

Identification of SEMH as SEN

T&M SEMH Team and PIAS

KELSI Statement

A child of compulsory school age or a young person has a learning difficulty or disability if he or she :

*“has a significantly greater difficulty in learning than the majority of others of the same age or has a disability which **prevents or hinders** him or her from making use of the facilities of a kind, generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”*

Universal Support – SEN Concern

How to identify SEMH as SEN

- SOCIAL – behaviour/interactions
- EMOTIONAL – Reaction, Response, Resilience
- MENTAL HEALTH – Anxiety, Self-harm, School Refusal, Trauma

What can I do? What do I already have available to support? Input from all staff involved. Consider input from parents

- **SEMH Student Summary Sheet**

Planned Support – SEN Concern +

- Tools and Assessments
- Planning Documents
- Training
- STLS Surgery
- Regular Reviews – All parties

Keep these SMART and record pupil voice in child friendly way

CELEBRATE SUCCESSES!

Targeted Support – SEN Support

SEND Code of Practice

“SEN support is an intensive and personalised intervention which is required to enable the child/young person to be engaged in learning.”

Targeted Support cont'd

If it is agreed that the difficulties are **long term and pervasive** - Longer than 6 months (2 review cycles/2 terms)

- If referred to outside agency they should be on SEN register as SEN SUPPORT
- Referral to LIFT
- Ongoing regular reviews and amendments of documents
- Referral to outside agencies
- Other support pathways – HNF, KHNES, ELSA/PRU, RTT,

ISP – Inclusion Support Plan

- **FOR INCLUSION**
- Clear SMART strategies (solution focussed!)
- Record views of all relevant parties e.g. child/parent/school/Health etc.
- Parent/Student commitment – make clear what they are committing to
- Regular, thorough reviews and amendments
- Share with **ALL** staff!

Evidence!!

- Collate, Record and Share!
- Throughout the process
- Same way as other dimensions
- Audit and track support in place from early stages

SEMH INCLUSION FLOWCHART

1. UNIVERSAL SUPPORT – IDENTIFICATION OF SEMH AS SEN

- SOCIAL - ~~behaviour~~ interactions
- EMOTIONAL - Reaction, Response, Resilience
- MENTAL HEALTH - Anxiety, Self-harm, School Refusal, Trauma

KELSI statement

- "A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

*Has a significantly greater difficulty in learning than the majority of others of the same age or has a disability which **prevents or hinders** him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."*

Questions to consider as a school -

- How does the child present? Student profiling
- Environmental audit
- What support is currently in place at a whole school level? (e.g. pastoral team, mental health first aid, counsellors, ~~Headstart~~)
- Pupil voice
- Parental involvement and commitment
- Signposting to other agencies (e.g. Early Help, Space 2B Me, Dandelion Time, IASK, Young Lives Foundation, YMCA)

2. PLANNED SUPPORT – STUDENT FOCUSED

- Tools and Assessments – Boxall Profiles, Leuven scales, ABC/STAR/frequency charts
- Planning Documents - ISP, Provision maps, positive behavior plans - SMART, child friendly version,
- Training
- Surgery
- Regular review with all parties – school/pupils/parents – **solution focussed, CELEBRATING SUCCESSES!**

3. TARGETED SUPPORT

- Criteria for SEMH as SEN Support –
"SEN support is intensive and personalised intervention which is required to enable the child/young person (CYP) to be engaged in learning"

