Social Emotional and Mental Health Needs and the SEND Code of Practice

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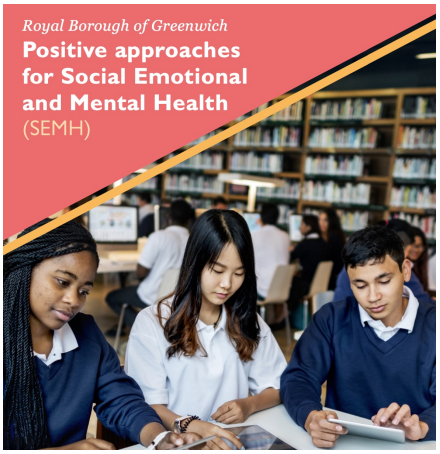

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1

Introduction

This course will take participants through the SEND Code of Practice requirements for assessment and intervention for children with social, emotional and mental health needs (Assess, Plan, Do, Review). It will include consideration of assessment tools/approaches and methods of intervention.

The focus today will be on individual children causing concern. However, it is important to think about SEMH needs within the context of the wider school. Our next session will consider whole-school approaches and the interface between the behaviour and discipline policy and the SEND policy.

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2

What do we understand by the term SEMH?

- Immature social and emotional development, difficulty making and sustaining healthy relationships.
- Mental health difficulties such as anxiety or depression, self-harming, substance abuse, eating disorders or physical symptoms that are medically unexplained.
- Other recognised disorders, such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD), attachment disorder, autism or pervasive developmental disorder, communications disorders, disruptive behaviour disorders, bipolar disorder, schizophrenia
- Effects of trauma (PTSD)

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3

Indicators (Passive)

- Anxiety
- Low mood
- Quiet, withdrawn
- Isolated/isolating
- Speech anxiety/ reluctance to speak
- Unable to make choices
- Refusing to accept praise
- Over-dependence on adults or peers
- Disengagement/attendance
- Lethargy/apathy
- Daydreaming
- Task avoidance
- Avoiding risks
- Unable to make and maintain friendships
- Low self-worth
- Poor personal presentation

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4

Indicators (Active)

- Challenging behaviours
- Restlessness/over-activity
- Non-compliance
- Mood swings
- Impulsivity
- Physical aggression
- Verbal aggression
- Disproportionate reactions
- Manipulative/controlling
- Marked change in behaviour
- Risk-taking
- Attention-seeking
- Fantasy
- Perceived injustices
- Difficulties with change/transitions
- Absconding
- Eating issues
- Lack of empathy
- Lack of personal boundaries
- Poor awareness of personal space

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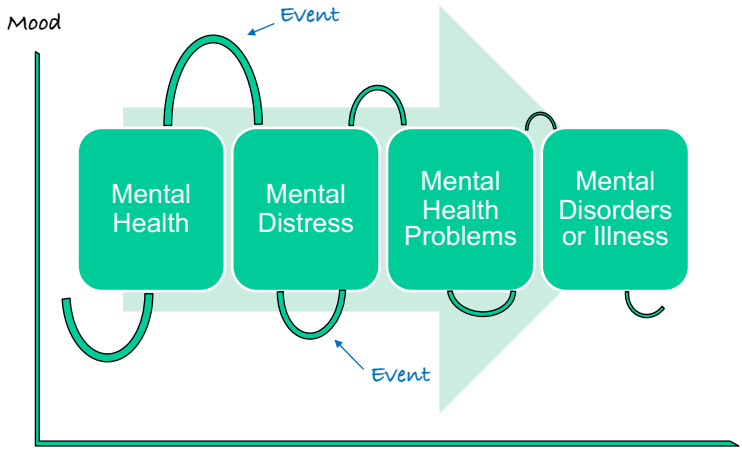
5

Mental Health – A Continuum



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6

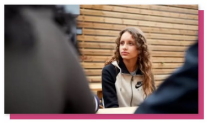
Signs and symptoms of particular disorders

YOUNGMiNDS
fighting for young people's mental health

The Young Minds website includes information about a range of mental health disorders, including the signs and symptoms. This is a good source of information if you have concerns about children and young people in your schools. https://www.youngminds.org.uk/young-person/mental-health-conditions/

ADHD and mental health

Attention deficit hyperactivity disorder (ADHD) can make it hard to concentrate and control your behaviour, and can make it feel like you have too much energy.



Anorexia

Anorexia nervosa is an eating disorder where you worry about your weight, want to lose weight and eat less and less food. It is a serious condition, but treatment is available.

Anxiety

Anxiety is a normal, human feeling of fear or panic. But it can become a problem when it starts to have a negative impact on your everyday life.

Autism and mental health

Autism - sometimes called autism spectrum disorder (ASD) - affects how you see the world and how you interact with other people. Find out the symptoms and where to get support.

