DARLINGTON Borough Council

Social, Emotional & Mental Health Needs

Social, Emotional, Mental Health Descriptors

The children and young people to whom this guidance relates will present with a range of features of social, emotional and mental health difficulties which impact on their learning and social inclusion. Individual pupils may display a range of these features which will vary in severity and intensity and which change over time. It is not expected that any pupils will match all the descriptors listed below.   The descriptors may be used to support the identification and assessment of the needs of an individual pupil. It is imperative that the school has an inclusive environment and culture and demonstrates that each pupil's needs are of paramount importance. The voice of the pupil and family must be identified at an early stage and support given by the school and other agencies to the family to enable then to support outcomes and their child at home.

Please note: some students who are identified as being within the Ranges of need for SEMH may be subject to fixed term or permanent exclusions. Schools must consider whether the needs that are presenting are as a result of their special educational needs prior to excluding a child or young person. Exclusions guidance is clear that excluding a child for their known Special Educational Needs or Disability is discriminatory as this is a protected characteristic.

Social

Pupil may

- Be socially vulnerable, withdrawn or isolated within their peer group
- Have immature social skills, or may not have had the opportunity to develop resilience and positive social and emotional skills needed within a whole school environment
- Follow some but not all school rules/routines in the school environment
- Have difficulties in social interactions/relationships with both adults and peers
- Have difficulties with social interaction, social communication and social understanding which regularly impact on classroom performance
- Struggle to maintain positive relationships with peers and adults
- Be slow to develop age appropriate self-care skills due to levels of maturity or degree of learning difficulties
- Refuse to engage, be abusive towards staff and peers, may present as disengaged with the curriculum and routines of the school
- Damage property

Emotional

Pupil may:

- Show signs of stress and anxiety and/or difficulties managing their emotions
- Have difficulty identifying their emotions or triggers and may need support to self-regulate, or self-regulate in self-harming or anti-social ways
- Have fluctuating moods which might indicate depression or boredom, or heightened states such as excitement or hyperactivity, and be unable to prevent these from affecting their ability to positively socially interact with their peers
- Exhibit crises which may be one off, prolonged or regular responses to anxiety, or they may be learned responses to undesired or stressful situations
- Be at risk of leaving the school premises or absconding during the school day
- Show patterns of stress or anxiety related to a specific context or a specific time of the day
- Have difficulties expressing empathy or be emotionally detached
- Engage in high risk-taking activities both at school and within the community
- Need to be in control exhibiting bullying behaviours either as victim or perpetrator
- Be over-friendly or withdrawn with strangers and at risk of exploitation
- Be provocative in appearance and behaviour, and there could be evidence of over sexualised language or behaviours. This is not blaming the pupil but describing what they might present as a result of their SEMH

Mental Health

Pupil may:

- Be unpredictable and may exhibit patterns of behaviour that impact on learning and inclusion
- Be disruptive or overactive and lack concentration in the classroom setting
- Be under assessment for mental health difficulties; acute anxiety or attachment needs may have been identified
- Have a tendency to hurt others, self or animals
- Have issues around identity and belonging
- Experience acute anxiety, fear, isolation, bullying or harassment, leading to controlling behaviours
- Present with self-harming behaviour
- Have attempted suicide
- Engage in persistent substance abuse

Presenting behaviour may also include:

- A preference for own agenda and reluctance to follow instruction
- Presenting with different behaviour with different members of staff
- Patterns of regular school absence
- Disengaged from learning and significantly under-performing
- Verbally and physically aggressive
- Subject to neglect, with basic needs unmet or they may be preoccupied with hunger, illness, lack of sleep
- Identified as being at risk of CSE

The school will need to demonstrate that the provision, systems and training that are in place are effective in meeting the needs of pupils with SEMH. Consistency of approach in supporting positive behaviour is essential. Communication between staff and joint strategies in a behaviour/personalised plan must be in evidence. The school must have a graduated response to working with pupils with SEMH so that low level behaviour does not escalate into high level behaviours too quickly thus causing an inappropriate response.

SEMH Ranges Guidance	
Range Descriptors Overview	
Range 1 **Mild**	**MILD** • Children will have been identified as presenting with some low-level features of behaviour, emotional, social difficulties • They may sometimes appear isolated, have immature social skills, be occasionally disruptive in the classroom setting, be overactive and lack concentration • They may follow some but not all school rules/routines around behaviour in the school environment • They may experience some difficulties with social /interaction skills • They may show signs of stress and anxiety and/or difficulties managing emotions on occasions
Range 2 **Mild - Moderate**	**MILD – MODERATE** Difficulties identified at range 1 continue/worsen and there has been no significant measured change in the target behaviour/social skill despite quality first teaching and range 1 interventions being in place. • SEMH continues to interfere with pupil's social/learning development across a range of settings and pupil does not follow routines in school consistently • Pupil beginning to be at risk of exclusion and may have continued difficulties in social interactions/relationships with both adults and peers, including difficulties managing a range of emotions • Pupil may have become socially and emotionally vulnerable, withdrawn, isolated, and unpredictable patterns of behaviour that impact on learning may be beginning to emerge • Pupil may show patterns of stress/anxiety related to specific times of the day • Pupil may have a preference for own agenda and be reluctant to follow instructions • Pupil may have begun to experience short term behavioural crises
Range 3 **Moderate**	**MODERATE** Difficulties identified at range 2 continue/worsen and there has been no significant measured change in the target behaviour/social skill despite quality first teaching and range 1 and 2 interventions being in place. • SEMH interfere more frequently with pupil's social/learning development across a range of settings and pupil does not follow routines in school without adult support • Pupil may have experienced fixed term exclusion and more sustained difficulties in social interactions/relationships with both adults and peers, including difficulties managing a range of emotions • Pupil remains socially and emotionally vulnerable, withdrawn, isolated, and susceptible to unpredictable patterns of behaviour that impact on learning • Pupil patterns of stress/anxiety related to specific times of the day have become more common • Pupil may have a preference for own agenda and may be reluctant to follow instructions • Short-term behavioural crises have become more frequent and are more intense