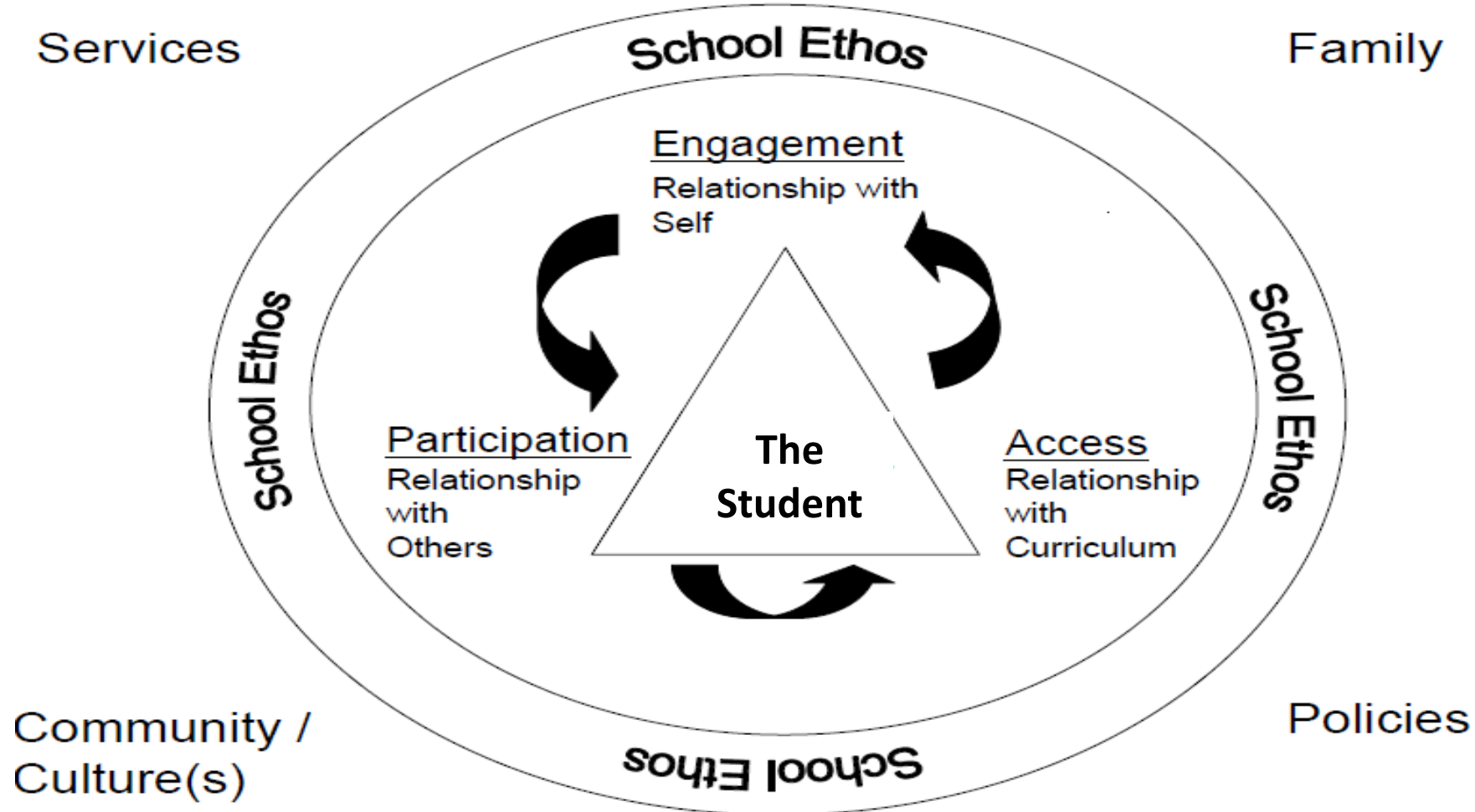
SEND Code of Practice

- Pervasive – longer than 6 months (2 review cycles/2 terms)
- Referral to LIFT
- Ongoing regular review and amendment of PSP, Personalised Plans
- Referral to outside agencies (e.g. Paediatricians, CAMHS,)
- Other support pathways – (e.g. HNES, ELSA/FOCUS/PRU)

SEN CONCERN

SEN SUPPORT

COLLATE EVIDENCE
Record and Share!!



Helpful Resources

- ISP documentation
 - <https://www.nexusschool.org.uk/440/lift-process>
- Inclusion Handbook
 - <http://www.fiveacrewood.co.uk/inclusion-handbook/>
- Boxall Profile
 - <https://www.nurtureuk.org/introducing-nurture/boxall-profile>
- Mental Health and Behaviour in Schools
 - <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>