Bipolar disorder

Bipolar disorder can make your mood become extremely high or low, with episodes lasting for days or weeks on end. It is a serious condition, but help is available.

Borderline personality disorder

Borderline personality disorder (BPD), or emotionally unstable personality disorder (EUPD) as it's also known, can cause you to experience rapid changes in emotion, often triggered by your relationships.

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7

Department of Health

What does the Code say?

Department for Education

The Code of Practice sets out the responsibilities of schools with regard to the identification and assessment of SEMH:

Where there are concerns (about challenging, disruptive, disturbing or withdrawn behaviours), there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication, or mental health issues (6.21).

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8

What does the Code say? (cont'd)

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 (6.33).

If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate (6.21).

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9

What does the Code say? (cont'd)

The Code also places the child/young person at the heart of the process:

Schools should ensure that children, parents and young people are actively involved in decision making throughout (6.7).

Information gathering should include an early discussion with the pupil and their parents to develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps (6.39).

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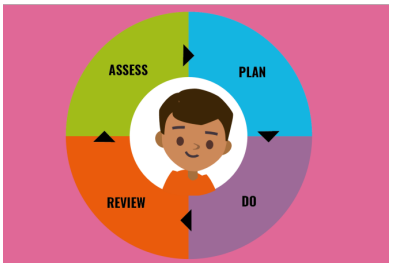
10

Assess, Plan, Do, Review

A graduated approach is applied to all types of need – including SEMH. Wigan Council have developed three ADPD checklists

- **Checklist 1**: describes actions to be undertaken for ALL children and young people. Much of this is based around Inclusive Quality First Teaching.
- **Checklist 2**: describes actions to be undertaken for SOME children and young people. This is based around Inclusive QFT plus additional time-limited support programmes.
- **Checklist 3:** describes actions to be undertaken for a FEW children and young people. This includes Inclusive QFT plus increasingly individualised intervention programmes to accelerate and maximise progress and close performance gaps.



APDR checklist from Wigan Council chapter 8 from High Expectations for All file https://www.wigan.gov.uk/Business/Professionals/SEND/HEFA/Chap-8.aspx

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11

Assess – Plan – Do - Review

Adopt a non-judgmental, curious, empathic approach that focuses on the feelings and emotions that may be driving the behaviour, rather than the behaviour itself.

Assessment does not just mean direct work with the child. It is the entire process of gathering information to work out the reasons why a child might be struggling in some way.

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12

Questions that might guide your assessment

- What's the child's story? What has happened in their life so far? Have their been any significant changes, loss, bereavement or traumatic experiences?
- When did problems start?
- What's currently going on in their life outside school? Are their basic needs (food, warmth, sleep, safety, love etc. being met)
- Curriculum access? Are there any physical and sensory barriers (e.g. hearing, vision, medical)? Could the child have language difficulties? EAL? Could the child have learning difficulties – general or specific?

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13

Questions that might guide your assessment (cont'd)

- Environmental factors? Differentiation? Pace of lessons? Behaviour policy? Sensory factors – e.g. noise, crowds? Behaviour of peers?
- Relationships? With family? Staff? Peers?
- What might this behaviour be communicating? Is the child trying to gain or avoid something?
- What is working and what is not (and where)? Does the problem happen in some situations more than others? Are there exceptions? If so, what is different in these situations?
- Consultation with outside agencies?

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14

SEMH – Assessment tools

- Feedback from staff – in secondary school, it might be useful to complete a 'Round Robin'
- Observations of the child
- Discussions with parents – Making Action Plans (MAPs)*(this tool can be used to gather information as part of an assessment and also includes time to **plan** for next steps)*
- School audit checklists – to explore environmental factors
- Questionnaires and scales – e.g. SDQ, Anxiety scales, Boxall Profile, Self-esteem questionnaires

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15

Whole School Audits

Learning Environmental Checklist

Planning, Monitoring & Evaluation Tool

National Behaviour Support Service

Key: 1 = Disagree (Very significant need for action)
2 = Mostly Agree (Room for improvement / some action needed)
3 = Strongly Agree (No real room for improvement)

NBSS The National Behaviour Support Service

Whole School Environment

1	An effective policy exists to promote positive behaviour	1 2 3
2	I have a clear understanding of the school's Code of Behaviour	1 2 3
3	Rules are communicated frequently and effectively to students	1 2 3
4	Staff (including non-teaching staff) are fully aware of, and adopt, the school rules	1 2 3
5	Students, as far as they are able, know the reasons for each school rule	1 2 3
6	Rules are communicated effectively to parents/guardians	1 2 3
7	Parents/guardians are routinely told of students' positive behaviour (notes home, phonecalls, meetings)	1 2 3
8	Parents/guardians are routinely told of students' unacceptable behaviour	1 2 3
9	I have a clear idea of rewards that can be used for positive behaviour	1 2 3
10	I have a clear idea of the range of sanctions that can be used for unacceptable behaviour	1 2 3
11	I am aware of the variety of strategies that can be used in this school to address behaviour which impedes teaching and learning	1 2 3
12	There is a consistent approach to managing behavioural issues in this school	1 2 3
13	The Code of Behaviour is understood and has been adopted by staff	1 2 3
14	A system is in place to monitor and review the Code of Behaviour regularly	1 2 3
15	There is an effective health and safety policy in the school	1 2 3

