Social, Emotional and Mental Health Difficulties

In Wiltshire Children with SEN may have their needs met in one of three educational settings:

- Mainstream schools
- Resource bases or Enhanced learning Provision (ELP) which are part of mainstream school
- Special school

There is one banding system for all children/young people with SEN using 7 banding points.

1. Band zero
2. Lower band one
3. Upper band one
4. Lower band two
5. Upper band two
6. Band three
7. Band four

The table below shows how bandings relate to School/Academy settings.

School	Banding						
	0	Lower 1	Upper 1	Lower 2	Upper 2	3	4
Mainstream School	✔	✔	✔	✔	✔		
Resource Bases		✔	✔	✔	✔	✔	
ELP							
Special School		✔	✔	✔	✔	✔	✔
Independent Special School							✔

This document is particularly focused on children whose needs are met in **mainstream schools**. There are three possible bandings:

- Inclusion band 0 is for children with SEN whose needs can be met within the delegated funding to schools, also known by the Department of Education as element's 1 & 2. All children placed in a mainstream school attract Element 1 funding. In January 2016 this sum is £4,000. Element 2 is based on a formula of deprivation & numbers of vulnerable children in the previous school year. In January 2016 this sum is £6,000, roughly attributed to 1 in 75 pupils. This is part of the funding that comes to schools and academies at the start of the financial year and is a national approach. This is sometimes also referred to as the first 15hours. This figure is intended to meet the needs of all children/young people on SEN Support (formerly School action & school action plus) & those with a Statement/ My EHCP who do not require additional funding. In addition this covers all those pupils who schools may decide needs a short term intervention, differentiation or support, but do not necessarily meet the threshold for SEN Support. As part of this new banding this will be referred to as the **delegated or notional funding.** Funding from Pupil Premium or Alternative Provision (Secondary) may also be appropriately used alongside this delegated funding and the banded funding where children and young people meet the eligibility criteria. For Pupils with SEMH the funding from Alternative provision and service from CAMS and transforming mental health will be particularly important

- Lower and Upper Band 1 is for children/young people with a statement/My EHC Plan who might formerly been identified with up to 12.5 additional hours of support under the named pupils allowance. Actions/adjustments to support children/young people at band 1 may include direct interventions with the child/ young person and wider activity with groups, classes or whole school actions which achieve the objectives set out in a child/young person's statement/My EHC Plan.

- Lower and Upper Band 2 is for children/young people with a statement/My EHC Plan who might formerly been identified with up to 25 additional hours of support under the named pupils allowance. Actions/adjustments to support children/young people at band 2 may include direct interventions with the child/young person and wider activity with groups, classes or whole school actions which achieve the objectives set out in a child/young person's statement/My EHC Plan.

For Resource bases the main bandings to be used will be Upper and lower 1 and 2 and 3, named pupil allowance (NPA) may be appropriate in any band, but more likely to be lower bands, for special school all bands are appropriate, but with an expectation that higher bands will be more likely. There can be exceptions to this, but this reflects our current experience.

How to use this document

Column one on each table describes characteristics, abilities and disabilities, needs and concerns that relate to a child/young person's SEN. The following columns describe the responses, activities and resources which can be put in place to meet the child/young person's needs.

This document becomes relevant when a school, parent/carers and the young person are thinking about the support, adaptions and teaching approaches a child/young person needs to enable them to progress in their learning. There are five of these documents looking at different aspects of SEN, linked to chapter six of the **SEN Code of Practice 2015** which are underpinned by a baseline of policies, practices, teaching and management approaches;

- **SEN Provision baseline**
- **Communication & interaction banding**
- **Cognition & learning banding**
- **Social, emotional & mental health difficulties banding**
- **Sensory needs banding**

- **Physical and medical needs banding**

These banding documents should be used when you have taken forward or are in the process of assessing and observing a child/young person's needs. This may involve the Graduated Response (GRSS), other specialist assessments which are part of creating a plan at school level for a child or are part of a CAF, SEN Support Plan or My EHC Plan.

When considering whether a child needs additional funding this document can guide you; enabling you to appreciate what activities/adjustments can be taken forward before looking at additional funding and helping a school and the SEN panel agree the kind of activities and funding which may be appropriate to meet a child/young person's needs.

