SEND Indicators of need & Supports: SEMH

This section describes children and young people who have greater needs than most of their peers for support with their social and emotional development, mental health and well-being. The Code of Practice (CoP) describes social-emotional mental health needs as:

'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 These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.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 medically unexplained physical symptoms. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder' (6.32).

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN (CoP 6.21). Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate. In all cases, early identification and intervention can significantly reduce the use of more costly interventions at a later stage.

Schools must identify special educational needs in terms of their **primary** needs. An unmet SEN such as a learning need will most likely result in an additional social, emotional or even mental health (SEMH) need.

The **presentation of 'poor' behaviour** does not necessarily mean that a child/young person has a behavioural problem, mental health difficulty or a SEN. For example:

- Impolite to an adult may merely be an indication of a relationship fallout as opposed to SEN
- The display of anxious behaviour may be linked with particular events in and outside of school that can pass with time i.e. family separation, school exams etc.

It is recommended that when completing this section schools are mindful of the extent to which environmental and familial factors are thought to be influencing the presentation of behaviour seen. Functional analysis of the presenting need is helpful to consider potential emotional and environmental triggers and reinforcers.

Certain individuals or groups are more at risk of developing SEMH needs than others. Risks can relate to the child/young person, family or their community or life events such as trauma. This tool should be considered alongside other information known about the child/young person and family to identify needs holistically.

Social development
The pupil requires support to…
understand the responsibility for choices
understand and learn to be calm and gentle/considerate to other pupils
understand and learn to be calm and gentle/considerate to adults
share toys/equipment or adults with other pupils
form and maintain basic relationships
respect another's personal space
tolerate or accept friendly approaches from other pupils
behave appropriately in social situations towards adults
help other pupils when they are upset
await their turn in a group
take part in an adult-led group activity
ask for, or accept help appropriately
accept guided direction
Other:

Emotional development and mental health
The pupil requires support to…
identify in self and others a range of feelings for example, happy/sad/angry
Identify in self and others the feelings beyond happy/sad/angry e.g. excited/surprised/disappointed
understand what makes them feel happy/sad/angry etc. making links between feelings and experiences, surroundings or thoughts
manage changes in routine or environment, or when things go 'wrong'
develop positive self-esteem
show awareness of other's feelings (for example sympathy if someone is hurt)
respond to stories about animals or people with appropriate feeling
think about another's feelings and take steps that demonstrate this
communicate feelings to others/discuss concerns with staff when upset
other class members to feel safe in their presence
be aware of behaviour that puts self or others at risk
avoid self-harming behaviours
show happiness when appropriate receiving praise
try difficult things
accept the sensitive correction of mistakes
to accept praise, or needs praise in a way that is different to norms
Other:

| **Self-regulation** |
| *The pupil requires support to…* |
| give purposeful attention to an activity |
| Recognise potential negative consequences before acting |
| calm themselves after being upset |
| control angry feelings for example inhibit physical aggression towards pupils/adults |
| Manage excited feelings so that they are not overwhelmed |
| Manage worried/anxious feelings so that they are not overwhelmed |
| Think things through before acting |
| attend school consistently |
| stay on the school site |
| give attention to an adult/range of adults |
| start adult-directed activities |
| make safe, appropriate and purposeful use of the materials provided |
| work alongside other pupils without interfering with them or causing a disturbance |
| resist calling out or making noise at inappropriate times |
| **Other:** |