Range 4a **Significant**	**SIGNIFICANT** Pupil continues to present with significant and persistent levels of behaviour, emotional, social difficulties which are now more complex and which necessitate a multi-agency response. • Pupil is more likely to have experienced fixed term exclusion from school • Pupil does not have the social and emotional skills needed to cope in a mainstream environment without adult support for a significant proportion of the school day • Significant and increasing difficulties with social interaction, social communication and social understanding which regularly impact on classroom performance • Pupil is increasingly isolated and struggles to maintain positive relationships with adults or peers • Careful social and emotional differentiation of the curriculum essential to ensure access to the curriculum and progress with learning
Range 4b **Severe**	**SEVERE** Pupil continues to present with severe and persistent levels of behaviour, emotional, social difficulties which continue to be complex and long term and which necessitate a continued multi-agency response. • Pupil is at increased risk of permanent exclusion • Pupil does not have the social and emotional skills needed to cope in a mainstream environment without adult support for a significant proportion of the school day • Significant and increasing difficulties with social interaction, social communication and social understanding which regularly impact on classroom performance • Pupil is increasingly isolated and struggles to maintain positive relationships with adults or peers • Careful social and emotional differentiation of the curriculum essential to ensure progress with learning • Complex Needs identified *
Range 5a **Severe**	**SEVERE** Severe and increasing behavioural difficulties, often compounded by additional needs and requiring provision outside the mainstream environment, including: • Moderate/ severe learning difficulties, mental health difficulties, acute anxiety, attachment issues • Patterns of regular school absence • Disengaged from learning, significant under-performance • Verbally and physically aggressive • Reliant on adult support to remain on task • Engaging in high risk activities both at school and within the community • Difficulties expressing empathy, emotionally detached, could have tendency to hurt others, self or animals • Issues around identity and belonging • Needing to be in control, bullying behaviours (victim & perpetrator)

	• Difficulties sustaining relationships • Over-friendly or withdrawn with strangers, at risk of exploitation • Provocative in appearance and behaviour, evidence of sexualised language or behaviours • Slow to develop age appropriate self-care skills due to levels of maturity or degree of Learning Difficulties • Physical, sensory and medical needs that require medication and regular review • Complex needs identified *
Range 6 **Profound**	**PROFOUND** Continuing profound and increasing behavioural difficulties, often compounded by additional needs and requiring continued provision outside the mainstream environment, including: • Significant challenging behaviour • Requiring a range of therapeutic interventions or referral to specialist support services (CAMHS, YOS) • Unable to manage self in group without dedicated support • Subject to neglect, basic needs unmet or preoccupied with hunger, illness, lack of sleep, acute anxiety, fear, isolation, bullying, harassment, controlling behaviours • Involved in substance misuse either as a user or exploited into distribution/selling • Poor attendance, requires high level of adult intervention to bring into school, even with transport provided • Refusal to engage, extreme abuse towards staff and peers, disengaged, wilfully disruptive • Significant damage to property • Requiring targeted teaching in order to access learning in dedicated space away from others • Health and safety risk to self and others due to increased levels of agitation and presenting risks • Sexualised language and behaviour, identified at risk of CSE • Medical conditions, such as asthma or epilepsy, that may require particular support from specialist services • Complex needs identified *
Range 7	Continued long term and complex behavioural, emotional, and social difficulties, necessitating a continued multi-agency response coordinated as annual, interim or emergency SEND review and met in specialist provision. Needs likely to include: • Self-harming behaviour • Attempted suicide • Persistent substance abuse • Extreme sexualised language and behaviour, sexually exploited • Extreme violent/aggressive behaviour • Serious mental health issues • Long term non-attendance and disaffection

	• Regular appearance in court for anti-social behaviour/criminal activity • Puts self and others in danger • Frequently missing for long periods • Extreme vulnerability due to MLD/SLD • Medical conditions that are potentially life threatening and cannot be managed without dedicated support • Complex needs identified*

*Complex needs funding represents a funding model for those pupils with Complex Learning Difficulties and Disabilities (CLDD) that create a complex profile of 3 or more primary needs. These pupils present with a range of issues and combination of layered needs, e.g. mental health, relationships, behavioural, physical, medical, sensory, communication, cognitive. They need informed significant support and strategies which will include trans-disciplinary input to engage effectively in the learning process and to participate actively in classroom activities and the wider community.

