

# Somerset Virtual School

*Believe, Achieve, Succeed*



# SEMH

**Sharing good practice**

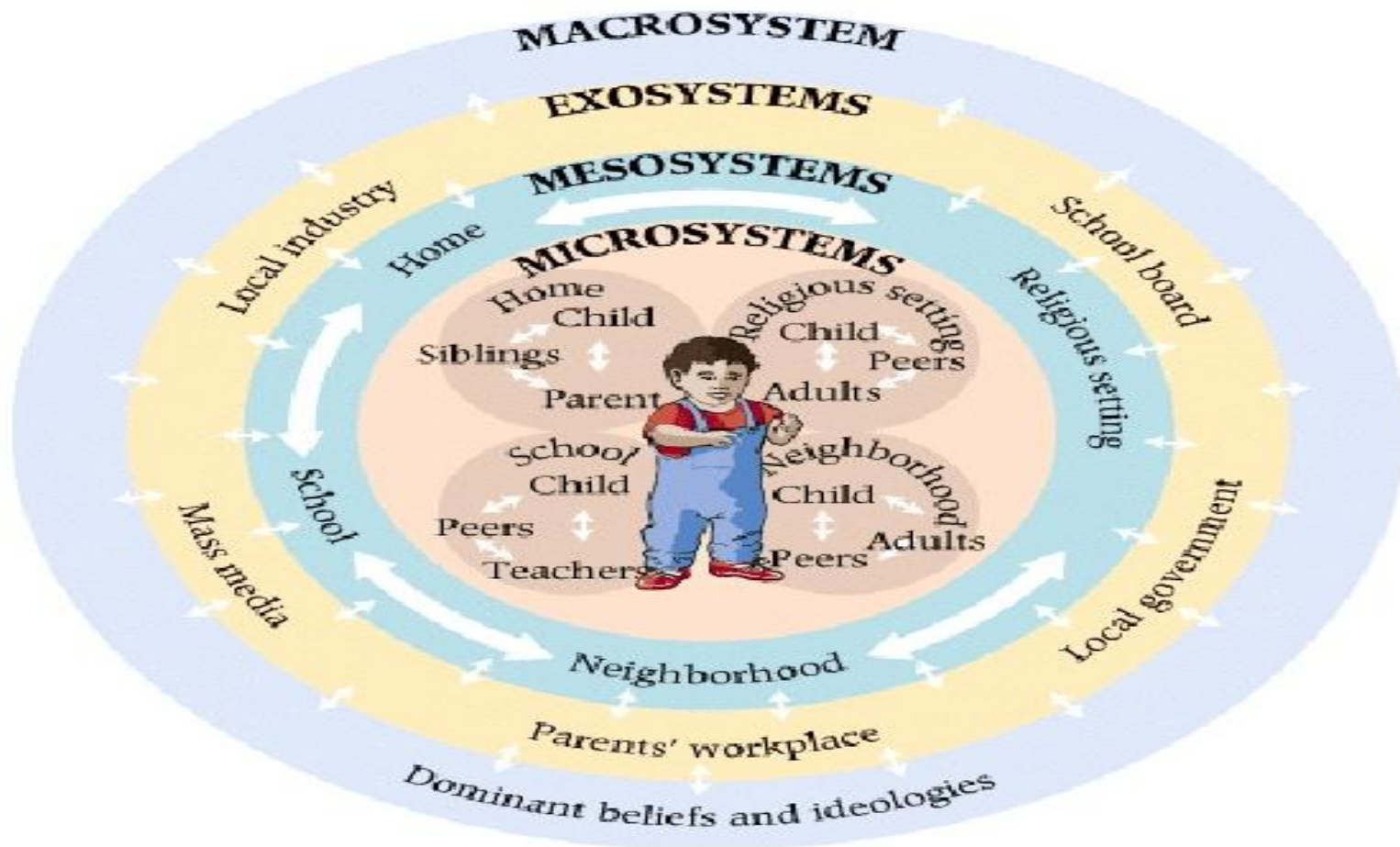
*Dr Dee Henderson*

*Specialist Senior Educational Psychologist for CLA*

# Somerset Virtual School

*Believe, Achieve, Succeed*

Bronfenbrenner's ecological model



# Somerset Virtual School

*Believe, Achieve, Succeed*



## Case study

Johnny is a looked after child in Year 3/8. There have been occasions where his behaviour has been problematic, but it has become significantly worse this term. Lashing out at both staff and peers has become the norm, and he has repeatedly refused to engage in class. You have been aware for sometime that he is quite socially isolated, but this has also appeared to have become more of an issue.

