

**Draft Hounslow Local Authority
Ordinarily Available Provision**

**Social Emotional and Mental Health
Needs**

September 2021

What does this guidance document do? This guidance document describes the **provision** for **Social Emotional and Mental Health Needs** that should be **ordinarily available** in education settings in Hounslow.

What does this description of ordinarily or normally available educational provision for SEN provide? This guidance aims to provide consistency and a common set of expectations about what provision for **Social Emotional and Mental Health Needs** should be made for the majority of children and young people with SEN, within the structure of core & delegated funding (notional budgets) in state schools, academies & free schools.

Who should read this document? Schools and education settings should read this in the context of their responsibility to operate a **graduated response** to assessing, planning for, reviewing and providing for the majority of pupil and student needs in their settings. The education setting should always consider their graduated response to meeting additional needs and show clear evidence of interventions over time.

How will this document help?

This guidance will help schools and Local Authority officers to be clear about the expectations for provision at Universal and SEN Support. This document will help guide schools & education settings on implementing the graduated approach. This is not a tick list and must be read in the context of the SEND Code of Practice 2015.

Social Emotional and Mental Health Needs

The SEND Code of Practice 2015, Para 6.29 states :

This document refers to Social, Emotional and Mental Health (SEMH) difficulties:

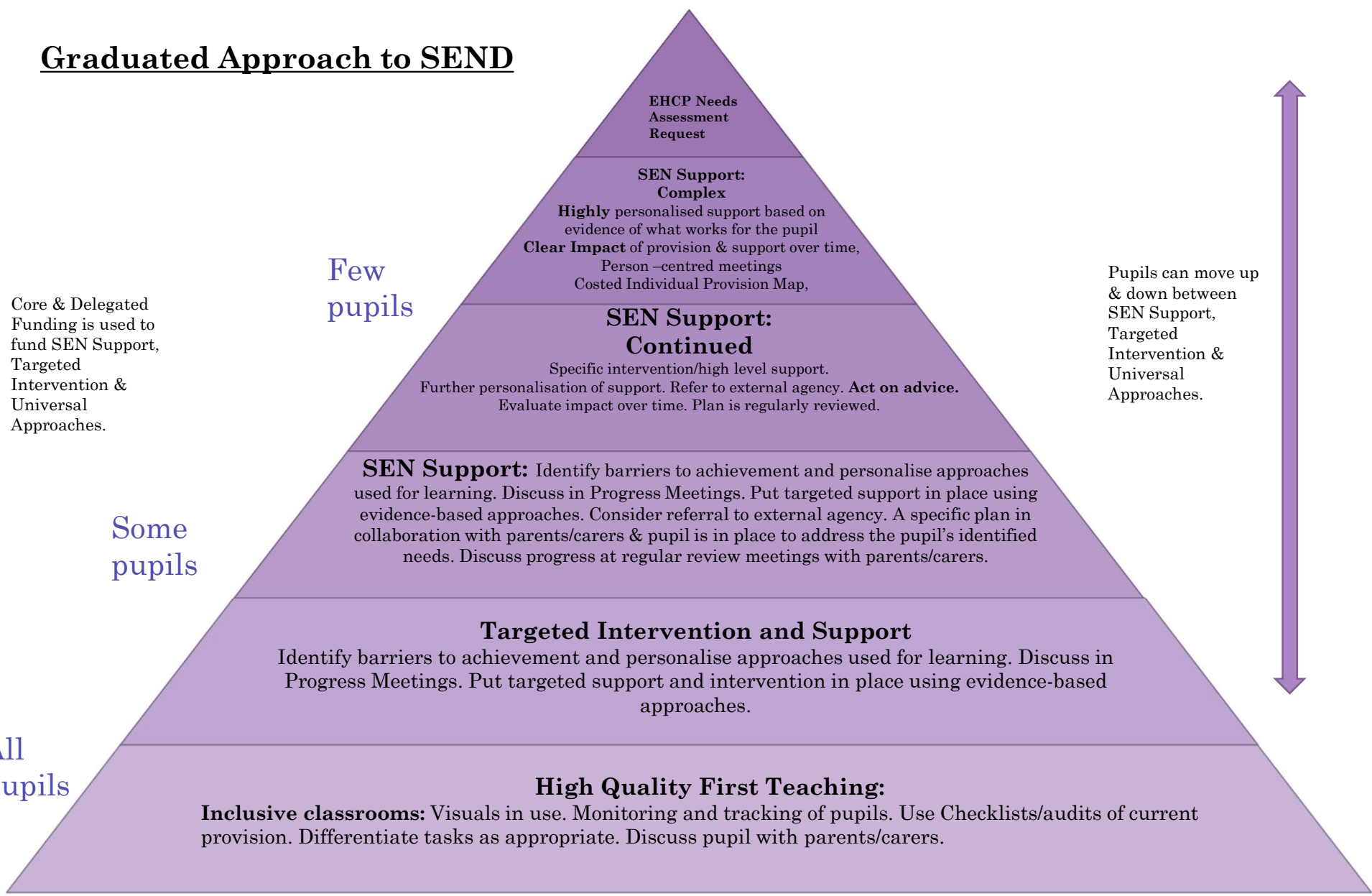
6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental 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. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools (see weblinks for Chapter 6 in the Code of Practice)