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16

Questionnaires and Scales

Anna Freud National Centre for Children and Families

Wellbeing Measurement Framework for schools

Primary Framework
- Me & My Feelings questionnaire
- Students' Life Satisfaction Scale
- Student Resilience Survey

Secondary Framework
- Short Warwick-Edinburgh Mental Wellbeing Scale
- Strengths and Difficulties Questionnaire
- Trait Emotional Intelligence Questionnaire – Self-Regulation Subscale
- Perceived Stress Scale
- Student Resilience Survey

https://www.annafreud.org/schools-and-colleges/resources/wellbeing-measurement-framework-for-schools/

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17

Assess – ***Plan*** – Do - Review

- Schools should ensure that children, parents and young people are actively involved in decision making throughout (Code of Practice 6.7).
- Person-centred planning e.g. MAPS or PATHS
- As part of this process we need to identify achievable outcomes
- What needs to happen in order to achieve the outcomes?
- Can you do more of what is working and less of what is not?
- What do parent and pupil think will help achieve the outcomes?
- Who else might need to be involved?

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18

Support agencies

- Counsellor/Learning Mentor
- Outreach services (ASD, STEPS)
- MASH referral/Early Help/Social Care
- Educational Psychology
- CAMHS (Tier 2 or 3)
- SALT, OT
- Paediatrics, IND Pathway
- Waterside Outreach

Local support services providing advice, consultation, and training

Educational Psychology service
020 8921 4818
Greenwich Child and Adolescent Mental Health services (CAMHS) in-reach consultation
020 3260 5211
Oxleas Speech and Language Therapy service
020 8836 8621
Behaviour Support Service
020 8921 2133
Waterside Outreach service
020 8 317 7659
School Nursing service
020 8836 8621
Outreach Learning Mentor service
020 8921 4704
Kidbrooke park Learning Centre
020 8921 5029
RBG Virtual School
020 8921 3311

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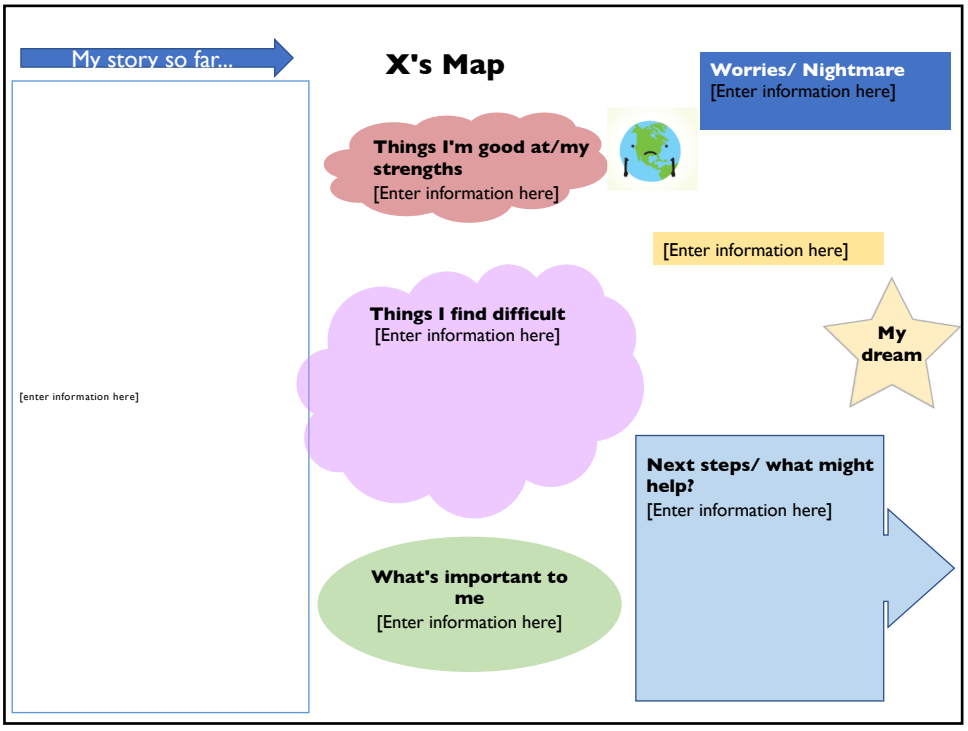
19