SEND Lead workers, SENCOs and The SEN Panel can use these banding descriptors to guide agreements on funding. When taking a child/young person's needs forward to panel these documents can be annotated to show the needs that you think a child/young person's has, the kind of activities/adjustments that are already in place and what might be the appropriate next action. These can be linked to objectives set on the EHCP or SEN Support documents.

The Role of banding
One of the key aims of banding is to expand discussion such that hours of a teaching assistant are not considered the only appropriate intervention. When a child/young person's EHCP is agreed there will not be a single commitment to hours but a commitment to a set of interventions described in the EHCP within a banded assessment and an appropriate school setting, thus increasing the specificity within an EHCP. This approach should be more transparent, as all partners can agree on the needs and appropriate responses. It will give Schools/Academies and Settings more capacity to meet the child/young person's needs and achieve the outcomes in the EHCP, rather than only providing hours of TA support. Thus the funding may enable a range of interventions, training, teaching assistant support (one to one/two or three etc.), specialist support and group activities with clear detail about how these will be delivered. The effectiveness of the EHCP or SEN Support plan will therefore rightly not be judged by the provision of a number of hours, but by the achievement of objectives.

The use of these bandings as a tool or resource ensures that the potential of band 0 is thoroughly explored before looking at bands 1 and 2. It also enables the SEN panel to develop equitable, consistent and transparent decision making.

These descriptors are drawn from a number of sources, including the former banding systems Wiltshire had for Resource bases, ELP and Special Schools, from descriptors used in York Council and from significant consultation and written text from SENCo's, SEND Lead workers, Specialist Advisory teachers and Education Officers from Wiltshire's Schools/Academies. The approach has also been discussed with parent/carers through consultation on the Wiltshire SEN strategy supporting Schools 2015/18.

Lower and Upper bands
Lower band one or two will be given when a child/young person meets some, but not all of the descriptors within a banding. Upper bands will be given where most or all of the criterion are met or where a child/young person presents with needs from more than one banding area, e.g. Communication and interaction and Social emotional and mental health. When looking at higher bands all the elements in the lower band should already have been considered.

All pupils with a My EHC Plan who are educated in a mainstream school (not in a resource base/ELP) will be identified with band 1 or 2 except in very rare circumstances (about 1%) where additional funding linked to objectives may be agreed.

Currently in Wiltshire we do not have Resource Bases or ELP focused on SEMH, but at Secondary level Downland School may be appropriate.

Funding	Descriptors	Assessment & planning	Wellbeing, Health & Transition	Teaching & learning strategies	Curriculum/interventions	Resources & training
Inclusion Band 0 Element 1 & 2 SEN Support	CYP has identified attachment or SEMH needs & is going through assessment The CYP can progress in mainstream with timely and appropriate interventions. In the GRSS documentation your assessment used the "occasional" & some "frequent" descriptors. The CYP experiences low level/low frequency difficulties with: • following classroom routines • complying with adult direction • responding appropriately to social situations • forming and sustaining relationships with peers These may be linked to events in their life which have a temporary or irregular impact on the child. The CYP may: • have immature social/emotional skills e.g. difficulties with turn-taking, reciprocal	• Use of the GRSS • Observations by class staff & SENCO are used with GRSS documentation • Clear interventions, approaches & teaching strategies are identified & monitored. • Pupil involved in setting & monitoring their own targets. This may be shared through body language, observations or other non-verbal/written methods • Parent/carers are actively involved & are engaged in supporting targets at home. • Advice is shared on successful strategies e.g. seating arrangements, position in classroom, preferred learning style. • There is specific assessment and planning to appreciate the CYPs experience of the impact of family and friends • The SEN Support Plan paper work is used to guide & document the process	• The CYP is consulted about the help they would like • A one page profile is completed • Parents, carers & other family members are actively encouraged to contribute. • Where appropriate other professional are engaged to support the family environment e.g. PSAs, Triple P groups etc. • The CYP is enabled to express their views & feelings appropriately using methods other than words (e.g. symbols, mood charts, IPADS) • Plans are made for points of transition • Friendship groups, out of school activities, progression towards independent travel & wider interests are actively included in planning & interventions • Professionals from previous & future settings are involved in planning • There is an assessment of health including hearing, vision & diet. G.P views are included as appropriate. • There are positive messages shared with children & staff about how	• The class teacher is accountable for the CYP progress • Information about the CYP's difficulties are shared with relevant staff, in partnership with parents. • Advice & methods for successful strategies & targets are sought and delivered e.g. developing coping skills, TA support, behaviour management. • The child is given resources & approaches to support their learning which they can own & take into different settings in the school. E.g. my mat to sit on, emotion statements, worry boxes • Whole school or class strategies are utilised when appropriate, e.g. learning about symbols, how to handle difference, or strong emotions in social settings. • Adapting work schedules to allow for differentiated approaches N.B early morning opportunities to discuss what happened the day before. • Ensure that you give the CYP a "way through" when instructions or tasks may be difficult for them, particularly in social	• Access to small group support planned & tailored to meet identified need; including good role models. E.g. problem solving skills, SEAL, Circle Time, self-esteem group, social speaking. • Learning tasks differentiated to identified outcomes. • Preparation for changes to activities, routines & staffing. • Peer mentoring or missed age group support. • Daily planning with opportunities for the CYP to recognise & communicate their feelings about the school day (emotion rating scale) • Checking pupils understanding of task & recording of work. • Supporting specific areas of difficulty e.g. assembly, RE, PE, outdoor play, moving between classrooms, forest schools etc. • Opportunities to explore personal interests e.g. after school clubs that pick up an interest that cannot be brought into every class (e.g. a fascination with a cartoon character, game or subject).	• Quality First teaching • Support/advice from SENCO. • Additional adults regularly used to support flexible groupings. • Access to targeted small group or intervention work with class TA/mentor • Use of ELSA (Emotional Literacy Support Assistant). • All staff have completed a minimum on-line training around attachment and nurture • All staff able to direct parents to support & help through WPCC. • Time for meetings with parents on a regular basis. • Targeted lunch time & after school clubs & opportunities e.g. Playpods, quiet rooms • Access to the SSENDs teams & Behaviour team for advice. • Regular updating and awareness raising of anti-bullying practice

