*

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#### ***Specialist Level*** ***(Incorporating intervention/support step 4)***

Individual needs at this stage are more severe, complex and pervasive and require a longer term strategy through the provision of more specialised assessments and interventions. Aspects of the personalised curriculum will require interventions from partner agencies.

#### **INTERVENTION/SUPPORT STEP 4**

#### **INVOLVEMENT OF LOCAL AUTHORITY / EXTERNAL AGENCIES**

12. REFER TO APPROPRIATE EXTERNAL SPECIALIST FOR CONSULTATION, ADVICE, ASSESSMENT, INTERVENTION.  
E.g. the SEMH Team or for pupils under the age of six the SISS Under 6 Team, CAMHS (Child & Adolescent Mental Health Service), etc.

The provision of detailed specialist assessment and intervention in a co-ordinated partnership with key people and professionals in the promotion of children and young people's mental and emotional health and wellbeing. This approach is threaded through all transitions within the school/setting and into the community.

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### INTERVENTION/SUPPORT STEP 5

### ADDITIONAL / ALTERNATIVE PROVISION

#### **13a CRITERIA FOR EHC ASSESSMENT**

The majority of children and young people with difficulties with SEMH will not require an EHCP. However, some will demonstrate severe, complex and pervasive needs over a period of time, which have not responded to support from the school/setting and external specialists and may require consideration for assessment for an EHCP.

*‘A local authority must conduct an assessment of education, health and care needs and prepare an Education, Health and Care (EHC) plan when it considers that it may be necessary for special educational provision to be made for the child or young person through an EHC plan. This is likely to be where the special educational provision required to meet the child or young person’s needs cannot reasonably be provided from within the resources normally available to mainstream early years providers, schools and post 16 institutions. This statutory assessment should not be the first step in the process; rather it should follow on from planning already undertaken with parents and young people in conjunction with an early years provider, school, post-16 institution or other provider.*

*EHC plans must be focused on the outcomes the child or young person seeks to achieve across education, health and care. EHC plans must set out how services will work together to meet the child or young person’s needs and in support of those outcomes. EHC plans will be based on a co-ordinated assessment and planning process which puts the child and young person and their parents at the centre of decision making.’*

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*(Draft SEN CoP, April 2014 ).*

### **13b ALTERNATIVE PROVISION**

#### **i. Managed Move:**

In some cases, it is appropriate to consider a managed move to an alternative mainstream school. This should be considered through the regional managed move panels.

#### **ii. PRU placement:**

- **Primary PRU for all of Solihull – Auckland Education Centre.**

The Auckland Education Centre provides intensive, short term assessment and intervention places for primary age pupils. Requests will be considered at Auckland Centre Panel meetings. The panel co-ordinates moves into the Auckland Education Centre and back out into schools / academies / alternative provision.

Requests for pupil places in the Auckland Education Centre must be made via completion of a Pupil Passport. It is expected that the preceding steps in this pathway (particularly regarding involvement of external specialists) will be evidenced prior to requests being made for Auckland Education Centre intervention.

- **Secondary PRU for South Solihull – Summerfield Centre.**

The Summerfield Centre provides intensive, short term assessment and intervention places for secondary age pupils in Southern Solihull. Requests will be considered at Partnership meetings. The panel co-ordinates moves into the Summerfield Centre and back out into schools / academies / alternative provision.

- **Secondary Virtual PRU for North Solihull – Positive Pathways Partnership.**

The Positive Pathways Partnership (P2P)