The following guiding principles underlie this graduated approach to Social, Emotional and Mental Health needs:

- Behaviour is how individuals communicate how they feel.
- Challenging behaviour is often a maladaptive way of solving problems.
- Anxiety may be secondary to any of the other areas of special educational needs identified in this approach.
- Individuals are far more likely to be able to change if they have some ownership of the solutions.

Graduated Approach to SEND



Expectations for all settings in Hounslow

The following is expected within all educational settings to be provided as standard inclusive practice. This should be a universal offer for supporting children and young people with SEND to access their education.

All children including those with SEND:

- Should have access to a broad and balanced curriculum that meets the individual needs of children to ensure they learn and develop well.
- Should be offered different (differentiated) opportunities or alternative approaches to learning to meet a range of learning needs.
- Should be offered an individualised approach to learning by practitioners identifying and meeting individual needs.
- Should have resources available to meet the ages and stages of their individual development.
- Should have appropriate plans in place as part of any identified SEN Support coordinated with support from the SENCO.
- Should be monitored to regularly review the effectiveness of the support and the monitoring of the child's progress.
- Should have access to high quality teaching (HQT).

All education settings will:

- Have clear arrangements in place to support children with SEND.
- Offer a graduated approach in accordance with the SEND code of practice 0-25 (April 2015) - assess, plan, do & review.
- Have a named setting SENCO in line with the SEND code of practice 0-25 (April 2015)
- Ensure all staff have access to training which will upskill practitioners to be confident in managing a range of learning needs.
- Be aware of the Equality Act 2010 and make reasonable adjustments for children covered under the protected characteristics.
- Have a clear policy to enhance positive behaviour within the setting and ensure that it is applied consistently by all practitioners.
- Have support plans in place for those children identified with SEND which are monitored and evaluated regularly.
- Have and maintain a culture of high expectations for all children including children with SEND.
- Have good and effective working partnerships with parents, offering clear and transparent information.
- Have arrangements in place to work collaboratively with other professionals i.e. health, social care, etc., to ensure children benefit from an integrated approach.

Ordinarily Available Provision-Social Emotional and Mental Health Needs (SEMH)

Hounslow Local Authority expects all settings to provide high quality teaching as part of their Core Offer:

Whole school approaches to meet SEMH needs are essential for pupils to thrive. The whole school culture and ethos will foster language, day-to-day actions and structured activities to promote:

- ✓ Ethos- A warm and accepting whole-setting culture reflected in school and class vision statements, staff meetings, staff and school development plans and day-to-day interaction. <https://www.mentallyhealthyschools.org.uk/resources/measuring-and-monitoring-wellbeing-toolkit/?page=1>
- ✓ Growth Mindsets
- ✓ Emotion coaching
- ✓ Collaborative working between staff and students

A solution –focused culture in which staff and students are encouraged to look for solutions and the role they can play in these rather than an over-focus on problems. <https://learning.nspcc.org.uk/research-resources/2015/solution-focused-practice-toolkit>
https://www.kelsi.org.uk/_data/assets/pdf_file/0004/60097/Solution-Focused-Approaches.pdf

- ✓ Promotion of a culture of collective responsibility for everyone’s emotional wellbeing;
- ✓ Opportunities for inclusion of all in curriculum and extra-curriculum activities including clubs and trips outside the setting.

