Social Emotional and Mental Health

Social, Emotional and Mental Health (SEMH)

Children and young people can experience a wide range of social, emotional and mental health needs. These may present in different ways such as appearing withdrawn, displaying challenging behaviour in the home, community and school, self-harming, substance misuse, friendship difficulties, low mood, anxiety, eating and sleeping difficulties. Other children and young people may have diagnosed disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

The term 'SEMH' is an overarching term which is often applied to those children and young people who demonstrate difficulties with differences in emotional regulation and/or social interaction and/or experience mental health difficulties. 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. For some children, the level of need may be such that it requires special education provision to be made. Factors to consider when deciding what type of provision to make will include frequency, duration and intensity of concern, persistency over time, impact on the pupil's mental, emotional and physical well-being and impact on educational progress.

Approach to working with and supporting pupils with SEMH

The potential implications of unmet SEMH needs for schools, individuals and their families are extreme. It is vital therefore that in addition to proactively promoting and supporting positive social, emotional and mental health, schools and the authority recognise that behaviours which could be viewed as inappropriate/disturbing/ challenging may in fact be a direct result of an underlying/undiagnosed need or difficulty. To understand and appropriately support the child, schools must, identify, understand and then address/support the underlying factors that impact on the child. The nature and level of support provided by the local authority and health professionals will depend on the type of need and its cause.

Leicester City's approach to SEMH

The professionals working within the authority and health team who might be involved include:

- Social Emotional and Mental Health (SEMH) Team.
- Educational Psychology.
- Early Years Support Team.
- Learning Communication and Interaction (LCI) Team.
- Hearing Impairment (HI).
- Visually impaired (VI).
- City Early Intervention Psychology Support (CEIP).
- Child Adolescent Mental Health Services (CAMHS).

- Speech and Language Therapy (SALT).
- School Nurse/Health Visitor.
- Paediatrician.
- Virtual schools Team.
- Emotional Wellbeing Everyday (EWE) Project.
- Early Help.
- Primary and Secondary Pupil Referral Unit (PRU).

With the right support and interventions, many of the concerns can be significantly reduced, enabling children with SEMH to be able to settle to learn and reach their full potential.

People and services for children and young people with SEMH

Role and expectations of the school.

Senior management team & SENCO should:

- create a whole school ethos – relationships are the heart of everything.
- create an ethos of emotional wellbeing this is shared by:
  - staff are encouraged to dedicate a time in the week to provide RSE/ circle time / restorative circles.
  - opportunities which add roots to the local community.
  - assembly – celebrations of positive relationships and positive behaviour - themes wellbeing assembly.
  - staff encourage to notice and understand and get to know the children and young people's lives.
  - parents are welcomed and engagement is encouraged using a non-judgmental approach.
  - schools use the early help offer there is a named person that parents can approach.
  - clear systems for family support to identify early support for families and signpost to relevant agencies and facilitate engagement.
  - systems in place for children to share their view and for them to be heard – such as School council, worry boxes, staff have an open ethos.
  - outside visitors are welcomed.
- use the barriers to learning data to influence the support you put in place for children. Once children are identified the school use a flexible model to support the child to access education.
- have routines in place so that a positive welcome is encouraged and there are opportunities for this such as breakfast clubs, lunch time clubs.
- understand behaviours and underlying needs and these are shared with staff appropriately.
- enable staff to feel able to take part in challenging discussions and feel these are fairly managed. Open culture senior leadership are available to all staff.
- ensure that senior leadership support the management of the behaviour policy both through rewards and sanctions that are meaningful and solution focused approach to addressing the needs.

