

**Lambeth Graduate Approach – Social Emotional and Mental Health
(SEMH) Difficulties**

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

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

This Threshold 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 These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.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 web links for Chapter 6 in the Code of Practice

SEND Status	DESCRIPTOR SEMH NEEDS	ASSESSMENT AND PLANNING	TEACHING & LEARNING STRATEGIES	CURRICULUM/ INTERVENTIONS	RESOURCES (including staffing)
<p>LEVEL 1</p> <p><i>Nursery/Class or Subject Teacher identification, assessment and meeting the needs</i></p> <p><i>Not on SEN Register</i></p>	<p>The Child or Young Person (CYP) experiences low level / low frequency difficulties with:</p> <ul style="list-style-type: none"> • 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 • social isolation e.g. tends to play alone • low-level anxiety in social situations 	<p>EYFS/Early Learning Goals monitoring.</p> <p>Monitoring of the CYP's response to positive feedback, engagement, motivation, curiosity etc.</p> <p>Consideration to the CYP's learning style, e.g. visual, verbal, kinaesthetic, social, anti-social, active or passive engagement in new activities.</p> <p>Observations by Teacher / class TA /KS Coordinator.</p> <p>School is proactive in identifying individual needs and monitors that action is taken.</p> <p>Information shared by parent/carer re any significant changes to the pupil's home/environment e.g. recent bereavement, parental separation, friend moving away, sibling unwell, parent unwell etc.</p>	<p>The teacher is held to account for the learning and progress of the CYP in the mainstream class</p> <ul style="list-style-type: none"> • Quality First Teaching meets the needs of all pupils. • Flexible grouping arrangements • Some differentiation of activities and materials • Differentiated questioning • Use of visual, auditory and kinaesthetic approaches • Awareness that a CYP may need more time to complete tasks and that equality of access may mean that they need to do some things differently • Resources and displays that support independence • Routine feedback to pupils. <p>Transparent system of class/school rewards and sanctions. Rules and</p>	<p>The school can demonstrate an inclusive ethos that supports the learning and wellbeing of all pupils – learning climate is given high value in the school</p> <p>The wider curriculum promotes positive examples of diversity</p> <p>Well-planned and stimulating PHSE/Citizenship curriculum, differentiated to needs of cohort/class</p> <p>Anti bullying is routinely addressed and pupils are confident in reporting incidents</p> <p>Emotional well-being materials and interventions are known by all staff e.g. staff act on Mental Health First Aid whole school training they have received</p> <p>Provision of planned opportunities to learn and practice social and emotional</p>	<ul style="list-style-type: none"> • The CYP'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 SEN, Behaviour and Anti-bullying describe the effectiveness of the arrangements in the schools • Regularly monitored inclusion policies are implemented consistently and underpin practice • Quality First Teaching and its link with emotional literacy of teachers is part of whole school teaching and learning monitoring • 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. HTLAs, SEN TAs, TAs • All staff have received training in managing SEMH needs and understanding

