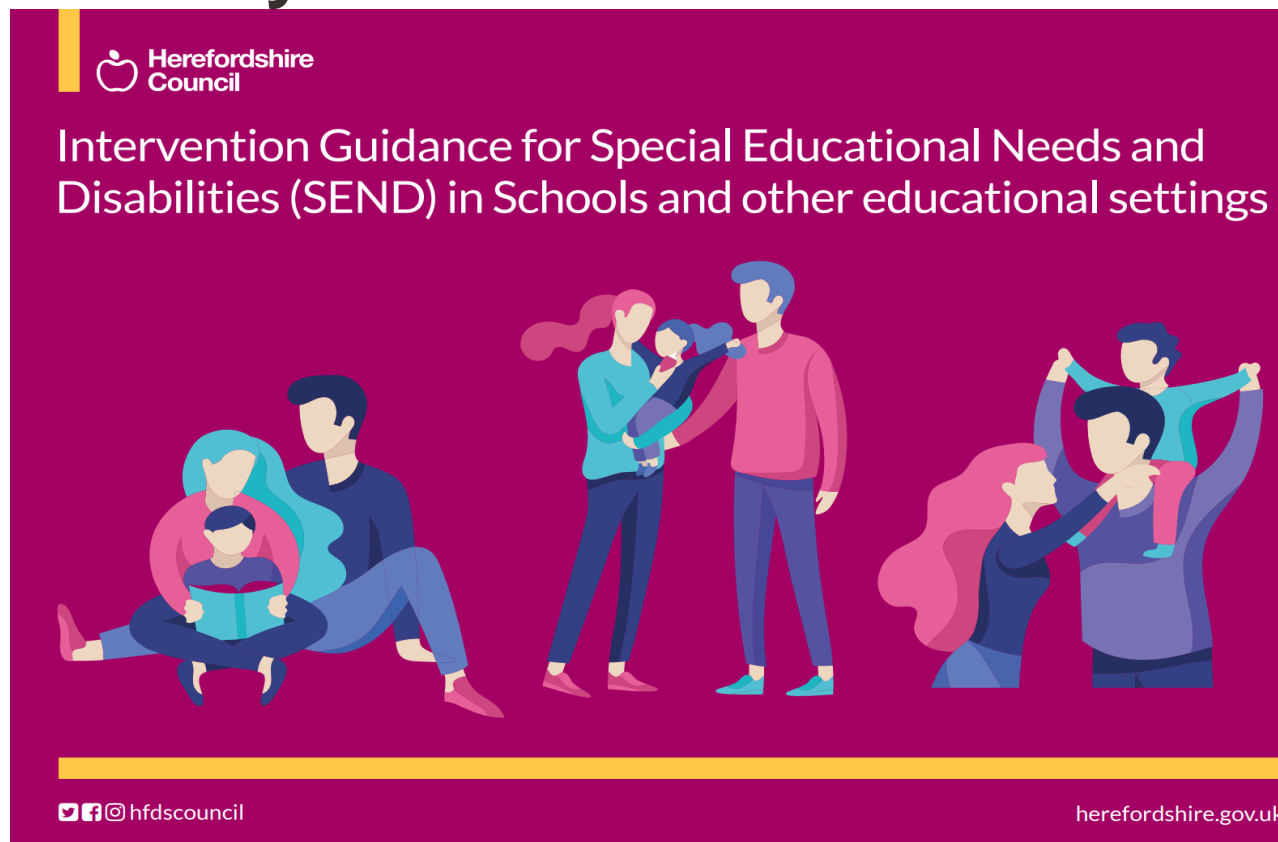


Educational Provision
Scrutiny Committee
Mental Health Session

Growth in social, emotional and mental health needs

- 19% of Children on SEN Support have SEMH needs
- 21% of Education, health and Care Plans are for SEMH – our highest type of need
- The number of pupils on roll
- Expenditure on Independent School places has tripled in 5 years (mostly for SEMH and autism with anxiety)

Herefordshire's Graduated Response – What we would expect schools and EY Settings to ordinarily do from their resources



https://www.herefordshire.gov.uk/downloads/file/16977/intervention_guidance_for_send_in_schools_and_other_educational_settings.pdf

Covers all types of SEND including SEMH

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Social, Emotional and Mental Health (SEMH)

Universal - All Children

Children may periodically display social, emotional, and behavioural difficulties and some children may have a short term mental health difficulty. Some disruptive antagonistic and disaffected behaviour may be evident.

