

Social, Emotional and Mental Health- Graduation, Adjustments, Best Endeavours and Indicative Funding

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 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 These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.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.

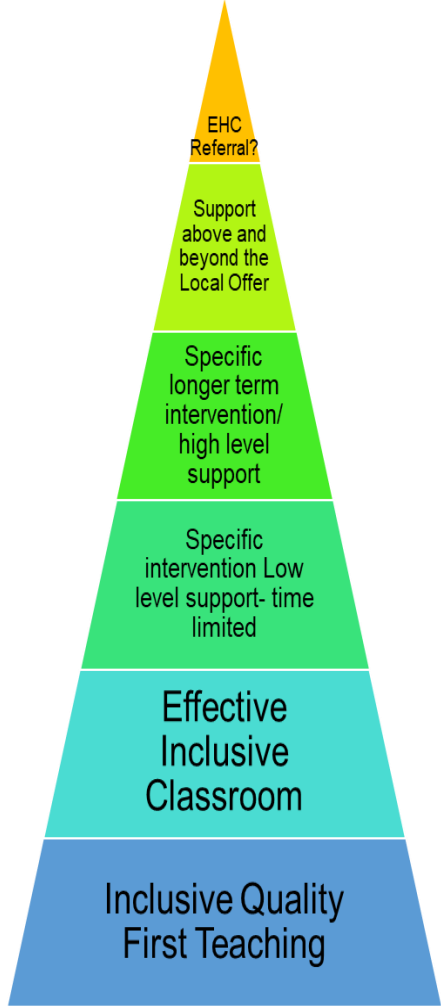
North Tyneside Pledges

Pledge 1: Intervene early with evidence based, family focussed services

Pledge 2: Work in partnership to keep children in school

Pledge 3: Keep them safe at home and connected to their local communities

Social Emotional and Mental Health- Graduation, Adjustments, Best Endeavours and Indicative Funding

Level of Adaptation/Adjustment	General Descriptor at Each Level
 <p>EHC Referral?</p> <p>Support above and beyond the Local Offer</p> <p>Specific longer term intervention/ high level support</p> <p>Specific intervention Low level support- time limited</p> <p>Effective Inclusive Classroom</p> <p>Inclusive Quality First Teaching</p>	<p>The CYP's SEMH needs lead to distressed behaviours that disrupt learning and challenge staff. The CYP experiences significant and persistent difficulties with:</p> <ul style="list-style-type: none"> • regulating emotions e.g. periods of uninhibited emotional, verbal or physical outbursts / internalising behaviours (e.g. withdrawal, avoidance of learning/social situations which impacts on development) • Meeting expectations and engaging with tasks, which could be perceived as non-compliant or uncooperative behaviour intermittently throughout the school day e.g. work avoidance/ refusal, defiance, • Harmful coping strategies e.g. leaving classroom/school site on a regular basis, regular self-harm, substance misuse, need for control • socially inappropriate or sexualised behaviour, • low levels of emotional resilience when faced with challenge or criticism e.g. destroying work • increasing concerns around mental health e.g. irrational fears, high levels of anxiety, hyper-vigilance, low mood • behaviours exhibited create a barrier to learning e.g. CYP disengaging, destroying own or others' work, work avoidance, concentration very limited, impulsivity • socialising with peers and adults e.g. lack of empathy, victim or perpetrator of bullying • at risk of fixed term exclusions, isolation or becoming socially vulnerable
	<p>The CYP experiences frequent episodes of persistent difficulties with:</p> <ul style="list-style-type: none"> • Regulating emotions e.g. frequent emotional, verbal or physical outbursts, sexualised language, anxiety, mood swings, unpredictable behaviour, which affect relationships. • meeting expectations e.g. episodes of work avoidance/ refusal, disrupting learning • view of self affects relationships and behaviour patterns ('acting in' or 'acting out') • Difficulties managing setbacks when faced with adversity, may experience insecure relationships • behaviour causing a barrier to learn e.g. CYP disengaging, using work avoidance strategies, concentration limited • socialising with peers and/or adults e.g. lack of empathy, victim or perpetrator of bullying, risk of isolation or becoming socially vulnerable • may show low mood, anxiety or appear unable to communicate positively for periods of time during the day. (In some instances, this may be masked in school and displayed at home). • The CYP's SEMH needs may co-exist with other secondary needs. They may need enhanced support, within the school's local offer, for a sustained period.
	<p>The Child or Young Person (CYP) may experience time limited low / mild level of regular (weekly) on-going difficulties with:</p> <ul style="list-style-type: none"> • regulating emotions e.g. emotional outbursts, hyperactivity, impulsivity, mood swings, feeling anxious/worried • following adult direction e.g. not following 'standard' or agreed school / classroom instructions or routines • appropriate learning behaviour e.g. sustaining attention and concentration, motivation to engage with work related tasks • low self-esteem and general resilience e.g. fear of failure when faced with unexpected demands • responding to social situations, leading to social isolation from peers e.g. may be fearful or anxious in new situations • Immature social skills affecting ability to establish and maintain friendships, reliance on adults for reassurance <p>Difficulties occur across a range of settings in school but may be more frequent in some lessons.</p>
	<p>The Child or Young Person (CYP) experiences low level / low frequency difficulties with:</p> <ul style="list-style-type: none"> • social/ emotional skills e.g. difficulties with turn taking, reciprocal attention, sharing resources etc • following classroom routines following adult guidance or direction • responding appropriately to social situations, forming and sustaining relationships with peers some social isolation, occasional anxiety in social situations <p>The CYP is working generally within or above age-related expectations or is making good progress from relative starting points they present with no issues with their social or emotional wellbeing that impact on their education or life.</p>

