Leicestershire County Council

Special Educational Needs Assessment Service (SENA)

Guidance for EHC Needs assessment/EHCP/top-up funding Social, Emotional and Mental Health

Guidance for meeting needs through a graduated response.

Leicestershire County Council

This guidance was developed with reference to the Special Educational Needs and Disability Code of Practice 0 to 25 years: Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities (July 2014)

Chapter 6 of the SEN Code of Practice outlines 4 broad areas of need:

Communication and interaction

Cognition and learning

Social, emotional and mental health difficulties

Sensory and/or physical needs

This guidance document refers to Social, Emotional and Mental Health Needs

6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

Group 1: Emerging Needs

A child or young person who may have an emerging SEND, supported by quality-first teaching without additional funding beyond the pupil entitlement.

Descriptor	Assessment & Planning	Teaching & Learning	Curriculum & Interventions
The Child or Young Person (CYP) experiences low level / low frequency difficulties with one or more of the following: • following classroom routines • complying with adult direction • responding appropriately to social situations • forming and sustaining relationships with peers • immature social/ emotional skills, e.g. difficulties with turn-taking, reciprocal attention, sharing resources, etc. • some social isolation, e.g. tends to play alone • low-level anxiety in social situations	• Monitoring of the CYP's response to positive feedback • Assessment for Learning • Consideration to the CYP's learning style, including active engagement activities. Information from the CYP regarding their views using person-centred approaches • Observations by Teacher / class TA / KS Coordinator • School is proactive in identifying individual needs and monitors that action is taken • Solution-focused approaches to planning are used	• The teacher is held to account for the learning and progress of the CYP in the mainstream class • Quality First Teaching meets the needs of all pupils. • Flexible grouping arrangements • Some differentiation of activities and materials • Differentiated questioning • Use of visual, auditory and kinaesthetic approaches • Awareness that a CYP may need more time to complete tasks and that equality of access may mean that they need to do some things differently • Resources and displays that support independence • Routine feedback to pupils • Environmental consideration to classroom organisation, seating and group dynamics • Transparent system of rewards and sanctions. Rules and expectations consistent across staff • Clear routines, e.g. for transitions • Nurturing classroom approaches • Offering CYP opportunities to take on responsibilities, e.g. class monitors, prefects, school council reps	• The school can demonstrate an inclusive ethos that supports the learning and wellbeing of all CYPs • The wider curriculum promotes positive examples of diversity • Well-planned and stimulating PHSCE curriculum, differentiated to needs of cohort/class • Anti-bullying is routinely addressed and pupils are confident in reporting incidents • SEAL styled materials and interventions • Provision of planned opportunities to learn and practice social and emotional skills during structured activities • Restorative Practices (RP) approaches. • Educational visits are planned well in advance and take into account the needs of all CYPs

Descriptor	Assessment & Planning	Teaching & Learning	Curriculum & Interventions
		• Awareness that a CYP may need more time to complete tasks and that equality of access may mean that they need to do some things differently • Use of teaching strategies that develop the independent learning of the CYP	

Group 2: SEND Support   (School based interventions)

A child or young person on the SEN record whose needs are met by school-based additional support with some use of delegated SEND funding.