- ensure there is an ethos that encourages positive relationships where wellbeing comes before learning. Recognising what wellbeing is for individuals.
- encourage nurturing opportunities that are purposeful.
- ensure that honest conversations are welcomed.
- offer CPD to staff such as: understanding of SEMH needs, attachment friendly practices, trauma informed practices, restorative approaches, understanding SEMH needs and strategies that support, training to understand different SEMH needs such as self-harming, withdrawn.
- ensure that the CPD is supported by providing opportunities to review the practices/strategies (there are leads/champions to ensure the development and implementation of practices).
- provide mapping of resources and interventions. Staff are made aware of the interventions and practices/strategies/outcomes are communicated to the class teacher to support these practices being embedded into the class practice. (The delivery of the intervention makes sure that teachers are aware of the focus so that skills are generalised into a wide range of situations and that the intervention is valued and skills and progress are celebrated).
- try strategies that may be above and beyond day-to-day practice- such as collect a child from home to support them attending school.
- identify best practice and share this in and with other schools.
- liaise with other alternative provisions and educational settings that are supporting when a child is accessing education alongside the mainstream school. Relationships are maintained and encouraged.

Teachers and TAs should:

- build positive relationships with children and take time and interest to get to know them. They notice and comment on their lives.
- welcome the children on arrival.
- Staff have and understanding of behaviours and underlying needs and share theses/ question SLT.
- be willing to move resources around when needed – staff feel supported and there is a willingness to support whole school/class.
- embed the positive practices across the school day such as restorative language, attachment friendly scripts, trauma informed practices.
- have a differentiated approach to managing behaviours in school.
- be aware of and review children individual support plans/passports.
- be aware and use the whole school systems and expectations in place to support SEMH needs.
- be flexible with their teaching style/ planning and expectations.
- be receptive to support and advice to adapt practice to meet the needs of the children.
- liaise with other alternative provisions and educational settings that are supporting when a child is accessing education alongside the mainstream school. Relationships are maintained and encouraged.
- support independence and support the development of the child's/ young person's confidence. They remind them of previous success and how they did this. They support the reflection of what they did and how they were successful.

- be in tune with the children/young person's emotional state and have strategies to support co-regulation.

Role and expectations of the local authority.

SEND Services will:

- be approachable, courteous, professional, sensitive and listen and respond in a constructive, creative and honest manner.
- be sensitive to cultural, racial and religious diversity.
- support schools in the development of their whole school approach.
  - o Offer training such as Restorative approaches, Behaviour policy development.
  - o Support to develop nurturing practices.
  - o Consultation approaches.
  - o Audit and evaluation of whole school systems and approaches.
  - o Development of parent groups.
  - o Staff coaching.
  - o Provide a swift response to avoid exclusion.
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Provisions and practice for children and young people with SEMH

Role and expectations of the school.

Schools should ensure:

- staff are flexible with their teaching style/planning and expectations.
- staff are receptive to support and advice.
- all staff knowing the school relationships and behaviour policy – revisiting this annually with all staff.
- all staff are provided with the opportunity of CPD.
- clear consistent rewards and consequences for class and whole school.
- good communication between adults in the classroom.
- self-help strategies are available, and staff are aware of their use in supporting children to learn. Such as fiddle toys and doodle pad being available as a strategy.
- seating arrangements reflected on and adapted. They are considerate to the needs of the learners.
- clear visuals - routine structure shared with the class, teachers use relationship scripts.
- staff differentiate the whole school behaviour policy to reflect children's needs.
- opportunities for sensory breaks both in and out of the classroom are available.
- safe spaces are available and both staff and children/young people know how to access these.
- positive links with parents ensuring:
  - o parents' voices are heard, encouraged- parent sessions.
  - o parents are fed back positives about their child.
  - o parents are invited to celebrations.

- o postcard and phone call home to parents.
- o parents encouraged to share concerns – Forensic Social Work (FSW) where applicable to support concerns at home.
- o curriculum support for parents is in place.
- o six-week reviews are available.
- o home school liaison.
- liaison with other alternative provisions and educational settings that are supporting when a child is accessing education alongside the mainstream school. Relationships are maintained and encouraged.
- school provides provision for children with SEMH Needs such as group work and individual support including:
  - o positive people.
  - o managing feelings group.
  - o friendship groups.
  - o relaxation.
  - o understanding and managing anxiety.
  - o regulating techniques.
  - o developing child led passport, individual placement and support (ISP), pastoral support plan (PSP).
- Nurturing practices throughout the school day:
  - o friendly reception staff.
  - o meet and greet for key children.
  - o emotional check.
  - o use of visuals.
  - o timetable of the day.
  - o discuss changes to the day/ concerns.
  - o nurture breakfast for key children.
  - o staff available for emotional check ins throughout the day.
  - o positive scripts such as Restorative Approaches, attachment friendly.
  - o use of reflective practices and systems to support children and young people to begin to recognise and manage their emotions such as the 5-point scale.
  - o staff groups are will consider and reflect on the child's social history.