Social Emotional and Mental Health- Graduation, Adjustments, Best Endeavours and Indicative Funding

Level of Indicative Funding	General Descriptor at Each Level
EHCP	The CYP experiences significant complex, and persistent SEMH needs with highly distressed behaviours daily and an accumulation of layered needs, including mental health, relationships, learning, sensory, communication etc. This includes difficulties with:
Up to £4000 additional funding	<ul style="list-style-type: none"> regulating emotions e.g. intense emotional or aggressive episodes / uninhibited and unpredictable outbursts / Internalising behaviours incidences of not following expectations which could be perceived as noncompliant and uncooperative behaviour which are long-lasting or occur throughout the day e.g. not engaging in work, exhibiting challenging behaviour in response to demands. Needs relating to understanding of cause and effect/consequences of choices and a lack of learning from previous experiences Harmful coping strategies e.g. self-harm, substance misuse, eating disorders socially inappropriate or sexualised behaviour lack of emotional resilience when faced with challenge or criticism e.g. flight/ fright/freeze response high levels of anxiety affecting daily functioning, constant hyper-vigilance, severe mood swings behaviours exhibited create a significant barrier to learning e.g. destroying own and others' work/ displays, needs relating to attention control, impulsivity deteriorating/anti-social relationships with peers and adults e.g. lack of empathy, remorse, use of violence, victim or perpetrator of bullying, socially vulnerable and isolated, at risk of permanent exclusion
Up to £8000 additional funding	As above and: <ul style="list-style-type: none"> The CYP's behaviour is causing significant concern as it is unpredictable and/or severely disrupts the learning of self and others. May demonstrate extreme risk-taking behaviours e.g. arson, criminal activity, use of weapons, gang-related antisocial behaviour
Up to £12000 additional funding	As above and: <ul style="list-style-type: none"> The CYP has been assessed as having complex, persistent and layered needs requiring input from specialist support/ provision. Behaviours and mental health needs may pose a very serious risk to the safety and education of self or others.
Up to £18000 additional funding	As above and: <ul style="list-style-type: none"> The CYP experiences complex, frequent and persistent SEMH needs. The CYP's behaviour is unpredictable and dangerous, with intense episodes of emotional and/or challenging behaviour, high level of anxiety making daily life extremely difficult, severely disrupting the learning of self and others. SEMH needs may be compounded by coexisting difficulties. The CYP is extremely vulnerable and there are safeguarding issues to consider due to acute levels of mental health concerns and increased risk-taking behaviours or 'sabotage' of situations/ placements. Self-harm and/or suicidal ideation. The CYP is at risk of exclusion or becoming a chronic non-attender.
Up to £20000 additional funding	<ul style="list-style-type: none"> The CYP may need a bespoke package within North Tyneside or with an external provider.
Bespoke Package	