The needs of children and young people at Universal Provision level are supported by their class teacher in a primary school, and by form tutors & subject teachers in secondary school. Whole school approaches to support Social, Emotional and Mental Health needs will support individual teachers to make reasonable adjustments for the pupils they are responsible for.

At this level, individual teachers and classroom staff are responsible for carrying out, for example, audits of their classroom as well as enabling the necessary adjustments to support the child to be included and successful in school. Advice and guidance can be provided from your school SENCO.

Ordinarily Available Provision-Social Emotional and Mental Health Needs (SEMH)

Hounslow Local Authority expects all settings to provide high quality teaching as part of their Core Offer.

Leadership and management that:

- supports and champions efforts to promote emotional health and wellbeing;
- has a committed senior management team that sets a culture within the setting that values all pupils; allows them to feel a sense of belonging; and makes it possible to talk about problems in a non-stigmatising way;
- has a lead professional for mental health;
- understands the value of a well- trained pastoral team
- works with parents/carers through regular contact/liaison regarding their child's anxieties, needs and triggers.
- plays a role in supporting CYP to be resilient and mentally healthy.
- develops a supportive setting and classroom climate and ethos which builds a sense of connectedness, focus and purpose, the acceptance of emotion, respect, warmth, relationships and communication and the celebration of difference.

An ethos and environment that:

- promotes respect and values diversity;
- sets high expectations for all pupils with consistently applied support;
- promotes the health and wellbeing of all pupils in the school, identifying priorities and a clear process of planning, doing and reviewing to achieve the desired outcomes;

Hounslow Guidance- Ordinarily Available Provision for Social Emotional and Mental Health Needs.

SEND Support:

When considering children and young people in need of SEN support schools are expected to operate a Graduated Response resulting from careful identification, assessment, planning and reviewing. It is expected that this approach will provide for most learners needs in their settings. It will include the use of evidence-based interventions and proven strategies to promote positive development over time.

SEND Support :

Children and young people at SEN Support have needs that are not being met by Universal Level, High Quality Teaching. They will need a more bespoke plan focussing on specific support areas.

This is co-ordinated by the school SENCo: class and subject teachers have responsibility for implementing the plan. This may be through classroom and other approaches (e.g. at break times) and may be supported through intervention groups.

SEMH- Ordinarily Available Provision in Schools

Identified Need	Assessment	High Quality Teaching Expectations	Targeted & SEN Support
<ul style="list-style-type: none"> • The Child or Young Person (CYP) experiences ongoing difficulties with: • Regulating emotions e.g. emotional outbursts, hyperactivity, impulsivity, mood swings, feeling anxious/worried • Following adult direction e.g. not following school / classroom instructions such as sitting on the carpet, remaining seated. • Appropriate learning behaviour e.g. sustaining attention and concentration, motivation to engage with work-related tasks 	<ul style="list-style-type: none"> • Appropriate checklists and screening tools are utilised to support the understanding of the individual pupils' needs e.g. <ul style="list-style-type: none"> ➢ Boxall Profile; ➢ Strength & Difficulties Questionnaire SDQ; ➢ QCA Checklist; ➢ Measure of children's mental health and psychological wellbeing ➢ PASS Survey. • Staff consider other areas of special educational need and disability which might be impacting on social, emotional and mental health including difficulties e.g. learning needs and SLCN needs. • Staff explore what may be inadvertently reinforcing inappropriate behaviour and what seems to promote appropriate behavior. The school create a plan to address this. 	<ul style="list-style-type: none"> • Early identification of school anxiety and implementation of support procedures. • A range of different ways are embedded for pupils to share worries and concerns with adults in the school. • A flexible approach to curriculum delivery which takes into account the pupil's needs and strengths, their preferred ways of learning, the range of subjects studied and a more personalised approach to the timetable. • Positive expectations for behaviour expressed in concrete terms, including visuals. • Additional monitoring & support for at-risk individuals such as those with disrupted family life, those who have experienced attachment difficulties, trauma or abuse, CLA (Children, Looked After). 	<ul style="list-style-type: none"> • Effective use of school mentor/buddy system. Key adults identified to support/mentor identified pupils. • Emotion Coaching https://www.bathspa.ac.uk/projects/emotion-coaching/ • Mindfulness, • Drawing & Talking, • Emotional Literacy Support Assistant (ELSA) • Solution-focused approaches to address aggression and bullying such as Restorative Practice. • Use of earphones, ear-defenders and/or music. • Access to a box of quiet activities to support self-calming when aroused. Concrete rhythmic activities can help to sooth such as counting, colouring, sorting, building, copying and sequencing.