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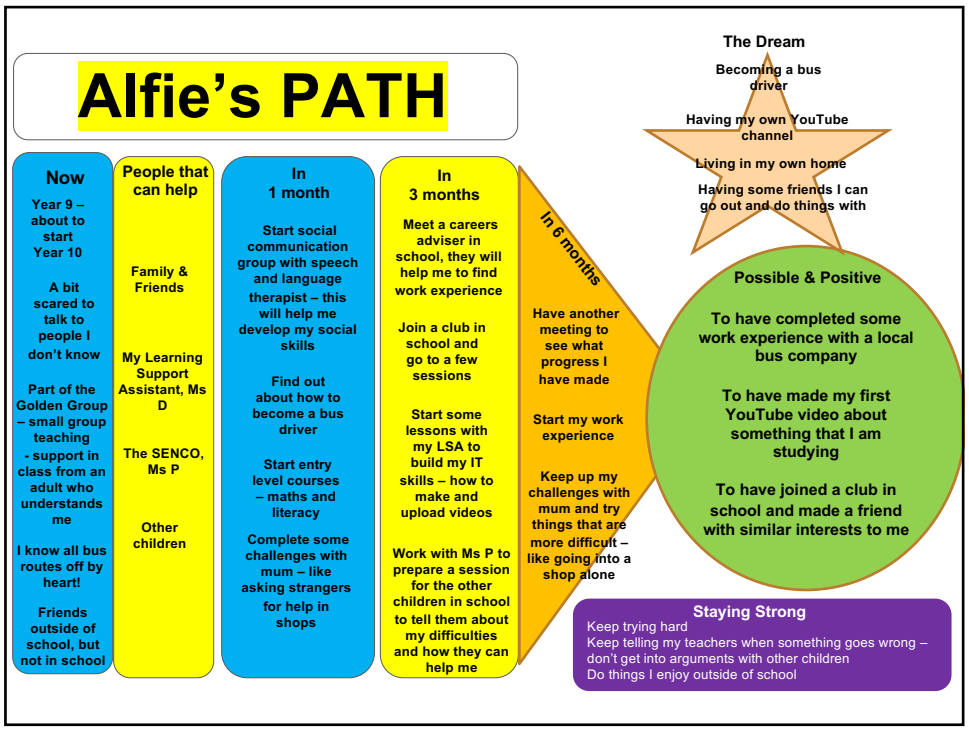

21

Assess – Plan – ***Do*** - Review

- Make reasonable adjustments
- Differentiate behaviour policy
- Change in approach/support
- Consistency - ensure all staff are aware and play their part
- Risk Management Plan – what to do when things go wrong (because they will)
- Monitor and tweak

https://search3.openobjects.com/mediamanager/greenwich/asch/files/22014_sen_booklet_final_2.pdf

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22

Assess – Plan – Do - ***Review***

- Agree a date to review how things are going
- Seek feedback from all concerned, including the family and pupil
  - What has been learned?
  - What can be improved?
  - What needs to continue?
  - What else needs to be done?
  - Next steps?
- It might be useful to re-administer any tools used as part of the initial assessment – have there been changes?
- Consider using an approach such as Target Monitoring and Evaluation (TME) https://youtu.be/AEvMRbirMPA

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23

Case study

Concerns about Jane's attendance and challenging behaviour both at home and at school have escalated over the last couple of terms. Her mother (a single parent) has been prosecuted on 4 occasions in the past for failing to ensure Jane's attendance at school and is currently at risk of further prosecution. Jane's attendance is around 50%. Jane is reluctant to attend certain lessons and has had frequent detentions for disruptive behaviour, no homework, refusal to work, wear correct uniform, etc. Recently she has had a number of fixed term exclusions for being out of lessons (new school policy).

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24

Discussion

- What were your initial feelings towards Jane?
- What do you think Jane's behaviour is communicating?
- Why might she be struggling to engage with school?
- What could facilitate her engagement in learning?
- What might be appropriate and achievable outcomes to aim for, given the point we are starting from?
- Who else might need to be involved to support the success of the intervention?

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25

Plenary

- Feedback, comments, reflections?
- What one thing will you take away from today's session?

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26

Next Steps: Follow-up workshops

We will be offering a two more workshops via Zoom on implementing the SEMH Guidance next term (dates TBC). These will build on the ideas discussed today and cover the following topics:

- 'Whole School Approaches to Promoting Social & Emotional Wellbeing'
- 'Transition Planning for Pupils with SEMH Needs'.

Please complete the evaluation for today's session: https://docs.google.com/forms/d/e/1FAIpQLSf1ImicSKY26PwixB3ioxdQOzRx2CppDvT2cwYmVow9bt33MQ/viewform?usp=sf_link

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27