# Somerset Virtual School

*Believe, Achieve, Succeed*



## Possible hypotheses

### Within child factors

- Sensory needs triggering his behaviours
- Medical diagnoses; ASD / ADHD
- Un-recognised learning needs

### Microsystem

- Care placement; change of foster carer / foster carer struggling / issues at home with other CYP
- Problematic contact with birth family
- Transference of difficult experiences to class teacher
- Negative interactions/feedback from peers/local community
- Change of social worker

# Somerset Virtual School

*Believe, Achieve, Succeed*



## Exosystem

- Johnny has not been banded as difficulties were not high enough previously
- New issues (un related) for foster carer / within children's home that impacts upon Johnny; carer been made redundant for example
- Issues related to service cuts

# Somerset Virtual School

*Believe, Achieve, Succeed*



**So how do we respond? What  
do we put in place / what do we  
request?**

*Group discussion*

# Somerset Virtual School

*Believe, Achieve, Succeed*



## Specific Core Standards for Children and Young People with Social, Emotional and Mental Health Needs

### SEN SUPPORT

- Targeted pupils are screened for speech, language and communication needs, specific learning difficulties and moderate learning difficulties, to ensure underlying needs are identified and addressed.
- Setting may consider liaison and/or consultation with external professionals such as advisory teacher/ educational psychologist/ social worker/health professionals.

***Consult with the social worker***

***Raise the CYP in your planning meeting with your EP, request some casework***

***Request some involvement from the Learning Support / Autism & Communication team (depending upon within school screening)***

***Contact virtual school for advice / JUMP meeting***

***Build evidence for a referral to the OT team regarding possible sensory needs***

***Refer to Paediatrics / speech & language etc***

# Somerset Virtual School

*Believe, Achieve, Succeed*



## Specific Core Standards for Children and Young People with Social, Emotional and Mental Health Needs

### SEN SUPPORT

- Pupil centred planning, featuring qualitative and quantitative outcome measures, informs young people, their families and staff about support strategies, interventions, rewards and consequences. / Personalised plan composed and reviewed termly.

*Termly PEP meetings; specific pages as a guidance to fill in with CYP prior to the meeting / CYP preferably at the meeting / SMART targets*

- Targeted staff are trained to deliver a range of evidence based and outcome focused interventions and approaches, including, for example ELSA, Positive Handling training, etc.

*ELSA training within schools that we have CLA pupils*



# Somerset Virtual School

*Believe, Achieve, Succeed*



## Specific Core Standards for Children and Young People with Social, Emotional and Mental Health Needs

- Pastoral support, including for example peer mentors, leaning / behaviour mentors, clubs and social skills groups are monitored and reviewed.
- Additional staff are assigned to support small groups or individuals for specified parts of the day, for example lunchtimes, in some cases.
- Pupil-centred planning is established in partnership with young people, their families and external services, including outreach support from specialist settings.

*Pupil premium money can be requested within the PEP if it is focused upon achieving specific outcomes; academic achievement and progress / attendance / social skills / transition etc*

*<http://www.somersetvirtualschool.co.uk/wp-content/uploads/2017/05/Somerset-Virtual-School-Pupil-Premium-Policy-2018-19.pdf>*

# Somerset Virtual School

*Believe, Achieve, Succeed*



## Specific Core Standards for Children and Young People with Social, Emotional and Mental Health Needs

- Reasonable adjustments are made to the learning environment and curriculum based on a personalised Assess-Plan-Do-Review process.

*Possible reasonable adjustments; to school uniform / regular movement breaks / reducing academic expectations & pressure*

- Reducing the breadth of curriculum is considered to focus on key skill areas and positive social behaviours and/or allowing access to off-site specialist services and appointments, for example REACH Youth, Youth Unlimited or Child and Adolescent Mental Health Services (CAMHS), for a fixed period.