Role and expectations of the local authority

SEMH Team needs to:

- share, extend and develop psychological and social emotional and mental health approaches which promote the effectiveness and well-being of individuals, groups and whole school.
- collaborate with others to provide and develop positive outcomes for children.
- bring professional knowledge and expertise to serve the best interests of children as they learn and develop as members of their schools, families and communities.
- promote the importance of self-worth and self-fulfilment.
- promote and advocating the voice of the child, families and school.
- develop PHP, ISP and risk assessments.
- support with the identification of the child/young persons need.
- ensure that for complex needs the local authority will provide support with identifying appropriate provisions, such as Alternative Provision (AP), Pupil

Referral Unit (PRU) places and the support the Statutory Assessment process.
- Deliver generic and child specific training within the setting.
- Provide guidance on reasonable adjustments.

Environment for children and young people with SEMH:

Role and expectations of the school

Schools should:

- be calm, safe, consistent environments where the routines and ethos are embedded across the school.
- ensure the environment is welcoming, and basic needs should be met, opportunity for food, water and warmth.
- ensure purposeful displays and environment bring a sense of belonging.
- provide calm eating spaces:
    - o break out spaces are available.
    - o staff are available to support.
    - o staff are encouraged to eat meals with the children and young people.
- ensure changing washing facilities available.
- have calm reflective spaces both indoors and outdoors.
- provide reasonable adjustment to the environment. Give thought to the environment such as the location of classroom.
- access Occupational Health and other agencies to provide advice on adjustments to the environment.
- ensure there are safe spaces for children and young people to be able to regulate their emotions.
- provide reasonable adjustments are made to meet the needs of the individual when they are needed, such as a workstation, access to reception to help do a job, buddy stations, access to outdoor space, access to pastoral support.
- complete environmental risk assessments for the child or young person, peers and staff to ensure that risks are minimised, and all feel safe.
- provide safety walks to support the child/ young person's needs and transitions.
- prepare children for environmental change (changes to classroom/ school trips etc) through a pre talk/ social story.

Role and expectations of the local authority:

SEND Services should:

- provide guidance about best practice in creating calm, safe, consistent environment where the routines, ethos is embedded across the school.
- to provide support and refection of practice.
- help to identify services that can support understanding and adjustments concerning the impact of the environment on SEMH.

Resources for learning for children and young people with SEMH

Role and expectations of the school:

Schools should ensure:

- that the staff working directly with the child has a holistic knowledge and understanding of the child's needs, including knowing the child's early life experiences, current living arrangements, learning and language needs, sensory and physical needs of the child.
- a child centred approach – having a flexible/differentiated approach and expectation based on the child's emotional state at that time.
- whole school approaches to support positive relationships this is fostered taught in both classrooms, small groups and individually.
- staff use language scrips which connects before correcting. They use language to support children and young people's regulation.
- staff are able to use de-escalation strategies and there is a process of refection and moderation.
- staff are aware and follow whole school and individualised support plans.
- personalised and meaningful rewards.
- consistent implementation of recommendations from relevant professionals. These are communicated to all staff.

Role and expectations of the local authority

SEND Services should:

- support the school to make assessments to identify SEMH needs.
- to provide training and information to understand the underlying SEMH needs.
- provide observations of SEMH needs in school and support staff to implement strategies.
- provide advice and guidance to schools and families.
- deliver generic and child specific training within the setting.
- provide guidance on reasonable adjustments.
- offer regular reviews to support staff, child and young person and their families.
- Work in partnership with SENCo, class teacher and teaching assistant to agree appropriate targets, strategies, resources and time frame.