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		<p>Parent/Teacher monitor social interactions/development of friendships and share information</p> <p>Separation/new teacher relationships at start of new academic year are understood as being an issue and prepared for</p> <p>Assess whole class for emotional literacy skills to decide if SEMH in pupil is related to classroom environment e.g. is the class generally kind to each other/encouraging or are they irritable with each other/competitive – whole class intervention required for the latter</p>	<p>expectations consistent across staff.</p> <p>Use of different teaching styles</p> <p>Clear routines e.g. for transitions</p> <p>Consideration to classroom organisation, seating and group dynamics</p> <p>Nurturing classroom approaches</p> <p>Offering CYP opportunities to take on responsibilities e.g. class monitors, prefects, school council reps</p>	<p>skills during structured activities.</p> <p>Restorative Practices (RP) approaches that are appropriate to the age of the child</p>	<p>how to support pupils effectively – Mental Health First Aid whole school CPD is available from the LA</p> <ul style="list-style-type: none"> • Staff access LA training to keep informed of meeting the needs of CYP • Designated time is allocated to TAs for planning and liaison with teachers • Use of playground buddies, peer mediators, peer mentors • Lunchtime clubs that support different social needs e.g. quiet clubs, active clubs • ‘Social and Emotional Learning through Circle Time’ curriculum (primary) • Staff access support e.g. via solution-focused conversations/supervision from a mentor if struggling to understand how to manage pupil’s emotional needs • Time to establish liaison with parents/carers in line with school procedures e.g. parent consultation evenings • Staff ‘meet and greet’ their CYP daily
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SEND Status	DESCRIPTOR SEMH NEEDS	ASSESSMENT AND PLANNING	TEACHING & LEARNING STRATEGIES	CURRICULUM/ INTERVENTIONS	RESOURCES (including staffing)
<p>LEVEL 2</p> <p>-</p> <p>Additional Needs requiring SEN SUPPORT</p> <p><i>Nursery/Class or Subject Teacher identification, assessment and meeting the needs with support of Nursery or School SENCO</i></p>	<p>The Child or Young Person (CYP) experiences low / medium level persistent difficulties with:</p> <ul style="list-style-type: none"> • Separation anxiety from care giver beyond expected level • Some difficulty with trusting that adults can be helpful • Struggles to follow adult direction e.g. regular incidences of non-compliance/ uncooperative behaviour • Difficulty with self-regulating e.g. emotional outbursts, hyperactive, impulsivity, mood swings, feeling anxious/worried 	<p>Level 1 plus:</p> <ul style="list-style-type: none"> • Listening to parent concerns/experiences in the home • Observations by SENCO/ Pastoral Lead • Use of emotional literacy tools • Pupil involved in setting and monitoring their own targets • Parents involved regularly and know how to support targets at home • Behaviour records analysed to consider triggers and patterns • ‘Assess/ Plan/ Do/ Review’ cycles are reviewed intelligently thinking of what works, what doesn’t and why 	<p>Level 1 plus:</p> <ul style="list-style-type: none"> • Information about CYP’s needs/difficulties is shared with relevant staff • Sharing of advice on successful strategies and set targets e.g. use of visual supports, developing organisational skills. • Classroom Teaching Assistance (TA) is targeted towards support for accessing specific tasks/settings, based on agreed SMART targets • Personalised reward systems covering targeted lessons / activities. • Use of The Incredible 5-point scale to teach self-awareness of emotional regulation to pupil 	<p>Level 1 plus:</p> <p>Access to small group support e.g. Circle of Friends, Art/Music/Drama/Play therapy in a group.</p> <p>Group work to be planned and tailored to meet identified need and includes good role models.</p> <p>Teaching problem solving skills to lead to independence in relationship maintenance.</p> <p>Learning tasks differentiated by task not only by outcome to meet individual needs and feelings of success/completion.</p> <p>Preparation for changes to activities/routines/ staffing, e.g. information card about</p>	<p>Level 1 plus:</p> <ul style="list-style-type: none"> • The CYP’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 (TA) • Access to intervention group work with Teaching Assistant, Learning Mentor, ELSA (Emotional Literacy Support Assistant). • Additional adults (TA, Midday Supervisor