Range 1 Presenting Behaviours	Assessment and Planning	Teaching and Learning Strategies	Curriculum/Intervention	Resources and Staffing
Pupil experiences low level / low frequency difficulties with behavioural, emotional and social difficulties which mildly affect curriculum access. Pupil may have difficulties with some or all 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	Assessment will continue as part of normal school and class assessments. - Monitoring of the pupil's response to feedback, change in routine or environment - Assessment for learning opportunities can be used to record observations and assessment of behaviour/anxiety levels - Consideration of the pupil's learning style, including active engagement activities. - Information from the pupil regarding their views using person-centred approaches - Observations by Teacher/class Teaching Assistant /Key Stage Coordinator - School is proactive in identifying individual needs and monitors that action is taken - SENCo may initiate more specific assessments and observations if required - SEMH training for all staff	The teacher is held to account for the learning and progress of the pupil in the mainstream class. - Quality First Teaching meets the needs of all pupil including SEMH - Flexible teaching groups - Some differentiation of activities and materials - Differentiated questioning - Use of visual, auditory and kinaesthetic approaches - Awareness that a pupil may need more time to complete tasks and that equality of access may mean that they need to do some things differently (chunking) - Resources and displays that support independence - Routine feedback to pupils - Environmental consideration to classroom organisation, seating and group dynamics - Transparent system of class/ school rewards and sanctions - Rules and expectations consistent across staff - Use of different teaching styles - Clear routines e.g. for transitions - Nurturing classroom approaches offering pupil 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 children and young people. - Positive whole school attendance ethos - The wider curriculum promotes positive examples of diversity - Well-planned and stimulating PSHE/ Citizenship curriculum, differentiated to needs of cohort/class - Anti-bullying is routinely addressed and pupils are confident in reporting incidents - SEAL styled materials and interventions available for staff use in the classroom - Provision of planned opportunities to learn and practice social and emotional skills during structured activities - Restorative Practice approaches - Educational visits are planned well in advance and take into account the needs of all pupils - Close links with Parents/Carers	The pupil's SEMH needs can be managed in a mainstream class within an inclusive setting, with differentiation of task and teaching style: - Regularly updated policies for SEND, Behaviour and Anti-bullying - Regularly monitored inclusion policies are implemented consistently and underpin practice - Stimulating classroom and playground environments - Access to 'quiet areas' in school - The school employs additional adults to support the needs of all pupils e.g. Midday Supervisory Assistants (MSAs), Family Support Worker - All staff have received training in managing SEMH needs and understanding how to support pupils effectively - Staff are familiar with current DfE guidance - Staff access LA training to keep informed of meeting the needs of pupil - Designated time is allocated to TAs for planning and liaison with teachers - Use of playground buddies, peer mediators, peer mentors - Lunchtime clubs 'Social and Emotional Learning through Circle Time' curriculum (Primary) - Staff access support e.g. via solution-focused conversations/supervision - Time to establish liaison with parents/ carers in line with school procedures e.g. parent consultation evenings - Staff 'meet and greet' their pupils daily - Structured system in place to support internal transitions - Early years learning journals at foundation stage

Range 2 Presenting Behaviours	Assessment and Planning	Teaching and Learning Strategies	Curriculum/Intervention	Resources and Staffing
Pupil experiences low / medium level ongoing behavioural, emotional and social difficulties which are **mild and moderate**. These may affect curriculum access. • Pupil may have a preference to follow own agenda • Difficulties following adult direction e.g. regular incidences of non-compliance/ uncooperative behaviour • Difficulties with self-regulating e.g. emotional outbursts, hyperactive, impulsivity, mood swings, feeling anxious/worried • Difficulties with appropriate learning behaviour e.g. sustaining attention and concentration, motivation to engage with work-related tasks • Low self-esteem and low general resilience • May experience difficulties 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	As range 1 plus • More detailed and targeted observation and assessment relating to Support Plan formulation and intervention choice • Observations by SENCO/ Pastoral Lead • Pupil involved in setting and monitoring their own SMART targets for individual provision map and review • Parents/carers involved regularly to support targets at home • Behaviour records analysed to consider triggers and patterns • 'Assess/ Plan/ Do/ Review' 'Cycle of Behavioural Change' used to give a context to behaviour • Close monitoring to identify 'hot spots'	• Information about pupils needs/difficulties is shared with relevant staff (support plan and meetings) • Sharing of advice on successful strategies and targets e.g. use of visual supports, developing organisational skills • Classroom teaching assistance is targeted towards support for specific tasks/settings, based on agreed SMART targets • Personalised reward systems covering targeted lessons/ activities • Careful consideration of group dynamics within class • Careful consideration of preferred learning style and motivational levers for the pupil when differentiating • Opportunities for small group work based on identified need • Time-limited intervention groups • Opportunities for creative play activities, drama etc	• Access to small group support e.g. SILVER SEAL, Circle of Friends, self-esteem group • Group work to be planned and tailored to meet identified need and to include good role models • Teaching effective problem solving skills • Individual or small group support for emotional literacy e.g. recognising emotions • Learning tasks differentiated by task and outcome to meet individual needs • Preparation for changes to activities/routines/ staffing • Supervision when moving between locations/ classrooms • Pupil encouraged to participate in extracurricular actives • Educational visits planned well in advance and contingency plans in place to meet the needs of the pupil, should they be needed	The child or young person's SEMH needs require flexible use of additional support from within school resources: • Support/advice from SENCO/ Pastoral Lead • Personalised programme with SMART targets reviewed and updated regularly • Additional adults routinely used to support flexible groupings • Access to targeted small group work with class Teaching Assistant • Access to intervention group work with Teaching Assistant, Learning Mentor, ELSA (Emotional Literacy Support Assistant) or NPSLBA trained staff • Additional adults (Teaching Assistant) for focused support during unstructured times e.g. lunchtime supervision/ targeted extra-curricular activities • Access to a quiet area for 'chill-out' time • Access to visual cues/ timetable if needed • Staff access targeted LA training • Consultation with support services • Home-school communication book • Time for scheduled meetings with parents / carers on a regular basis

