Social, emotional and mental health (SEMH) Guidance for Schools: Graduated Approach

SEND

Introduction

This guide is designed to support schools in effectively addressing and nurturing children's social, emotional, and mental health needs. Recognising the profound impact these aspects have on children's overall well-being and academic success, this document aims to provide a structured and comprehensive approach to creating a supportive and inclusive school environment.

The social, emotional and mental health of children is crucial for their holistic development. Social, emotional and mental health are interconnected and contribute to our overall well-being and quality of life.

Emotional Health

Emotional health is our ability to recognise, understand, and manage our own emotions as well as empathise with the emotions of others. It involves coping with stress, expressing feelings constructively and having a positive outlook on life.

Mental Health

Mental health encompasses cognitive and psychological well-being. It includes thoughts, feelings, and behaviours and our ability to cope with life's challenges, manage stress, and function effectively in daily life. Mental health disorders can affect mood, thinking, and behaviour and may include conditions such as depression, anxiety, etc.

Social Health

Social health refers to our ability to form and maintain healthy relationships with others, including friends, family, peers, and the broader community. It involves effective communication, cooperation, empathy, and the ability to navigate social situations.

There is a large amount of research evidence to suggest that young people's social, emotional, and mental health (SEMH) have a significant impact on all aspects of their life, including their learning and progress through the curriculum, behaviour in school and attendance, further training and employment and general life chances.

Unaddressed SEMH needs can lead to challenges such as school absence, behavioural challenges and academic underachievement. Social media and new technology are also linked to increasing risks of poor SEMH.

Evidence suggests that each child's environment can profoundly impact their social, emotional and mental health. This is true of the child's school environment, where the influence of school culture, ethos, and staff on SEMH cannot be understated.

The quality of the seemingly everyday experiences and interactions shapes each pupil's school life. This can enhance protective factors (e.g. positive relationships with peers and teachers, positive mental health of school personnel, and sense of security) and reduce risk factors (e.g. low academic achievement, disengagement, bullying and relationship difficulties). School attendance is also a protective factor for mental health.

Whole school approaches to supporting mental health are vital because they create a supportive environment where everyone, from students to staff, is involved in promoting well-being. This approach ensures that mental health is integrated into every aspect of school life, from curriculum to policies and practices, fostering a culture of understanding, empathy and support. It helps to identify issues early, reduces stigma and provides resources and strategies for everyone to maintain good mental health. Ultimately, it cultivates a nurturing atmosphere where individuals feel valued, safe, and empowered to seek help when needed.

Positive relationships are fundamental to laying the foundations for continuing SEMH. We know that a child experiencing positive SEMH is more likely to approach their learning with confidence, directly impacting attainment and vice versa. Building positive relationships between teachers and peers and good and inclusive teaching practices are fundamental to improving outcomes for all children, not least within the area of SEMH.

The SEMH Support Pathway using a Graduated Approach

The Haringey SEMH support pathway is a tiered approach to supporting children with social, emotional and mental health needs. The pathway seeks to foster a collaborative approach, to enhance the capacity of staff to understand and meet SEMH needs through training and resources, to provide tools and strategies for early identification and accurate assessment of SEMH needs, to outline effective strategies and interventions in settings and the support services available in Haringey. Each step in this pathway ensures that the level of support is proportionate to the child's needs, aiming to provide the right help at the right time.