	attention, sharing resources, etc. • be socially isolated e.g. tends to be alone and has low-level anxiety in social situations • have low self-esteem which can result in low level bullying, attention seeking or withdrawal. • Have difficult family experiences that are hard to leave outside the classroom	• There are on-going reviews of whether a full My EHCP is required	to support the child. • Information is given to families about support & advice available, particularly through WPCC and Mental Health support groups. • Nurture and attachment approaches are actively understood and practiced by staff	situations.	• Opportunities to vent frustrations and express pent up emotions • Anti-bullying is routinely addressed, attending to the precursors and low level situations and pupils are confident in reporting incidents • Restorative Practices (RP) approaches (or similar) are shared with the whole school	• Staff have the opportunity to express their feelings and emotions around the child in a constructive listening environment • There is good working knowledge of the issues and support to Looked after Children.
Funding	**Descriptors**	**Assessment & planning**	**Wellbeing, Health & Transition**	**Teaching & learning strategies**	**Curriculum/interventions**	**Resources & training**
Band 1 Element 1 & 2 EHCP	CYP has identified attachment or SEMH needs & has an EHCP With appropriate interventions the CYP can progress in some classes, but may need regular smaller classes and activities. In the GRSS documentation your assessment used the "occasional" & but more often the "frequent" descriptors. The CYP requires support to interact appropriately in unstructured times CYP may: • be withdrawn, timid and in need of nurture across the curriculum	*Bands 0 plus:* • My EHCP is in place & has a review timetable • Use of the GRSS to support on-going changes & needs • Environmental audit including risks & threats • Risk assessments of tricky situations to inform adaptations incl. educational visits. • Specialist assessments e.g. Specialist Teacher Ed Psych., SALT, OT, CAMHS. • TAs are routinely included in planning & or/are provided with lesson plans & learning objectives in advance of the	*Bands 0 plus:* • Consideration of EHCAF if appropriate • Team around a child approaches are used to engage parents & family • Careful reviewing of needs before transition at key stages • There is a commitment to developing independence with agreed planned steps (Inc. travel, self-led assignments, friendship groups) • Where interventions & strategies are resulting in progress consideration of future funding requirements • Additional support to transition, e.g. assessment, visits, try out classes, friendship groups • Where required support &	*Bands 0 plus:* • The class/subject teacher is accountable for the progress of the CYP within the mainstream class • Manage access arrangements for internal & external examinations & assessments. • Awareness of social & emotional aspects of disability. • Established communication strategies to facilitate communication & to assess learning. • Modified & adapted PE lessons as required. • Use of key-working approaches to ensure the pupil has a trusted adult to offer support during vulnerable times. • Personalised reward	*Bands 0 plus:* • Regular/daily small group teaching of social skills. • Peer awareness training • Targeted TA support • A detailed, time limited, personalised, intervention timetable &/or resource. This may include withdrawal from some activities • Short term small group &/or individual interventions, to develop specific areas of curriculum access as identified by the subject teacher, educational specialist teacher or other professional. • Teaching style adapted to suit pupil's learning style e.g. level/pace/amount of teacher talk reduced, access to practical activities.	*Bands 0 plus:* • Time for formal meetings with parents on a regular basis. • Allocate appropriate space for visiting professionals to work with individual pupils, taking into account safeguarding issues. • Access to SWAP parent groups. • Adult intervention targeted at specific curriculum areas or specific social times. • Consult with the specialist teacher for when recruiting staff to work with a named pupil. • Access to low stimulus area for focused tasks e.g.