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Range 3 Presenting Behaviours	Assessment and Planning	Teaching and Learning Strategies	Curriculum/Intervention	Resources and Staffing
The pupil experiences **frequent and persistent** difficulties with behavioural, emotional and social difficulties which will **significantly** affect curriculum access. • Incidences of non-compliant and uncooperative behaviour e.g. refusal to work, disrupting the learning of others • Difficulties 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 • Behaviour causing a barrier to learning e.g. pupil 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	Support plan with asses-plan-do-review cycles implemented. Outcomes agreed and monitored with pupil and parents/carers. • Consideration of Family Early Help Assessment • Consider further specialist assessment • 'Round Robins' to relevant staff to gain overview of behaviour to inform planning • Pastoral/Teaching Assistants/SENCo are routinely included in planning to ensure their input is effective • Behaviour records updated daily and analysed to consider frequency, duration, triggers/patterns etc. in order to plan appropriate strategies • Consultation and assessment with Behaviour Support, Educational Psychologist, School Wellbeing Worker • Proactive assessments of potentially tricky situations to inform adaptations to learning environment • Careful planning and review of needs at transition, including effective liaison e.g. starting school, transfer to secondary or post-16 provision	• Identified daily support to teach social skills and address behavioural targets and outcomes on Support Plan throughout day • Use of key-working approaches to ensure the pupil has a trusted adult to offer support during vulnerable times • Personalised reward systems known to all staff in school who have contact with the pupil, implemented consistently across the curriculum • Regular/daily small group teaching of social skills • Individualised support to implement recommendations from support services • Visual systems in place: prompt cards, behaviour plans, risk assessment, diaries	• Teaching style adapted to suit pupil's learning style e.g. level/pace/amount of teacher talk reduced, access to practical activities • Personalised timetable introduced in negotiation with the pupil, parents/ carers and staff. This may include temporary withdrawal from some activities e.g. assemblies, specific non-core lessons. • Alternative curriculum opportunities at KS4 e.g. vocational/college/work placements • 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 (e.g. FRIENDS) • More formal meetings/conferences using Restorative Practices, to include parents/carers • Educational visits planned well in advance and risk assessments in place as appropriate and shared with key staff	The pupil is struggling to cope with aspects of his/her local mainstream school, requiring increasing levels of individual additional support from within school resources and a multi-agency approach: • School is offering provision that is additional to and different from that of peers • School feel direct involvement of support services would be beneficial • Access to 1:1 support for re-tracking, mentoring, motivational approaches etc. • Additional individual support for tricky situations and 'hotspots', in line with risk assessments • Access to small group support outside mainstream classes • Personalised timetable providing access to a Teaching Assistant / mentor staff for up to 12.5 hours per week • Formal behaviour monitoring systems to log and analyse incidents daily in order to review and modify strategies • Internal exclusion/'time-out' facilities • Specialist Staff Training (e.g. Positive Handling programmes /Team Teach). • Advice from support services e.g. Child Adolescent Mental Health Service, Social Care, Educational Psychologist, School Wellbeing Worker, Behaviour Support Worker, Youth Services • Access to in-school support base (e.g. Nurture Group) if available • Allocation of appropriate space for professionals to work with the pupil, taking into account safeguarding issues • Multi-agency support to plan and review interventions • Access to time-limited short- term interventions in Pupil Referral Unit facilities • Signposting parents/carers to parenting courses or offering access to drop-ins • Home-school communication book

The pupil's SEMH needs may co-exist with other secondary needs.				• Time for formal meetings with parents on a regular basis