SEMH- Ordinarily Available Provision in Schools

Identified Need	Assessment	High Quality Teaching Expectations	Targeted & SEN Support
<ul style="list-style-type: none"> • Low self esteem and general resilience e.g. fear of failure when faced with unexpected demands • 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 • Reliance on adults for reassurance • Difficulties occur across a range of settings in school but may be more frequent in some lessons. 	<ul style="list-style-type: none"> • Staff use discreet in class observations in a range of curricular subjects, during whole school activities, (e.g. assembly) during unstructured time (e.g. outside area/playground and dining hall), to highlight areas of need. • Staff use pupil voice to gain insight: talk to the child/young person about what they would like support with/how they would like to be supported in an age/stage appropriate way. https://helensandersonassociates.co.uk/person-centred-practice/person-centred-thinking-tools/ • Staff do not wait for a diagnosis before supporting a pupil's social, emotional and mental health needs. • Staff should explore challenging behaviour using the "Iceberg" approach to try to understand the reasons why the behaviour may occur. (e.g. https://www.teachertoolkit.co.uk/2017/11/20/intervention-1/) Sensory needs are considered when analysing behaviour. 	<ul style="list-style-type: none"> • Opportunities to build social relationships naturally as part of the school day, such as shared interest clubs or activities. • Staff are committed to building secure relationships with pupils and demonstrating the pupil is kept in mind by: opportunities to touch-base positively with individual pupils at the start, during and end of lessons; exchanging a greeting, taking a quick interest in how they are doing more generally and using it as an opportunity to mood-check. • Awareness of what particularly motivates individuals with opportunities to plan activities and incentives to capitalise on this. • Direct work on friendship skills, practising the skills with immediate peers i.e. those with whom the individual will be practising them. A circle of friends approach may be appropriate if the individual seems actively isolated from their peer group 	<ul style="list-style-type: none"> • Comic Strip conversations/Role Play • Zones of Regulation • 5 Point scale <p>Appropriate referrals to and advice sought from:</p> <ul style="list-style-type: none"> • Educational Psychologist • Mental Health Professionals (e.g.: CAMHS, MHST) • Medical Professionals (e.g.: GP; Paediatrician) • Early Help • Woodbridge Park Education Service • Occupational Therapy. • Close liaison with relevant professionals and implementation of advice and strategies through the APDR cycle. • Speech and Language Therapist

Hounslow Guidance- Ordinarily Available Provision for Social Emotional and Mental Health Needs

Selective Mutism:

Using strategies outlined in <https://www.nhs.uk/conditions/selective-mutism/>

Referring to the “sliding – in technique” [selective mutism – a fasic](http://www.selectivemutism.org.uk/wp-content/uploads/2017/09/Handout-16-The-Sliding-in-Technique-and-Progress-Charts.pdf)

<http://www.selectivemutism.org.uk/wp-content/uploads/2017/09/Handout-16-The-Sliding-in-Technique-and-Progress-Charts.pdf> Visuals which can be used by the CYP to communicate their wants and needs.

Anxiety & school refusal:

- Differentiated arrival arrangements including the availability of someone to personally meet the individual positively at reception, acknowledge worries, engage briefly and escort him/her calmly to class.
- Books and stories to help them to understand their feelings around separation and transitions more generally.
- Identification of specific barriers & anxiety triggers, addressing them where possible.
- Temporarily modifying or easing of homework as needed.
- A gradual approach to full-time attendance.
- Additional opportunities to reengage with peers and teachers if needed.
- Identification of ways to keep up or catch up with the curriculum and avoid situations of work being too difficult on return.
- Contingency planning for when things become overwhelming for the CYP.
- Access to an identified key adult and time out if needed.
- Liaison with parents over protocols to ensure calm arrival in school and immediate feedback for non-attendance.

Chronic low mood:

- Additional time to welcome the individual and engage with him/her to promote a sense of belonging to the school community.
- Listening to the individual and how s/he is feeling.
- Praise and encouragement.
- Opportunities for success through small achievable steps.
- Encouragement of activities that will promote physical exercise, positive social interactions and being outside.