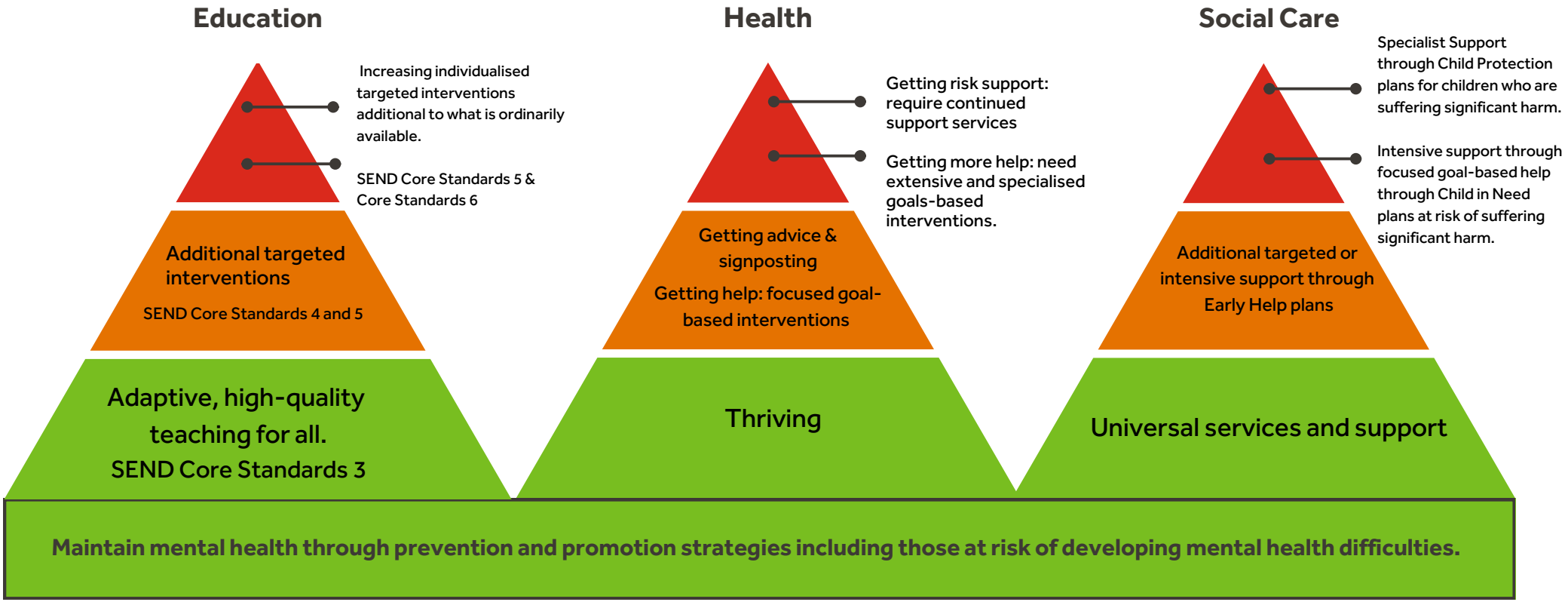
The Graduated Response Provision Grid

The Graduated response provision grid is a co-produced, suggested approach to help with assessment and identification, strategies, interventions and support services available by age range. This is described at the appropriate level to support effective teaching and learning and to support and meet well-being needs. The curriculum approaches and strategies detailed are not prescriptive or exhaustive. It is a guide for settings as to the type and level of intervention expected within the graduated approach aimed at identifying and meeting SEMH needs and should be delivered in accordance with a child's assessed needs and agreed outcomes.

You can view and download the Graduated Response Provision Grid on the SENDCO Forms and Resources webpage.

The Social, Emotional, Mental Health (SEMH) support pathway using a graduated approach

- **Green: Universal Support**
- **Yellow: Targeted Support**
- **Red: Personalised/Specialist Support**



Social Emotional Mental Health (SEMH) Support Pathway – Using a Graduated Approach.

- **Emotional/mental health needs can present in several ways: low mood, anxiety, avoiding school, emotional resilience concerns, sleep problems and disordered eating.**
- **Behavioural needs often appear as aggression or withdrawal, with actions out of proportion with the situation or age.**
- **Distress may be displayed as self-harm.**
- **Social circumstances such as relationship difficulties, bullying, bereavement or domestic abuse may have an impact on the child/young person. Previous trauma/adverse childhood experiences (ACE) may also have an impact.**

Suicide Risk

If you have immediate concerns about suicide risk - call 999/refer to A&E

Assessment and identification: use the 'Plan/Do/Review' approach to support and the SEMH Graduated Response Provision Grid

Universal – Thrive

Most children will benefit from support through universal services where emerging SEMH needs can be met through prevention and promotion.

Yellow: Targeted

If assessment suggests SEMH support would help, most children will benefit from support through universal/targeted support (thriving/getting advice and getting some help) as part of early intervention described in the green (universal) and yellow (targeted) boxes below.