Range 4a Presenting Behaviours	Assessment and Planning	Teaching and Learning Strategies	Curriculum/Intervention	Resources and Staffing
The pupil experiences **frequent and persistent difficulties with** behavioural, emotional and social difficulties which will **significantly** affect curriculum access. • 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 • Behaviour causing a barrier to learning e.g. pupil disengaging, may destroy own / others' work, may 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 pupil's SEMH needs may co-exist with other secondary needs.	• Specialist assessments e.g. Behaviour Support Worker, Educational Psychologist , Primary Mental Health Worker, Youth Offending Service • Following 2 cycles of Assess, Plan, Do, Review, EHC needs assessment can be requested • Involvement of educational and non-educational professionals as part of EHC needs assessment / Education, Health and Care (EHC) Plan or Annual Review • Risk assessment to identify dangers and need for additional support • Use of Social Emotional Behaviour Competencies profile for measuring impact of interventions • Completion of 'pupil passport' for Behaviour & Attendance Partnership if 'managed move' or Pupil Referral Unit place 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, updated on a regular basis	• The class/subject teacher remains accountable for the progress of the pupil within the mainstream class • Identified individual support across the curriculum in an inclusive mainstream setting. • Daily teaching of social skills to address behavioural targets and outcomes on support plan • Use of key-working approaches to ensure the pupil 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 pupil, implemented consistently across the curriculum • Time-limited intervention programmes with familiar staff who have knowledge, skills and experience to address pupil's specific needs; may include withdrawal	• Teaching focusing on both learning and social-emotional curriculum / outcomes throughout the school day • Targets informed by specialist assessment or EHCP • Regular/daily small group teaching of social emotional and behaviour skills • Teaching style and tasks are adapted to suit the pupils' learning style e.g. level/ pace/amount of teacher talk reduced, access to practical activities • Personalised timetable introduced in negotiation with pupil, 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 planned well in advance and risk assessments in place, key staff have rehearsed possible scenarios • Support through solution-focused approaches, for staff working with the pupil • Where the pupil is working below age-related	The pupil is struggling to cope in a local mainstream setting, requiring considerable individualised support / resources above the delegated SEN budget. A multi-agency approach is needed. • Pastoral Leader and/or SENCO provides support to Teacher and Teaching Assistants and takes responsibility for arranging appropriate CPD and quality assuring the learning experience • Access to 1:1 support within school for re-tracking, mentoring/ coaching, motivational approaches, understanding anger etc. • Additional individual support in line with risk assessments, incl. unstructured times • Access to small group support outside mainstream classes • Personalised timetable providing access to a suitably trained Teaching Assistant / mentor as specified in EHCP • Formal behaviour monitoring systems to log and analyse incidents daily in order to review and modify strategies • Time to discuss, develop and review individual reward systems and report cards • Internal exclusion/'time-out' facilities • Specialist Staff Training (e.g. Positive Handling programmes/ Team Teach) • Direct involvement from support services e.g. Educational Psychologist in reviewing progress • Therapeutic intervention e.g. family therapy/ counselling/ play therapy/ art therapy if appropriate • Non-educational input e.g. YOS, and Keyworkers from the Local Area Teams to re-engage in education / training • Multi-agency support to plan and review interventions through an EHCP • Time and appropriate space for joint planning with pupil, parents/ carers, staff and other agencies to facilitate 'Team Around the Family' (TAF) approach

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		• Individualised support to implement recommendations from relevant professionals	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	• Additional 'off-site' provision may be required to supplement and enrich school-based learning e.g. vocational/practical or college/work placements within timetable • Access to time-limited Pupil Referral Unit facilities • Support for parents/carers through access to targeted evidence-based parenting programmes

Range 4b Presenting Behaviours	Assessment and Planning	Teaching and Learning Strategies	Curriculum/ Intervention	Resources and Staffing
The pupil experiences **significant frequent and persistent** behavioural and emotional difficulties which will **severely** affect curriculum access. These difficulties require multi-agency support. • 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 • Behaviour causing a significant barrier to learning e.g. pupil disengaging, destroying own / others' work, work avoidance strategies, unable to show level of concentration • 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, and substance misuse • Difficulties with self-regulating e.g. intense emotional or aggressive outbursts / uninhibited / unpredictable outbursts • Increasing concerns around mental health e.g. self-harm, irrational fears, risk-taking, and substance misuse • The pupil does not have the social or emotional skills needed to cope in a mainstream environment without adult support for a significant proportion of the school day • Persistent non-attender	• Consider specialist assessment place • Use of Social Emotional and Behavioural Competencies profile questionnaire for measuring impact of interventions • Completion of 'pupil passport' for Behaviour & Attendance Partnership if 'managed move' or Pupil Referral Unit place 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, updated on a regular basis	• Time-limited targeted intervention programmes with familiar staff who have knowledge, skills and experience to address pupil specific needs, which may include withdrawal • Individualised support to implement recommendations from relevant professional • Specialist provision in mainstream may be appropriate for part of the week	• Formal meetings/ conferences using Restorative Practices, to include Parents/Carers • Personalised curriculum - pupil may be disapplied from some aspects of the curriculum • Daily access to staff with experience and training in meeting needs of SEMH pupils • Opportunity to work with Emotional Resilience Team • Educational visits planned well in advance and risk assessments in place, key staff have rehearsed possible scenarios • Support through solution-focused approaches, for staff working with the pupil • Where the pupil is working below age-related expectations, personalised literacy and numeracy programmes will be required to address gaps in learning associated with SEMH needs • Consideration of access arrangements for internal and external examinations	• Time to discuss, develop and review individual reward systems and report cards • Internal exclusion/'time-out' facilities • Specialist Staff Training (e.g. Positive Handling programmes/ Team Teach) • Direct involvement from support services e.g. Educational Psychologist in reviewing progress • Therapeutic intervention e.g. family therapy/ counselling/ play therapy/ art therapy if appropriate • Non-educational input e.g. Youth Offending Service, and Keyworkers from the Local Area Teams to re-engage in education / training • Multi-agency support to plan and review interventions through an EHCP • Time and appropriate space for joint planning with the pupil, parents/ carers, staff and other agencies to facilitate 'Team Around the Family' approach • Additional 'off-site' provision may be required to supplement and enrich school-based learning e.g. vocational/practical or college/work placements within timetable • Access to time-limited Pupil Referral Unit facilities • Consideration to a 'managed move' • Support for parents/carers through access to targeted evidence-based parenting programmes