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<p>Add to SEN Register</p>	<ul style="list-style-type: none"> • Showing inappropriate learning behaviour e.g. difficulty sustaining attention and concentration, motivation to engage with work-related tasks • Tendency to demonstrate low self-esteem in one of more aspects of learning/school life e.g. difficulty persevering/believing can be successful • Response to social situations can lead to social isolation from peers e.g. may be fearful or anxious in one or more situation, clingy, over sensitive to criticism/playground humour • Over-reliance on adults for reassurance • ADHD diagnosis requiring accommodations to allow for movement and emotional regulation difficulties 	<ul style="list-style-type: none"> • Wider system that child is learning in is used to give a context to behaviour. • School trips are planned well in advance and take into consideration the needs of the CYP. 	<ul style="list-style-type: none"> • Careful consideration to group dynamics within class • Careful consideration to preferred learning style and motivational levers for the CYP when differentiating, e.g. embarrassment at being treated differently • Opportunities for small group work based on identified need • Time-limited intervention groups 	<p>child for supply/cover teachers.</p>	<p>Assistants, ELSA) for focused support during unstructured times e.g. lunchtime supervision/targeted extra-curricular activities</p> <ul style="list-style-type: none"> • Access to a quiet area for 'chill-out' time • Access to visual cues/timetable if needed • Access to in-school support base • Staff access targeted LA training • Consultation with support services • Home-school communication book • Time for scheduled meetings with parents / carers on a regular basis • Use of Lambeth's Attention Difficulties Resource Pack found on Lambeth School Services website
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<p>LEVEL 3</p> <p>Additional Needs requiring SEN SUPPORT</p> <p><i>Nursery/Class or Subject Teacher identification, assessment and meeting the needs with support of Nursery or School SENCO</i></p> <p>Add to SEN Register</p>	<p>The CYP experiences frequent and persistent difficulties with:</p> <ul style="list-style-type: none"> 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') behaviour causing a barrier to learning e.g. CYP disengaging, may destroy own / 	<p><i>Level 1 and 2 plus:</i></p> <ul style="list-style-type: none"> Assessment of learning to rule in/out a SpLD leading to SEMH needs 'Round Robins' to relevant staff to gain overview of behaviour to inform planning Consider need for Early Help Family Assessment / CAF as appropriate. Outcomes agreed and monitored with CYP and parents/carers. TAs are routinely included in planning and/or are provided with lesson plans 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 Proactive assessments of potentially tricky situations to inform 	<p><i>Level 1 and 2 plus:</i></p> <ul style="list-style-type: none"> Ensure work is differentiated to match pupil's ability and scaffold appropriately with support Identified daily support to teach social skills and address behavioural targets on Personal Support Plan. Use of key-working approaches to ensure the CYP has a trusted adult to offer support during vulnerable times. Personalised reward systems known to all staff in school who have contact with the CYP, implemented consistently across the curriculum. Time-limited intervention programmes with staff who have knowledge and skills to address specific needs, may include withdrawal. 	<p><i>Level 1 and 2 plus:</i></p> <ul style="list-style-type: none"> Regular/daily small group teaching of social skills. Teaching style adapted to suit CYP's learning style e.g. level/pace/amount of teacher talk reduced, access to practical activities. Personalised timetable introduced in negotiation with the CYP, parents 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 Individualised support to implement recommendations from support services. More formal meetings/ conferences using Restorative Practices, to include parents if appropriate. 	<p><i>Level 1 and 2 plus:</i></p> <ul style="list-style-type: none"> School is offering provision that is additional to/different from that of peers and feel direct involvement of outreach support services would be beneficial. Access to 1-1 support for re-tracking, mentoring/coaching, motivational approaches, understanding anger etc Additional individual support for tricky situations and 'hotspots', in line with risk assessments. Access to small group support outside mainstream classes e.g. Social Skills, Circle of Friends Personalised timetable providing access to a Teaching Assistant /ELSA/ Mentor Formal behaviour monitoring systems to log and analyse incidents daily

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	<p>others' work, use work avoidance strategies, concentration very limited</p> <ul style="list-style-type: none"> • 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 <p>The CYP's SEMH needs may co-exist with other secondary needs.</p>	<p>adaptations incl. educational visits.</p> <ul style="list-style-type: none"> • Specialist assessments e.g. by Behaviour Outreach Support, Educational Psychologist, Early Intervention CAMHS, Occupational Therapist and SaLT (to assess for undiagnosed SLCN). • Careful planning and review of needs at transition, including effective liaison 		<ul style="list-style-type: none"> • Respite at alternative provision may be required with a strong reintegration programme planned for at the outset – setting out the outcomes to be achieved in the respite period and communicating an intent to welcome the pupil back to their school at the end of the respite period 	<p>in order to review and modify strategies</p> <ul style="list-style-type: none"> • Time to discuss, develop and review individualised reward systems and report cards • Internal exclusion/'time-out' facilities • Specialist Staff Training (This may include Positive Handling programmes /Team Teach). • Advice from support services e.g. Educational Psychologist (EP), Behaviour Support Outreach, Early Help Services • Early Intervention CAMHS, Access to location based Mental Health Teams (future service), referral to CAMHS
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