Descriptor	Assessment & Planning	Teaching & Learning	Curriculum & Interventions
The Child or Young Person (CYP) experiences low / medium level ongoing difficulties with: • following adult direction, e.g. regular incidences of non-compliance/ uncooperative behaviour • self-regulating, e.g. emotional outbursts, hyperactive, impulsivity, mood swings, feeling anxious/worried • appropriate learning behaviour, e.g. sustaining attention and concentration, motivation to engage with work-related tasks • low self-esteem and general resilience • responding to social situations, leading to social isolation from peers, e.g. may be fearful or anxious in new situations • immature social skills affecting ability to establish and maintain friendships	**Group 1 plus:** • Observations by SENCo/ Pastoral Lead • Use of Goodman's Strengths and Difficulties Questionnaire (SDQ) or Boxall Profile to gain profile and plan strategies • Pupil involved in setting and monitoring their own SMART targets. • Parents/carers involved regularly and know how to support targets at home • Behaviour records analysed to consider triggers and patterns • 'Assess-Plan-Do-Review' process should be clearly in place • Risk assessment to identify potential difficulties • Referral to Oakfield or secondary partnership for discussion around meeting needs • Person-centred planning approaches	**Group 1 plus:** Information about CYP's needs/difficulties is shared with relevant staff Sharing of advice on successful strategies and targets, e.g. use of visual supports, developing organisational skills. Classroom Teaching Assistants (TAs) are targeted towards support for accessing specific tasks/settings, based on agreed SMART targets. Learning tasks differentiated by task and outcome to meet individual needs. Personalised reward systems covering targeted lessons / activities. Careful consideration to group dynamics within class	**Group 1 plus:** • Access to small group support, e.g. SILVER SEAL, Circle of Friends, self-esteem group, mentoring. Group work to be planned and tailored to meet identified need and includes good role models. • Teaching effective problem solving skills • Individual or small group support for emotional literacy, e.g. recognising emotions • Preparation for changes to activities/routines/staffing. • Oversight when moving between locations/classrooms. • Educational visits are planned well in advance, risk-assessed, and contingency plans are in place to meet the needs of the CYP, should they be needed.

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• reliance on adults for reassurance	used, e.g. PATH	Careful consideration to preferred learning style and motivational levers for the CYP when differentiating. Opportunities for small group work based on identified need	• CBT-based group work provided over specified period of time • Specific interventions known to benefit children with ADHD; ASD traits; attachment issues; childhood well-being, e.g. 'Growing Optimism' or 'Respect' • Support available for CYPs who have suffered loss, e.g. bereavement • Peer support interventions used

Group 3: SEND Support (external professionals involved)

A child or young person on the SEND register whose needs are met with advice from external agencies and use of delegated SEND funding. Assess, Plan, Do, Review process demonstrates impact of measure put in place and of involvement of pupil and parents in the process.

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The CYP experiences frequent and persistent difficulties with: • incidences of non-compliant and uncooperative behaviour, e.g. refusal to work, disrupting the learning of others. • self-regulating, e.g. frequent emotional or aggressive outbursts, sexualised language, anxiety, mood swings, unpredictable behaviour, which affect relationships. • significant self-esteem issues affecting relationships and behaviour patterns ('acting in' or 'acting out') • low levels of resilience when faced with adversity	Groups 1 & 2 plus: • SEN Support Plan, informed by Goodman's SDQ or Boxall Profile with carefully scheduled assess-plan-do-review cycles that are fully implemented. • Outcomes Targets that are set as part of the Plan, Do Review Cycle include attendance, academic progress, evidence of improved attitudes and behaviour. These are agreed and monitored with school, CYP and parents/carers. • Specialist assessments, e.g. Oakfield short stay school or	Groups 1 & 2 plus: • Identified daily support to teach social skills and address behavioural targets on PSP or outcomes in SEN Support Plan. • Use of key-working approaches to ensure the CYP has a trusted adult to offer support during vulnerable times. • Personalised reward systems known to all staff in school who have contact with the CYP, implemented consistently across the curriculum. • Regular/daily small group teaching	Groups 1 & 2 plus: • Access to additional adult support up to 15 hours per week • Teaching style adapted to suit CYP's learning style, e.g. level/pace/amount of teacher talk reduced, access to practical activities. • Consideration given to managed move/fresh start at another school using local protocols to ensure that personalised planning maximises the CYPs chance of success • Personalised timetable introduced in negotiation with the CYP, parents /