• show anxiety, distress or challenging behaviour which requires access to a specialist environment for more than half of the school day
• occasionally refuse to go to school
• May have learning difficulties or delays in progress associated with the primary need that would be expected, with appropriate support, to abate as the SEMH needs are met
• struggle with self-regulating emotion or be full of strong feelings that have no outlet resulting in inappropriate language or frequent angry, emotional or aggressive outbursts, sexualised language, anxiety, mood swings, and unpredictable behaviour, which affect relationships and learning
• regularly fail to engage with appropriate learning tasks – would be 'off task' for much of the time unless supported
• struggle with appropriate learning behaviour e.g.
	lesson to ensure their input is effective
	• Behaviour records updated daily & analysed to consider frequency, duration as well as triggers & patterns
	• There is a clear assessment & commitment to the social care & health needs of the CYP (potentially linked to self-harm, eating disorders, sleep disorders and obesity)
	• Close scrutiny of tracking
	• Consideration of a Positive Handling Plan
		is given to the family e.g., Triple P
		• Where required information is given to the family about supporting organisation in Wiltshire (WPCC), short breaks & advocacy.
		• The family & CYP are made aware of personal budgets & encouraged to use where appropriate.
		• As part of the annual review there is consideration of whether the CYP could now be supported at band 0
		• For CYP approaching 16yrs there is an appreciation of what adult services may have to offer.
			systems known to all staff in school who have contact with the pupil, implemented consistently across the curriculum.
			• Identified daily support or activities to undertake the following
			  • prepare & make relevant visual supports & structure
			  • write Social Stories, where needed adapt materials for lesson e.g. chunking work into manageable amounts for the individual pupil
			  • facilitate alternative recording strategies including access to ICT equipment
			• Provide access to visual approaches- e.g. TEACCH, Numicon, See & Learn
			• Support emotional development e.g. supporting pupil to recognise & communicate their feelings about the school day, play therapy and anger management.
			• Time-limited intervention programmes with staff who have knowledge & skills to address specific needs, may include withdrawal for social interaction & communication groups.
			• Access to a differentiated curriculum.
				• Access to structured teaching as required.
				• Individualised support to implement recommendations from support services
				• Use of social stories.
				• Individual support for pre & post teaching.
				• Access to a key worker or mentor for meeting & greeting, checking in throughout the day to provide reassurance & support throughout the day
					individual workstation.
					• Flexible approaches to the timetable, break times & lunchtimes.
					• Advice from the Specialist Teacher on sensory resources, activities, use of ICT.
					• Loan of sensory materials on trial basis.
					• Access to a quiet area for 'chill-out' at times of stress
					• Close supervision during breaks & lunch.
					• Time for meetings with the Specialist Teacher for Autism. Inc. advice on use of ICT, Equipment & software loans
					• Increased training for all staff, including a minimum of the level 2 City & Guilds course for the class teacher.

	sustaining attention and concentration, motivation to engage with work-related tasks • often challenges rules and shows persistent resistance to adult intervention to help them manage their behaviour without supportive interventions • have significant self-esteem issues affecting relationships and behaviour patterns ('acting in' or 'acting out') • struggle socialising with peers and adults e.g. lack of empathy, victim or perpetrator of bullying • often show low mood or refuse to communicate for periods of time • have difficult relationships with adults in authority • need time to discuss feelings and experiences before learning can start • sometimes particular activities or adults/CYP will trigger difficult emotions that need to be responded to at the time. • sometimes approaches situations				

in ways which causes a barrier to learning such as disengaging, destroying own/others' work, use work avoidance strategies, often with limited concentration.