TO BE AGREED

Social Emotional and Mental Health- Graduation, Adjustments, Best Endeavours and Indicative Funding

Effective Inclusive Classroom				
General Descriptor	Assessment and Planning	Teaching and Learning	Curriculum Approaches	Resources (including staffing)
<p>The Child or Young Person (CYP) experiences low level / low frequency difficulties with:</p> <ul style="list-style-type: none"> • social/ emotional skills e.g. difficulties with turn taking, reciprocal attention, sharing resources etc • following classroom routines following adult guidance or direction • responding appropriately to social situations, forming and sustaining relationships with peers some social isolation, occasional anxiety in social situations 	<ul style="list-style-type: none"> • Information from the CYP regarding their views using person centred approaches is fed into assessment and planning processes • Monitoring of the CYP's response to positive feedback. • Assessment for Learning. • Planning for the CYP's learning style, including active engagement activities. • Observations by Teacher / class TA /KS Coordinator. • Class teachers/ form tutors are proactive in identifying individual needs and ensure that action is taken. • Implementation of LA resources- Emotionally healthy school checklist • Use of resources available from mentallyhealthyschools.co.uk • Consider any early trauma or adverse childhood experience ensure approaches are compatible • Regularly updated Policies for SEND, Behaviour and Anti-bullying describe the effectiveness of the arrangements in the schools • Regularly monitored inclusion policies are implemented consistently and underpin practice • 'Social and Emotional Learning through Circle Time' curriculum • Availability of key staff to work with CYP • Consideration of the child and whole family needs through an Early Help Assessment 	<ul style="list-style-type: none"> • The teacher is held to account for the learning and progress of the CYP in the mainstream class, and implements a range of strategies including: <ul style="list-style-type: none"> ○ Quality First Teaching that meets the needs of all pupils. ○ Specific, genuine and positive feedback to CYPs about their social and emotional skills and behaviour ○ Flexible grouping arrangements • Differentiation of activities, materials and questioning • Awareness that a CYP may need more time within lessons to complete tasks and that equality of access may mean that they need to do some things differently • Resources and displays that support independence • Embedding use of multisensory learning. • Consideration to classroom organisation, seating and group dynamics • Transparent system of class/ school rewards and sanctions • Use of different teaching style • Clear routines • Offering CYP opportunities to take on responsibilities • Rules, approaches and expectations should be consistent across staff. 	<ul style="list-style-type: none"> • The school can demonstrate an inclusive ethos that supports the learning and wellbeing of all CYP • The wider curriculum promotes positive examples of diversity • Well-planned and stimulating PHSE/ Citizenship curriculum, differentiated to needs of cohort/class • Anti-bullying is routinely addressed, and pupils are confident in reporting incidents • SEAL styled materials and interventions • Provision of planned opportunities to learn and practice social and emotional skills during structured activities. Restorative Practices (RP) approaches. • Educational visits are planned well in advance and consider the needs of all CYP 	<ul style="list-style-type: none"> • CYP is managed in a mainstream class • Stimulating classroom and playground environments • Access to 'quiet areas' • Access to additional adults to support the needs of all pupils who are employed as part of the local offer • All staff have received training in managing SEMH needs and understanding how to support pupils effectively and are familiar with current DfE guidance • Staff access training to keep informed of meeting the needs of CYP • Designated time is allocated to TAs for planning and liaison with teachers • Use of peer support schemes e.g. playground buddies, peer mediators, peer mentors • Lunchtime clubs • Staff access support e.g. via solution focused conversations/supervision 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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Time Limited Intervention or Low-Level Support				