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• behaviour causing a barrier to learning, e.g. CYP disengaging, may destroy own / others' work, use work avoidance strategies, concentration very limited • socialising with peers and adults, e.g. lack of empathy, victim or perpetrator of bullying • may show low mood or refuse to communicate for periods of time • risk of isolation or becoming socially vulnerable The CYP's SEMH needs may co-exist with other secondary needs	secondary behaviour partnership, educational psychology, etc. • Consideration of referral to social care or CAMHS and health services • Careful reviewing of needs before transition at Key Stages, e.g. starting preschool, primary, secondary, post 16, adult life • SEN Support Plan that will include: ◦ Pupil profile distributed to relevant staff to gain overview of behaviour to inform planning. ◦ Behaviour records analysed to consider frequency, duration, triggers/patterns, etc. in order to plan appropriate strategies. ◦ Risk assessment to inform adaptations to learning environment. ◦ Strategic planned use of TA support aligned to outcomes	of social skills. • Individualised support to implement recommendations from support services.	carers and staff. This may draw on external resources from Oakfield or the Secondary Partnerships as agreed in the SEND Plan. This may include temporary short or longer term withdrawal from some activities, e.g. assemblies, specific non-core lessons. Alternative curriculum opportunities (at KS4 these may include vocational / college / work placements) including dual registration at Oakfield or full-time programmes managed by the secondary partnerships. • Time-limited intervention programmes with staff who have knowledge and skills to address specific needs, may include withdrawal for individual programmes (e.g. understanding anger, therapeutic stories) or targeted group work • More formal meetings/ conferences using Restorative Practices, to include parents/carers. • Educational visits are planned well in advance and risk assessments are in place as appropriate. and shared with key staff. • Targeted interventions to address self-harm, anxiety (including separation anxiety), issues around ADHD (e.g. 1,2,3 Magic)

Group 4: Children or Young people with an EHCP

A child or young person who meets the criteria for an EHC needs assessment, EHCP or top-up funding matches the descriptor of this Group and has strategies in place recommended by an external agency which cannot be met by the school without access to additional funding.

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The CYP has had an SEND support plan in place for at least six months and rigorous review shows little or no progress towards the targets set in the plan. The CYP's needs have been identified by one or more services external to the school as being complex, unlikely to be met from within existing resources and requiring additional specialist input. The CYP's behaviour is disruptive to the learning of others and is challenging to staff including those deployed in alternative settings. The CYP's placement is at risk. Goodman's Strengths and Difficulties Questionnaire or Boxall Profile at least six months apart, provide evidence in the abnormal range of behaviours such as: • daily incidences of non- compliant and uncooperative behaviour which are long-lasting and frequent, e.g. refusals to work, defiance, leaving classroom/school site on a regular basis • self-regulating, e.g. intense emotional or aggressive outbursts / uninhibited / unpredictable	**Group 1-3 plus:** • Specialist assessments, e.g. Behaviour Partnership, Educational Psychologist (EP), Primary Mental Health Worker (PMHW) Youth Offending Team (YOT), CAMHS • Long term multi agency involvement to provide more detailed assessment of the CYP's difficulties and needs (EP, CAMHS, YOT, and to plan interventions • Risk assessment to identify dangers and need for additional support • Impact of interventions is assessed using relevant tools. • Completion of 'pupil passport' for Behaviour & Attendance Partnership if 'managed move' or programme management needed • Personalised transition planning is prioritised (e.g. Rec/Y1, Y6/Y7, Y9, Y11/post-16.). This will include a transition Plan in Y9-14.	**Group 1-3 plus:** • The class/subject teacher remains accountable for the progress of the CYP within the mainstream class. • Identified individual support across the curriculum in an inclusive mainstream setting. Regular teaching of social skills to address behavioural targets, • Use of key-working approaches to ensure the CYP has a trusted adult to offer support/withdrawal during vulnerable times. • Personalised reward systems known to all staff in school who have contact with the CYP, implemented consistently across the curriculum. • Time-limited intervention programmes with familiar staff who have knowledge, skills and experience to address CYP's specific needs, may include withdrawal. • Individualised support to implement recommendations from relevant professionals	**Group 1-3 plus:** • Access to additional adult support above 15 hours per week • Teaching focusing on both learning and social- emotional curriculum / outcomes throughout the school day. Targets informed by specialist assessment or SEN Support Plan • Regular/daily small group teaching of SEB skills. • Teaching style and tasks are adapted to suit the CYP's learning style, e.g. level/ pace/amount of teacher talk reduced, access to practical activities. • Personalised timetable introduced in negotiation with CYP, parents and staff. This may include temporary withdrawal from some activities. • Alternative curriculum opportunities at KS4, e.g. ALPs/vocational/college/ work placements • Formal meetings/conferences using Restorative Practices, to include parents/carers . • Educational visits are planned well in advance and risk assessments are in place, key staff have rehearsed possible scenarios.