Range 5a Presenting Behaviours	Assessment and Planning	Teaching and Learning Strategies	Curriculum/Intervention	Resources and Staffing
The pupil experiences **significant complex, frequent and persistent** SEMH needs with an accumulation of layered needs, which could include mental health, relationships, learning, communication and sensory. This includes: • Lack of resilience when faced with challenge or criticism • Can be verbally or physically aggressive • High levels of anxiety affecting daily functioning • Constant hyper-vigilance, severe mood swings • Behaviour causing significant barrier to learning e.g. destroying own / others' work, deteriorating/anti-social relationships with peers and adults, lack of empathy, remorse, use of violence. • May hurt others, self or animals • Is reliant on adult to remain on task • Issues around identity and belonging	• Specialist assessments ongoing e.g. Educational Psychologist, Child and Adolescent Mental Health Service, Forensic Psychology etc. • Long term involvement of educational and non-educational professionals as part of EHCP/ Annual Review of EHCP • Multi-agency assessments indicate that needs are highly complex and require a very high level of support • Risk assessment to consider risks to self and others • Completion of 'pupil passport' for Behaviour & Attendance Partnership if 'managed move' or Pupil Referral Unit/ Education Other Than At School place needed • 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. • Possible involvement of Pupil Referral Unit	• Identified highly skilled individual support across the curriculum • Daily teaching of social skills to address behavioural targets and outcomes in EHCP • Use of key-working approaches to ensure the pupil 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 pupil, implemented consistently across the curriculum • Individualised support to implement recommendations from relevant professionals • Time-limited intervention programmes with familiar staff who have knowledge, skills and experience to address the pupil's specific needs, to include withdrawal for personalised support	• Daily small group teaching of social skills and personalised PHSE programme e.g. risky behaviour, Sex and Relationships Education, life skills • Teaching style/tasks are highly differentiated to suit the pupil's learning style • Personalised pathway is a priority to re-engage with education • Alternative curriculum opportunities at KS4 e.g. ALPs/vocational/college/ work placements • Where pupil 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 • More formal meetings/ conferences using Restorative Practices, to include parents/carers • Support through solution-focused approaches and regular supervision for staff working with the pupil	• Pupil requires specialist environment • The pupil's SEMH needs present a considerable challenge to highly skilled staff • Access to 1:1 support from experienced staff for mentoring/ coaching, motivational interviewing, conflict resolution, self-harm etc • Additional individual support in line with risk assessments • Personalised timetable providing access to Teaching Assistant support as specified in EHCP • Formal behaviour monitoring and management systems to log and analyse incidents daily in order to review and modify strategies • Time to discuss, develop and review individual reward systems and sanctions • Internal exclusion/'time-out' facilities • Specialist Staff Training including Positive Handling programmes / Team Teach • Direct involvement from support services e.g. Educational Psychologist • Therapeutic intervention e.g. counselling/family therapy/ play therapy/art therapy if available • Non-educational input e.g. Keyworkers from the Local Area Teams to re-engage in education or training, helping the pupil to plan for the future • Involvement from voluntary sector to address needs re substance misuse, self-harm, sexual exploitation

Range 5b Presenting Behaviours	Assessment and Planning	Teaching and Learning Strategies	Curriculum/ Intervention	Resources and Staffing
The pupil experiences **severe and increasing behavioural difficulties** often compounded by additional needs and requiring provision outside the mainstream environment. The pupil's behaviour is worrying, unpredictable and/ or severely disrupting the learning of self and others. - Extreme risk-taking behaviours e.g. arson, self-harm, sexualised behaviour, criminal activity, use of weapons, substance misuse - Verbally and physically aggressive - Provocative in appearance and behaviour - Sexualised language and behaviours - Totally reliant on adult support to stay on task - Slow to develop age appropriate self-care skills due to level of maturity or degree of learning difficulties - Physical and medical needs which require regular review	- Multi-agency assessments indicate that needs can only be met in specialist placement - Placement to be reviewed regularly with an expectation of return to mainstream with enhanced funding	- The pupil is accessing Darlington's Specialist provision (Rise Carr/ Home and Hospital) where appropriate - Small class groups with high teacher: pupil ratio and high levels of support to access curriculum	- Specialist teaching focusing on both learning and social-emotional curriculum / outcomes throughout the school day - Targets and outcomes informed by Annual Review/EHCP	- Resources required from Darlington's specialist provision, which may include time-limited personalised tuition - Specialist support, alongside a multi-agency approach is essential