General Descriptor	Assessment and Planning	Teaching and Learning	Curriculum Approaches	Resources (including staffing)
<p>The Child or Young Person (CYP) may experience time limited low / mild level of regular (weekly) on-going difficulties with:</p> <ul style="list-style-type: none"> • regulating emotions e.g. emotional outbursts, hyperactivity, impulsivity, mood swings, feeling anxious/worried • following adult direction e.g. not following 'standard' or agreed school / classroom instructions or routines • appropriate learning behaviour e.g. sustaining attention and concentration, motivation to engage with work related tasks • low self-esteem and general resilience e.g. fear of failure when faced with unexpected demands • responding to social situations, leading to social isolation from peers e.g. may be fearful or anxious in new situations • Immature social skills affecting ability to establish and maintain friendships, reliance on adults for reassurance <p>Difficulties occur across a range of settings in school but may be more frequent in some lessons.</p>	<ul style="list-style-type: none"> • Observations by SENCO/ Pastoral Lead to support planning or offer advice • Pupil involved in setting and monitoring their own SMART outcomes as part of individual plan • Parents/carers involved regularly and know how to support targets at home • Behaviour records analysed to consider triggers and patterns (ABC analysis) • 'Assess/ Plan/ Do/ Review' cycle in place • Close monitoring to identify and address 'hot spots.' • Implementation of LA resources- Emotionally healthy school checklist • Use of resources available from mentallyhealthyschools.co.uk • Consider any early trauma or adverse childhood experience ensure approaches are compatible • Availability of key staff to work with CYP • Consideration of the child and whole family needs through an Early Help Assessment • Educational visits are planned well in advance and contingency plans are in place to meet the needs of the CYP, should they be needed. 	<ul style="list-style-type: none"> • Information about CYP's needs/difficulties is shared with relevant staff • Sharing of advice on successful strategies and 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 outcomes. • Personalised reward systems covering targeted lessons / activities. • Careful consideration to group dynamics within class • Careful consideration to preferred learning style and motivational levers for the CYP when differentiating. • Opportunities for small group work based on identified need • Time-limited evidence-based intervention groups or work with clearly identified success criteria 	<ul style="list-style-type: none"> • Access to small group support e.g. SEAL, Circle of Friends, self-esteem group etc. • Group work to be planned and tailored to meet identified need and includes good peer role models. • Teaching effective problem-solving, self-regulation or independence skills • Individual or small group support for emotional literacy e.g. recognising emotions • Learning tasks differentiated by task and outcome to meet individual needs. • Preparation for changes to activities/routines/ staffing. Oversight when moving between locations/ classrooms. 	<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 outcomes reviewed and updated regularly. • Additional adults routinely used to support flexible groupings • Access to targeted small group work with class Teaching Assistant (TA) • Additional adults or focused support during unstructured times e.g. lunchtime supervision/ targeted extra- curricular activities • Access to a quiet area • Access to visual cues/ timetable if needed • Access to in-school support base if available. • Staff access appropriate training Consultation with support services • Home-school communication • Time for scheduled meetings with parents / carers on a regular basis