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outbursts, • socially inappropriate or sexualised behaviour, • low levels of resilience when faced with challenge or criticism • high levels of anxiety, hyper-vigilance, mood swings, difficulties with social relationships. • behaviour causing significant barrier to learning, e.g. CYP disengaging, destroying own / others' work, work avoidance strategies, concentration very limited • socialising with peers and adults, e.g. lack of empathy, victim or perpetrator of bullying • at risk of exclusion, isolation or becoming socially vulnerable • increasing concerns around mental health, e.g. self-harm, irrational fears, risk-taking, substance misuse.			• Support through solution- focused approaches from Behaviour Partnership, for staff working with the CYP • Where CYP is working below age-related expectations, personalised literacy and numeracy programmes will be required to address gaps in learning associated with SEMH needs • Consideration to access arrangements for internal and external examinations.

Group 5: Specialist Provision

Descriptor	Assessment & Planning	Teaching & Learning	Curriculum & Interventions
The CYP experiences complex, frequent and persistent SEMH needs. The CYP's behaviour is unpredictable and dangerous, with intense episodes of emotional and/ or challenging behaviour, high level of anxiety making daily life extremely difficult, severely disrupting the learning of self and others. SEMH needs may be compounded by co-existing difficulties. The CYP is extremely vulnerable and there are safeguarding issues to consider due to acute levels of mental health concerns and increased risk-taking behaviours or 'sabotage' of situations/placements. Self-harm and/or suicide ideation. The CYP is at risk of exclusion or becoming a chromic non-attender. A multi-agency approach, including educational and non-educational professionals, is essential.	**Groups 1-4 plus:** • Specialist assessments e.g. by Educational Psychologist, CAMHS, YOT, etc. • Regular risk assessments to consider risks to self and others. • Completion of assessments and/or annual review for consideration at ISP panel and/or joint panel. Professionals agree that the CYPs needs can only be met with additional resources in specialist placement. • Personalised transition planning is prioritised (e.g. Y6/Y7, Y9, Y11/post-16.). This will include a transition Plan in Y9-14, updated on a regular basis.	**Groups 1-4 plus:** • Identified highly skilled individual support required throughout the school day. • Despite small class groups, with high teacher to pupil ratios and high levels of support to access curriculum, withdrawal of the CYP on a regular basis still needed to ensure safety of the CYP and others. • Use of key-working approaches to ensure the CYP has a trusted adult to offer support/withdrawal during vulnerable times. • Personalised reward systems known to all staff who have contact with the CYP, implemented consistently across the curriculum. • Personally tailored time-limited intervention programmes with staff who have knowledge, skills and experience to address the CYP's specific needs.	**Groups 1-4 plus:** • All of the above requires additional/enhanced levels of highly skilled staff to re- engage and motivate the CYP. • Impact of attachment and trauma prevent access to a mainstream curriculum alongside other children and require a nurturing approach to access education.

Recommended Interventions for meeting SEMH needs

Programme	Age Range	Cost
Academic Resilience Approach (ARA)	3-19	Contact the Educational Psychology Service
Achievement for All	5-16	Yes – check website
Mindfulness in Schools	7-11 and 11-18	Yes – check website
Classroom Audit for SEMH	5-16	Contact the Educational Psychology Service
Circles of Friends	6-13+	Contact the Educational Psychology Service
Circles of Resilience	10-19+	Free
Draw and Talk Service	6-13	Contact the Educational Psychology Service
FAST (Families and Schools Together)	3-5	Free
FRIENDS Programme	4-18+	Yes – check website
Growing a Nurturing Classroom	4-11	Contact the Educational Psychology Service
Promoting Alternative Thinking Strategies (PATHS)	3-15	Contact the Educational Psychology Service
Quality Circle Time	7-11	Contact the Educational Psychology Service
Rochester Resilience Programme (RRP)	5-11	Yes – check website
Teens & Toddlers UK	2-5, 13-17	Contact the Educational Psychology Service
THRIVE Approach	Birth-Adulthood	Contact local CAMHS
Video Interactive Guidance (VIG)	Birth-11	Contact the Educational Psychology Service

*Prime areas of learning and development:

1. Communication and language
2. Physical development
3. Personal, social and emotional development

Specific areas of learning and development:

1. Literacy
2. Mathematics
3. Understanding the world
4. Expressive arts and design