Range 6a Presenting Behaviours	Assessment and Planning	Teaching and Learning Strategies	Curriculum/ Intervention	Resources and Staffing
The pupil experiences continuing **profound and increasing behavioural difficulties**, often compounded by additional needs and requiring continued provision outside the mainstream environment, including: • Significant challenging behaviour requiring a range of therapeutic interventions or referral to specialist support services (Child and Adolescent Mental Health Service, Youth Offending Service) • Unable to manage self in group without dedicated support • Subject to neglect, basic needs unmet or preoccupied with hunger, illness, lack of sleep, acute anxiety, fear, isolation, bullying, harassment, controlling behaviours • Involved in substance misuse either as a user or exploited into distribution/selling • Poor attendance, requiring high level of adult intervention to bring into school • Refusal to engage, extreme abuse towards staff and peers, disengaged, wilfully disruptive • Significant damage to property • Requires targeted teaching in order to access learning in dedicated space away from others • Health and safety risk to self and others due to increased levels of agitation • Sexualised language and behaviour; identified at risk of Child Sexual Exploitation • Medical conditions, such as asthma or epilepsy, that may require particular support from specialist services • Complex needs identified	• Specialist assessments e.g. by Educational Psychologist, Child Adolescent Mental Health Service, Forensic Psychology, Youth Offending Service, etc • Long term involvement of educational and non-educational professionals as part of statutory assessment, Annual Review and EHC plan • Regular risk assessments to consider risks to self and others • Target pupil social skills, empathy and managing behaviour whilst staying safe in school and community • Completion of assessments and/or annual review for consideration at SENAP and/ or Joint Panel • All professionals agree that the pupil 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	• The pupil is on roll of Darlington's specialist provision • School placement may be fragile • Identified highly skilled individual support required throughout the school day • Despite small class groups, with high teacher: pupil ratios and high levels of support to access curriculum, withdrawal of the pupil on a regular basis still needed to ensure safety of the pupil and others • Use of key-working approaches to ensure the pupil 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 pupil, implemented consistently across the curriculum • Personally tailored time-limited intervention programmes with staff who have knowledge, skills and experience to address the pupil's specific needs	• All of the previous • Requires additional /enhanced levels of highly skilled staff to re-engage and motivate the pupil	• The pupil is struggling to cope in Darlington's specialist provision, despite specialist support and high staffing ratios • The pupil requires a higher ratio of staff support within specialist provision due to high level of risk and vulnerability presented by the pupil • Staff may need additional solution-focused supervision to increase resilience • Additional resources are required to avoid the need to seek an out of area/residential placement • The pupil may be returning from an out of area specialist placement • Small class groups with high teacher: pupil ratio and high levels of support to access curriculum

Version 2	December 2019	Social, Emotional and Mental Health Needs

Range 6b Presenting Behaviours	Assessment and Planning	Teaching and Learning Strategies	Curriculum/ Intervention	Resources and Staffing
The pupil experiences **complex, frequent and persistent SEMH needs**. • The pupil's behaviour is unpredictable and dangerous, with intense episodes of emotional and/ or challenging behaviour, high levels of anxiety making daily life extremely difficult and severely disrupting the learning of self and others • SEMH needs may be compounded by co-existing difficulties • The pupil 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 A multi-agency approach, including educational and non–educational professionals, is essential	EHCP is complete and pupil has been assessed as needing enhanced specialist provision Assessment will be an ongoing process to determine progress in learning, and also: • Development of social skills, empathy, managing own behaviour and emotions, staying safe in school and in the community • Involvement from a range of specialist professionals in place, such as Child Adolescent Mental Health Service, Educational Psychologist, Youth Offending Service • Multi-agency work continues, and continual assessment to feed in to the cycle of annual reviews Planning • Education Psychologist and those working with the pupil • Risk assessment or Support Plan detailing strategies and appropriate short term targets • Risk assessment will describe procedures to keep safe the pupil, other staff and pupils, and property • Assessment of the risk of absconding and procedures described to manage such an eventuality • Planning meetings will include parents/carers, and are multi-agency	• Pupil is on roll at special school • Pupil offered one to one support from an adult for some of the school day • There will be a greater ratio of adults to pupil and staff will have specialisms in managing pupils who present with challenging behaviours	• Multi-Agency Interventions • Provision is within a specialist environment with appropriate staff/student ratios • Continued daily access to staff with experience and training in meeting the needs of pupils with SEMH	• Personalised to the specific needs of the pupil • Advice available from relevant specialist services Additional teams will include any of the following multi-agency Interventions: Education Social Worker Drug and Alcohol Team Police Health Youth Offending Service Child Adolescent Mental Health Service Educational Psychologist Social Care Community Support Worker Family Intervention Families First School Nurse Careers advice Youth Service Voluntary Sector Organisations Specialist Agency Interventions: Drug and Alcohol Team Police Health Youth Offending Service (including MAPPA) Child Adolescent Mental Health Service Probation Service Social Care Community Support Worker Early Help Prevent Services

Version 2	December 2019	Social, Emotional and Mental Health Needs

Range 7 Presenting Behaviours	Assessment and Planning	Teaching and Learning Strategies	Curriculum/ Intervention	Resources and Staffing

Pupils experience all of the above but within a non-maintained educational or residential placement (Out of Area). This may include provision for identified Health and Social Care needs, including therapeutic input from specialists. Cases will be known to the Local Authority and subject to joint commissioning arrangements via Joint Panel.
 	
Continued long term and complex behavioural, emotional, and social difficulties, necessitating a continued multi-agency response co-ordinated as annual, interim or emergency SEND review and met in specialist provision. Difficulties likely to include:
 	
• Self-harming behaviour
• Attempted suicide
• Persistent substance abuse
• Extreme sexualised language and behaviour, sexually exploited
• Extreme violent/aggressive behaviour
• Serious mental health issues
• Long term non-attendance and disaffection
• Regular appearance in court for anti-social behaviour/criminal activity
• Puts self and others in danger
• Frequently missing for long periods
• Extreme vulnerability due to Moderate Learning Difficulty/Specific Learning Difficulty
	EHCP is complete and pupil has been assessed as needing enhanced, or more secure specialist provision.
	