*Also Somerset Equus / Route 1 Advocacy (mentors) / Forest School*

*Somerset's Emotional Health & Wellbeing team – emotional health screening & pathway to support from their team / CAMHS*

# Somerset Virtual School

*Believe, Achieve, Succeed*



- Requesting the possibility of additional support through the PEVP if the CYP is at risk of PEx (this is entirely dependent upon capacity)

*Promoting the education of looked after children & previously looked after children (DfE, 2018);*

*“head teachers should, as far as possible, avoid excluding any looked-after child”*

# Somerset Virtual School

*Believe, Achieve, Succeed*



Where a child is at risk of or has been given a fixed-term or permanent exclusion, the VSH, working with others, should:

- consider what additional assessment and support (such as additional help for the classroom teacher or one-to-one therapeutic work) needs to be put in place to help the school address the causes of the child's behaviour and prevent the need for exclusion. The Department for Education's advice for school staff on mental health and behaviour in schools may be helpful; and
- make any additional arrangements to support the child's on-going education in the event of an exclusion. Where a child has been permanently excluded, this will include rapidly securing new educational provision in line with the child's needs and PEP.

(DfE, 2018)

# Somerset Virtual School

*Believe, Achieve, Succeed*



## Requesting an EHCP assessment

- Those who are looked after are given high priority
- Certain cases where assess-plan-do-review can be with school, if providing enough additional evidence
- Remember to think about the CYP's needs beyond school age

# Somerset Virtual School

*Believe, Achieve, Succeed*

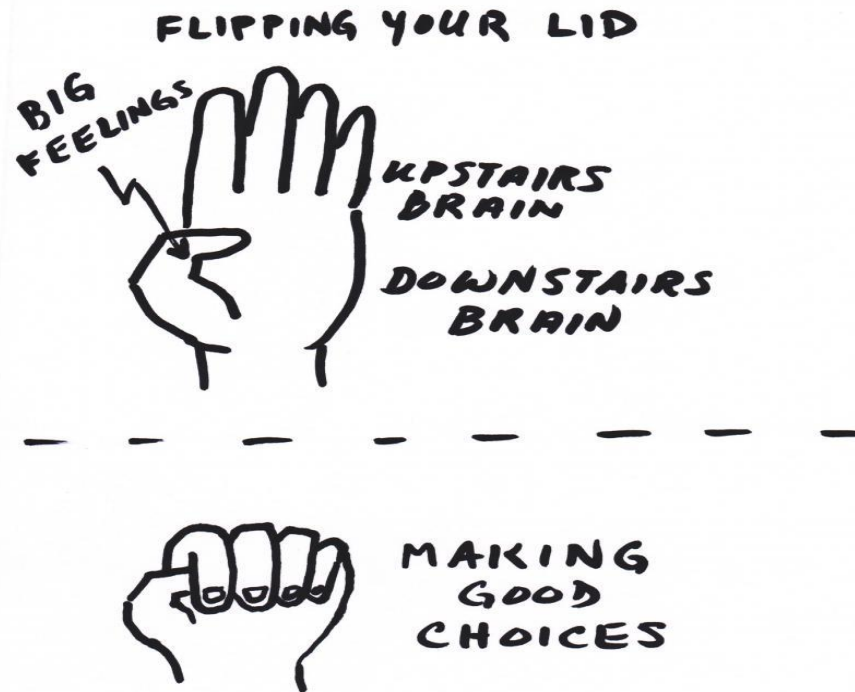


## SEMH Core Standards – Universal support

- A whole setting approach which offers specific support and intervention for young people with SEMH needs, for example including: Attachment, resilience, emotion coaching & de-escalation training for staff / Restorative approaches / Solution focussed approaches / Developing a growth mind-set / SEAL & PSHE

# Somerset Virtual School

*Believe, Achieve, Succeed*



USING YOUR UPSTAIRS  
BRAIN TO GENTLY  
HUG BIG FEELINGS

# Somerset Virtual School

*Believe, Achieve, Succeed*



## Supportive relationships that facilitate growth and change

- ❖ Approaches that help children feel safe
- ❖ Key adults & how we communicate
- ❖ Secondary trauma & staff stress
- ❖ Health & wellbeing of staff



# Somerset Virtual School

*Believe, Achieve, Succeed*



<http://www.somersetvirtualschool.co.uk/training-and-development/>