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Other considerations:

- Staff working with individuals with significant levels of social, emotional and mental health needs may need support themselves through access to training, sign-posting to well-being support and regular mentoring.
- Opportunities for the individual to build up positive relationships with teachers away from the whole class situation.
- Trying to stay calm and to respond to the meaning of the behaviour not the feelings it evokes.
- Ensuring contingency arrangements identified in risk assessments and behaviour plans are in place to ensure safety for the individual, peers or adults.

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Training Expectations

- Staff have taken part in regular CPD and understand how to support pupils with diverse SEMH needs. Training about SEMH needs at differing levels is provided in-house or accessed through external agencies for all teaching and support staff (including office staff, facilities staff and lunch-time supervisors).
- Staff are trained to be aware of the vulnerability of pupils with social, emotional and mental health needs to stress and anxiety. Approaches and interventions are used with confidence to reduce stress and anxiety such as an adult meeting a pupil at the start of the school day or mapping anxiety triggers within a school timetable with a pupil.
- There is a named Mental Health Lead within the school who regularly accesses training and disseminates this to staff teams.
- Pupils should have access to trained pastoral staff such as: mentors, emotional literacy support assistants, a mental health champion, thrive practitioners, counsellors.
- Staff understand the importance of early attachment, trauma and loss and their implications for learning and behaviour.
- Staff are trained in de-escalation and positive handling strategies e.g. Team Teach or MAPA.
- Staff understand how to support pupils with bereavement and organisations to signpost to pupils & families.
- Staff understand sensory needs and how this can impact behaviour. Regular sensory environment audits are undertaken.
- Staff understand emotional regulation strategies and are trained in evidence-based approaches such as: Zones of Regulation & using The Incredible 5 – point scale.

SEND Support Social, Emotional and Mental Health Needs Resources Glossary and Further Information:

A child is paired with another child who is able to promote friendship, coursework, confidence and/or a greater sense of belonging in the setting.

[PDF - Buddying System Tip Sheet](#) from ECMHC website.

Calm (Diaphragmatic) breathing

A technique to help slow down breathing when someone is feeling stressed or anxious.

It works on the basis that if heartrate is reduced, a person is likely to feel calmer and more able to cope in a situation.

[PDF - Calm Breathing](#) -from Anxiety Canada

[PDF - Creative Ways to Teach Deep Breathing to Kids](#) - Liana Lowenstein

[PDF - Calming Down Boy](#) -from Primary Resources website.

<https://www.mentallyhealthyschools.org.uk/resources/> - Mentally Healthy Schools

An approach to engage peers in a supporting a young person to feel more included and more skilled in building relationships through positive behaviours.

It works on the basis that a young person cannot successfully change on their own, but need others to change in response to them. It involves weekly meetings to provide support and collaboratively engage in problem solving and skills development.

It is based on the assumption that antisocial behaviour is often a product of social exclusion.

[PDF - Circle of Friends](#) by a Local Authority Psychology Service (Trafford-UK).

Growth Mindset: Is an assumption that abilities and intelligence are not fixed, but developed through practice and treating mistakes as learning opportunities.

It is used to promote resilience and the importance of effort focusing on how children are approaching situations and what they have learnt rather than the outcome itself.

[Mindset Works website](#)

Emotion Coaching: An approach to promote the development of emotional vocabulary and self-regulation in children. It involves reflecting back the emotions that a person is expressing, validating these feelings and, only when they are less aroused, facilitating joint problem solving [Emotion Coaching website](#)

In-school and teacher-led intervention for small groups of vulnerable children that aims to immerse children in an accepting and warm environment which helps to develop positive relationships with staff and peers.

Nurture groups usually include an 'emotional check-in', an opportunity to share food and adult directed tasks aimed at specific social and emotional targets.

[Nurture UK website.](#)

[PDF - Nurture Groups Handbook for Schools](#) from Gov.Wales website

Anna Freud National Centre for Children and Families <https://www.annafreud.org/>

Questions to consider:

- What are the needs of the pupil? Are there other needs to consider other than SEMH?
- What factors could be contributing to the behaviour of the pupil?
- What are the CYP's strengths?
- What is the impact of the CYP's behaviour or attitude on themselves, others and their environment?
- How prolonged or persistent is the need?
- What has happened in the CYP's life? Has there been any changes of behaviour?
- When does the behaviour occur?
- Is there a marked contrast between the home and school behaviour?
- What support and advice is available?