	Assessment will be an ongoing process to determine progress in learning, and also:
	• Development of social skills, empathy, managing own behaviour and emotions, staying safe in school and in the community
	• There will be involvement from a range of specialist professionals in place, such as Child Adolescent Mental Health Service, Educational Psychologist, and Youth Offending Service
	• Multi-agency work continues, and continual assessment to feed in to the cycle of annual reviews
	
	Planning
	
	• EHCP and appropriate short term targets
	• Risk assessment will describe procedures to keep safe the pupil, other staff and pupils, and property. There will be an assessment of the risk of absconding and procedures described to manage such an eventuality
	• Planning meetings will include parents/carers, and are multi-agency
		• Pupil is on roll at special school
		• This could be out of area and/or residential special school
		• Pupil offered one to one support from an adult for some of the school day
		• There will be a greater ratio of adults to pupil and staff will have specialisms in managing pupils who present with challenging behaviour
			• Provision is within a specialist environment with appropriate staff/ pupil ratios
			• Continued daily access to staff with experience and training in meeting the needs of pupils with SEMH
				• Personalised to the specific needs of the pupil
				• Advice available from relevant specialist services
				Additional teams will include any of the following multi-Agency Interventions:
				   Education Social Worker
				   Drug and Alcohol Team
				   Police
				   Health
				   Youth Offending Service
				   Child Adolescent Mental Health Service
				   Educational Psychologist
				   Social Care
				   Community Support Worker
				   Family Intervention
				   Families First
				   School Nurse
				   Careers advice
				   Youth Service
				   Voluntary Sector Organisations
				Specialist Agency Interventions:
				   Drug and Alcohol Team
				   Police
				   Health
				   Youth Offending Service (including MAPPA)
				   Child Adolescent Mental Health Service
				   Probation Service
				   Social Care
				   Community Support Worker
				   Early Help
				   Prevent Services

Definition of Acronyms

AAC	Augmentative and Alternative Communication
AAD	Adaptive, Assistive Devices
ALP	Alternative Learning Provision
ANSD	Auditory Neuropathy Spectrum Disorder
ARC	Additionally Resourced Centre
ARP	Additional Resource Provision
ASD	Autism Spectrum Disorder
AWPU	Age-weighted Pupil Unit (funding related)
BOO	Basket of Opportunities
BSL	British Sign Language
CAMHS	Child and Adolescent Mental Health Service
CLDD	Complex Learning Difficulties and Disabilities
CSE	Child Sexual Exploitation
CVI	Cerebral Visual Impairment
PUPIL	Child or Young Person
DAF	Disability Access Fund
dB HL	Decibels Hearing Level
DfE	Department for Education
EAL	English as an Additional Language
ECAT	Every Child a Talker
EHA	Early Health Assessment
EHCP	Education, Health and Care Plan
ELKLAN	Training by Speech and Language Specialists to Education Staff
ELSA	Emotional Literacy Support Assistant
EYFS	Early Years Foundation Stage
FRIENDS	An intervention programme underpinned by the principles of Cognitive Behaviour Therapy with the primary aim of reducing participant anxiety levels.
HI	Hearing Impairment
LA	Local Authority
LI	Language Impairment
LINS	Low Incidence Needs Service

MSA	Midday Supervisory Assistant
MSI	Multi-Sensory Impairment
MAPPA	Multi-Agency Public Protection Arrangements
NatSIP	National Sensory Impairment Partnership
NPSLBA	National Programme for Specialist Leaders of Behaviour and Attendance
NVC	Non-Verbal Communication
OT	Occupational Therapist
PECs	Picture Exchange Communication System
PHSE	Personal, Social, Health and Economic Education
QFT	Quality First Teaching
QTMSI	Qualified Teacher of the Multi-Sensory Impaired
QTVI	Qualified Teacher of Children and Young People with Vision Impairment
SALT	Speech and Language Therapy
SEAL	Social and Emotional Aspects of Learning
SILVER SEAL	An early intervention for children who need additional support in developing their social, emotional and behavioural skills.
SEMH	Social, Emotional and Mental Health
SENAP	Special Educational Needs Advisory Panel
SENCO	Special Education Needs Co-ordinator
SEND	Special Education Needs and Disability
SLCN	Speech, Language and Communication Needs
SLD	Severe Learning Difficulties
SLT	Speech and Language Therapist
SMART	Specific, Measurable, Achievable, Relevant, Timebound (relating to targets)
SSE	Sign Supported English
TA	Teaching Assistant
TAF	Team Around The Family
ToD	Teacher of the Deaf
VI	Visual Impairment
VOCA	Voice Output Communication Aids
YOS	Youth Offending Service

Version Number	Description	Date
1.0	Initial draft	October 2017
1.1	Updated following feedback from parent carer consultation	November 2017
1.2	Updated following feedback from the High Needs conference February	February 2018
1.3	Updated following feedback from the Moderation events	April 2018
1.4	Updated following feedback from Early Years and LINS	May 2018
1.5	Updated following feedback from the NHS	July 2018
Final	Final version agreed 06.09.18	September 2018