The CYP's SEMH needs may co-exist with other learning needs.

Funding	Descriptors	Assessment & planning	Wellbeing, Health & Transition	Teaching & learning strategies	Curriculum/interventions	Resources & training
Band 2 Element 1 & 2 EHCP	CYP can progress within a smaller group with good interventions, but needs additional help in larger classes or activities. In the GRSS documentation your assessment used mostly "frequent" & and some "specialist" descriptors CYP may: • be involved in regular incidents. Where s/he deliberately chooses to express physical aggression which requires specific intervention • have additional complex mental health needs which impacts on their learning or social interaction and which requires additional staff	*Band 0 & 1* • Regular multi-agency assessment &/or review of strategies & progress. • Review the EHCP annually when all agencies are involved in reflection & joint planning in partnership with pupils & their parents/carers. • Individual risk assessments for practical subjects.	*Band 0 & 1* • Independent travel training is provided to develop independence skills for the future. • There is full support for CYP turning 16 to manage their own EHCP • Families & CYP are made aware of all the options available to them at transition. • A SEND worker is involved at points of transition where possible. • A regular review is made of elements of the CYPs need for health of social care support in addition to what is available through schools funding • The role of CAMHS & other mental health support groups has been considered in meeting the child's social & emotional well-being	*Band 0 & 1* • The class/subject teacher is accountable for the progress of the CYP within the mainstream class • Identified individual support across the curriculum in an inclusive mainstream setting to provide a personalised learning experience, taking into account the advice within the statement, annual review & advice from agencies. • Facilitate production of differentiated materials in accordance with the advice from the specialist teacher for autism. • The use of specialist or adapted equipment / software where appropriate to access the curriculum & for communication.	*Band 0 & 1* • Individualised support to implement recommendations from support services e.g. SALT, OT etc. • Structured individual programmes. • Programmes to develop social interaction & emotional well-being, as identified by the assessment & planning. • Advice & assessment of the use of specialist or adapted ICT to access the curriculum. • Teaching focusing on both learning curriculum & social skills throughout the school day. Targets informed by statutory assessment/EHC plan or Annual Review. • Regular/daily small group teaching of social skills. • A range of interactive	*Band 0 & 1* • SENCOs provide support to teacher & TAs & take responsibility for arranging appropriate specialist CPD & quality assuring the learning experience of the CYP • All Staff in contact with the child have training in the awareness of sensory needs, specialist resources, equipment, specific disability & their impact on learning & social & emotional well-being • Time to coordinate multi-agency involvement & TAC, fulfilling the key worker role.

	• interventions • target other children and/or staff, often with limited understanding of the consequences of their behaviour on others • regularly refuses to go to school • engage in self-harm and activities which deliberately put him/her in dangerous situations • have imbedded habits that inhibit learning and progression • have approaches to situations that are disruptive to the learning of others and leads to frequent conflict with staff. • Once interventions are in place, require occasional interventions by Senior/specific staff The CYP experiences significant, frequent difficulties: • with regular 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. • With self-regulating		• As part of the annual review there is consideration of whether the CYP could now be supported at band 1 • There is clear evidence that adaptions have been made commensurate with the CYPs SEN to enable the child's voice to be heard. • For CYP over 15yrs there is a clear understanding of the interface with adult services		programmes & approaches are in use for the individual children & groups/classes to support My EHCP goals	• Time to work with the Specialist Teacher for joint planning with the pupil, family & other professionals. . • Staff to work with small group &/or individual intervention to develop specific areas of the curriculum following a programme designed or recommended by an external agency. • Liaison with pupils, parents & other professionals when determining priorities for individual children.

	e.g. intense emotional or aggressive outbursts, uninhibited unpredictable outbursts, inappropriate sexualised behaviour, high levels of anxiety, hyper-vigilance, mood swings, or difficulties with social relationships. • Often or regularly approaches situations in ways which cause a significant barrier to learning e.g. disengaging, destroying own/others' work, use work avoidance strategies, often with limited concentration. • increasing concerns around mental health e.g. self-harm, irrational fears, risk-taking, and substance misuse. The CYP's SEMH needs may co-exist with other learning needs				