These difficulties may be the result of other underlying difficulties or life circumstances such as a loss or bereavement or period of stress. This may mean they need some short term support but it should not be assumed that the CYP has special educational needs.

Targeted - Some Children

Some children's SEMH difficulties cannot be met by universal whole school or class approaches over a sustained period of time. These difficulties may be displayed through withdrawn or isolated behaviours or through challenging, disruptive or disturbing behaviours. These behaviours occur frequently. The behaviour may be disrupting the child's progress with learning or the learning of other children.

These children will require:

- A graduated approach which draws on increasingly detailed interventions and support approaches;
- Where appropriate specialist expertise in successive cycles of assessment, planning, intervention and review is in operation, ensuring interventions match needs;
- It is essential that strategies for specific pupils are shared across the whole staff team.
- Support at this level drawing on the notional SEN budget of up to £6000.

Specialist - Few Children

Whilst many children experience short term difficulties in response to stress or traumatic life events (e.g. bereavement or family breakdown), relatively few children will have severe and longstanding SEMH difficulties. These children will display some of the following over a sustained period of time: extremely withdrawn behaviour, self-harming or anxious behaviours. Alternatively they may present a serious threat to their own or others safety. They may display particularly challenging, un-cooperative, destructive and disruptive behaviours or respond to peers and adults with high levels of physical and verbal aggression or sexually inappropriate behaviour. They may find it difficult to engage with activities set by adults and have difficulties forming appropriate relationships (and attachments) in school. School life for these CYP should be significantly modified to emphasise emotional regulation and social skills. They will require a high level of adult support to ensure a predictable and structured

Each broad area of SEND includes 3 sections to support schools and settings in what to do (see example below for Intervention and Support)

Assessment and Planning Social, Emotional and Mental Health (SEMH)

Intervention and Support Social, Emotional and Mental Health (SEMH)

Universal - All Children

- Some classroom teaching assistance is targeted for specific tasks/in specific settings e.g. break, assembly, extended writing.
- The use of peer support systems across the school (e.g. peer mediators and playground buddies).
- More time to complete tasks and reduced work targets.
- Time limited and targeted access to small group work/interventions.

Targeted - Some Children

- Support to aid the development of relationships and to allow productive activities with peers e.g. break and/or lunchtime support, buddies, mentors, circle of friends, and an adult to facilitate playground activities for target child.
- A small group support programme using established principles (e.g. social skills, CBT).
- Reduced level of language used in class and for directions;
- Strategies to reduce anxiety (e.g. scaling of feelings).

Specialist - Few Children

- Opportunities for intensive and therapeutic intervention in or outside of school and from other agencies such as CAMHs.
- Identified skilled individual support is available across the curriculum
- A secure, structured and safe learning environment.
- Opportunities for withdrawal to a non-stressful environment to prevent escalation or to provide more intensive intervention e.g. timeout room, Nurture Group for 50% of the day.

Evaluating Progress and Reviewing Social, Emotional and Mental Health (SEMH)