Red: Personalised/ Specialist

- **If concerns about risk or needs are too complex for early intervention, which may include disorder eating, severe depression, extensive phobias, PTSD, complex/long term trauma, moderate/severe OCD, psychosis and severe attachment disorders see the 'Red: Specialist/Personalised' box below.**
- **If concerns about disordered eating, advise GP appointment.**
- **If not an immediate risk, but you are still concerned, refer to CAMHS Crisis Line at 0800 151 0023**
- **Contact CAMHS duty at 0208 702 3111. Clinicians are on duty between 9-5pm to provide advice and direct to further services.**
- **If the needs of the CYP/family cannot be met by single agency a coordinated multi-agency approach is required, underpinned by an Early Help/Social Care Assessment.**
- **If the CYP has social care involvement speak to their social worker or virtual school about SEMH support.**

- **Collaboratively develop a provision map/support plan.**
- **Ensure regular communication with key staff in school including DSL/ SENDCo/ Head of Year/ Wellbeing Lead/Designated Teacher/Tutor to agree a consistent approach.**
- **Engage family/child person to understand their experience.**

Universal – Thrive

Maintain mental wellbeing through effective prevention and promotion strategies including those at risk of developing mental health difficulties

Where can settings find support?

- Anchor Approach
- Haringey Healthy Schools programme
- SEND core standards and best practice guidance
- SEND/HEP Trainings
- Early Help – youth and family offers
- Insight Platform Service
- Mind in Haringey Mental Health and Awareness training
- Youth Mental Health First Aiders training

Yellow: Targeted

Getting Advice and Signposting and Getting Help: For those whose may experience mild to moderate SEMH difficulties and current need is for focused goal-based input.

Where can settings find support?

- Educational Psychology Service
- Inclusion Team (LAST, Sensory Support - Hearing and Vision, Early Years)
- Haringey Learning Partnership (Outreach Support, Nurture Hub, Tuition in the community)
- Education Welfare Service
- CAMHS/EPS joint consultations to staff
- Early Help Service
- Insight Platform Service
- Markfield

Does the setting have a designated mental health lead in Trailblazer (MHST)?

- The trailblazer (MHST) and partners (Educational Psychology Service, Tottenham Hotspur Foundation, Deep Black, Anchor Project,) offer support to staff in educational settings around children's well-being, parenting workshops and interventions, and work in collaboration with school staff and any support networks.
- They can provide early intervention directly or indirectly as well as resources and signposting to other services.
- Review meetings are held every term to plan work with schools.

Does the setting have a well-being support offer?

- Training and regular supervision is available for ELSAs by the EPS.
- Training is available to SENCOs/TA to run targeted interventions in schools by the EPS.
- Settings can signpost individuals to services such as Kooth, Open Door, Mind in Haringey, NHS digital apps, Papyrus, Shout, Me2 (see provision grid).
- Schools can buy-in emotional wellbeing support and therapeutic counselling directly from a variety of services including Hope in Haringey, Place2Be.

Is the setting part of a SENCO cluster group?

- The cluster groups provide a supportive space to problem-solve collaboratively with each other.
- All school cluster groups include a SENCO support partner.

Does the setting need immediate advice?

- NSPCC
- CAMHS duty
- School health service - nursing

Red: Personalised/ Specialist

Getting More Help and Getting Risk Support: for those who may experience significant SEMH difficulties or persistent states of distress and current need is for extensive and specialist goals-based help or require continue support services

If more mental health support is required:

- Contact CAMHS duty via phone: 0208 702 3111. There is a clinician on duty every day (between 9-5pm) to provide advice and direct to further services.
- Contact to CAMHS crisis line at 0800 151 0023 for advice and information on next steps and for referral to the following pathways:
  - Urgent review
  - Further assessment/therapy
  - Eating disorders team
  - Learning disability team
  - Neuro-developmental assessment
- Anyone in crisis, including children and families, can now call 111, choose the mental health option, and speak to a trained professional 24/7.

If more support is required for mental health, behavioural or social needs, more intensive support is available as part of the graduated approach. Contact the following services to discuss concerns and access to services:

- Educational Psychology Service
- Haringey Learning Partnership (Outreach support, Nurture hub, Tuition in the community)
- Inclusion team (LAST, Sensory Support - Hearing and Vision, Early Years)
- Haringey Alternative Provision and Inclusion multi-agency panel – (primary, secondary, transition and outreach, nurture hub) to explore how systems and services can best meet needs.
- MASH early help multi-agency panel – to create bespoke packages of support for the child and family.
- See Provision Grid for further services

Suicide Risk

If you have immediate concerns about suicide risk - call 999/refer to A&E