MHSTs in schools – now called WEST locally

- Mental Health Teams in Schools is a national program aimed at improving the mental health and emotional wellbeing needs of school pupils and the school as a whole.
- The aim in the NHS Long Term plan is to have covered 45% of schools in the country by 2024.
- Wave 3 went live in November 2021 with 4 teams across Herefordshire and Worcestershire covering 57 schools. 1 team in Herefordshire and 3 in Worcestershire.
- The Herefordshire team covers all the secondary schools in the county.
- The teams are based in schools and take referrals for children and young people with emotional wellbeing needs, they are also involved in improving the whole school approach towards emotional wellbeing and mental health, this includes staff wellbeing and work with parents.
- Herefordshire and Worcestershire have been allocated 4 more teams across wave 7,8,9 and 10.
- Wave 7 will commence training in September 2022. The site selection has taken place for this wave and agreed by partner organisations. Wave 7 will be focused on Herefordshire primary schools, with the 20 most in need primary schools being part of the team. These have been selected based on health inequality data and local intelligence.
- A further element in this programme has been to start a mapping exercise to identify and communicate the local Herefordshire offer of MH and EWB support to school and other practitioners as well as YP and their families.

Graduated Pathway - Children with social, emotional and MH difficulties EY/KS 1

Blue text – yet to be implemented Green text in place less than 12 months

1. Setting/School Response:
High quality teaching, Pastoral support, school MH lead
Escalating intensity of intervention: See Herefordshire graduated intervention guidance next slides:

2. School or EY Setting requests Behaviour Support Team observation and advice – Free to EY and KS1
50 children annually

3a. Attachment Difficulties
Placement in Nurture Group allows ongoing assessment and some specialist input
Y1/2 for 12 months only
5 Prim. schools across H'shire
7 pupils each

3b Other SEMH Difficulties
Intervention place at Brookfield School

KS1 and 2 School funded

Return to mainstream if successful or use assessment information for EHCP to provide and or specialist placement – usually Brookfield School from age 7

Increasing intensity and specialism of intervention and support

Graduated Pathway - Children with social, emotional and MH difficulties KS 2,3,4

Blue text – yet to be implemented Green text in place less than 12 months

1. Setting/School Response:
High quality teaching, Pastoral support, school MH lead
Escalating intensity of intervention: See Herefordshire graduated intervention guidance

2. School requests Behaviour Support Team observation and advice – School purchased

3. Educational Psychologist chairs Group Problem Solving (GPS) to examine origins of behaviours and how to address them

Free to school

4. Intervention place at Brookfield School
KS1 and 2

Referral to Pupil Referral Service
Intervention Package KS 3 and 4
School funded

5. If 1 to 4 carried out, use assessment info. for EHCP to provide top-up funding or specialist placement – usually Brookfield special School

Increasing intensity and specialism of intervention and support

Guidance for schools

Graduated Pathway – Secondary age with severe anxiety incl. those with autism diagnosis

note that there is a separate multi-disciplinary diagnostic pathway

Blue text – yet to be implemented Green text in place less than 12 months

1. Setting/School Response:
High quality teaching, Pastoral support, school MH lead
Escalating intensity of intervention: See Herefordshire graduated response intervention guidance:

2. Where school attendance is declining Work with **WEST** or **Educational Psychology emotionally-based non-attendance project**
Also Autism outreach from Hampton Dene

3. If 2 not successful in keeping child in school, CAMHS consultant recommends child to Home and Hospital Service (H3)

4. H3 works to re-engage in education. Mix of home tuition, online and face-to-face at Hub

5. Return to mainstream or use information for EHCP assessment if long term and entrenched EHCP to access specialist intervention:-

- Bishop of Hereford mainstream autism base
- **Proposed Secondary Autism Hub if not able to access mainstream**

Increasing intensity and specialism of intervention and support

9777intervention

Training Offer for Schools – a selection

Educational Psychology– school funded

- Emotional Literacy for Support Assistants (ELSA) – Training plus ongoing supervision sessions for TAs. 50 more trained last 12 months
- The Teenage Brain
- Trauma informed Attachment
- Various sessions on autism, ADHD, self-harm

Behaviour Support Team – school funded

- Team Teach – strategies for de-escalation
- Behaviour strategies for schools

Autism Education Trust – Council funded until July 2023

- AET L2 and L3 whole school training on good practice

WEST – CCG funded

- Whole School approaches to MH

Finally..

- Nursery provision
- Schools and Colleges – champions needed
- Resilience around attendance
- Review termly
- Revisit in 2023
- Discussions welcome