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Intervention/High level Intervention				
General Descriptor	Assessment and Planning	Teaching and Learning	Curriculum Approaches	Resources (including staffing)
<p>The CYP experiences frequent episodes of persistent difficulties with:</p> <ul style="list-style-type: none"> Regulating emotions e.g. frequent emotional, verbal or physical outbursts, sexualised language, anxiety, mood swings, unpredictable behaviour, which affect relationships. meeting expectations e.g. episodes of work avoidance/ refusal, disrupting learning view of self affects relationships and behaviour patterns ('acting in' or 'acting out') Difficulties managing setbacks when faced with adversity, may experience insecure relationships behaviour causing a barrier to learning e.g. CYP disengaging, using work avoidance strategies, concentration limited socialising with peers and/or adults e.g. lack of empathy, victim or perpetrator of bullying, risk of isolation or becoming socially vulnerable may show low mood, anxiety or appear unable to communicate positively for periods of time during the day. (In some instances, this may be masked in school and displayed at home). <p>The CYP's SEMH needs may co-exist with other secondary needs. They may need enhanced support, within the school's local offer, for a sustained period.</p>	<ul style="list-style-type: none"> Support Plan with asses-plan-do-review cycles implemented. Outcomes agreed and monitored with CYP and parents/carers. 'Round Robins' to relevant staff to gain overview of behaviour to inform planning TAs are routinely included in planning to ensure their input is effective Behaviour records updated daily and analysed to consider frequency, duration, triggers/patterns and to plan appropriate strategies. Use of pre and post assessments following intervention Consultation and assessment with external agencies Consideration of 'hot spots' to inform adaptations to learning environment. Careful planning and review of needs at transition, including effective liaison e.g. starting school, transfer to secondary or post-16 For CYP accessing specialist provision at Moorbridge or Silverdale ARP, regular reviews to plan for return to mainstream where and when possible Signposting parents/carers to parenting courses or offering access to drop-ins. Implementation of LA resources- Emotionally healthy school checklist Use of resources available from mentallyhealthyschools.co.uk Consider any early trauma or adverse childhood experience ensure approaches are compatible Availability of key staff to work with CYP Consideration of the child and whole family needs through an Early Help Assessment 	<ul style="list-style-type: none"> Weekly teaching of social skills to address behavioural targets on support plan. Daily reinforcement of skills in social situations to ensure skills are generalised. 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. Individualised support to implement recommendations from support services. 	<ul style="list-style-type: none"> 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/ carers and staff. This may include temporary withdrawal from some activities e.g. assemblies, specific non-core lessons with the expectation that this will enable them to be ready to learn and access a full curriculum as appropriate Alternative curriculum opportunities at KS4 e.g. vocational/college/work placements Time-limited intervention programmes with staff who have knowledge and skills to address specific needs, may include withdrawal for individual programmes (e.g. understanding anger, therapeutic stories) or targeted group work More formal meetings/ conferences using Restorative Practices as an approach to resolve peer conflict including bullying and incidences of theft, sabotage, violence etc. Educational visits are planned well in advance and risk assessments are in place as appropriate and shared with key staff 	<ul style="list-style-type: none"> The CYP requires additional support in local mainstream school. Increasing levels of individual support from school resources but within the local offer. School is offering provision to meet SEMH needs that is additional to or different from that of peers Access to 1-1 support for mentoring, motivational approaches etc Additional individual support for tricky situations in line with risk assessment Access to small group support outside mainstream classes Personalised timetable providing access to a Teaching Assistant Formal behaviour monitoring systems to log and analyse incidents daily in order to review and modify strategies Internal exclusion/'time-out', time-in facilities. Specialist Staff Training (e.g. de-escalation programmes) Allocation of appropriate space for professionals to work with the CYP, considering safeguarding issues. Multi-agency support Access to time-limited short-term interventions Home-school communication via book, email, telephone call etc. Time for formal meetings with parents

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Support Above and Beyond the Local Offer				
General Descriptor	Assessment and Planning	Teaching and Learning	Curriculum Approaches	Resources (including staffing)
<p>The CYP's SEMH needs lead to distressed behaviours that disrupt learning and challenge staff. The CYP experiences significant and persistent difficulties with:</p> <ul style="list-style-type: none"> regulating emotions e.g. periods of uninhibited emotional, verbal or physical outbursts / internalising behaviours (e.g. withdrawal, avoidance of learning/social situations which impacts on development) Meeting expectations and engaging with tasks, which could be perceived as non-compliant or uncooperative behaviour intermittently throughout the school day e.g. work avoidance/refusal, defiance, Harmful coping strategies e.g. leaving classroom/school site on a regular basis, regular self-harm, substance misuse, need for control socially inappropriate or sexualised behaviour, low levels of emotional resilience when faced with challenge or criticism e.g. destroying work increasing concerns around mental health e.g. irrational fears, high levels of anxiety, hyper-vigilance, low mood behaviours exhibited create a barrier to learning e.g. CYP disengaging, destroying own or others' work, work avoidance, concentration very limited, impulsivity socialising with peers and adults e.g. lack of empathy, victim or perpetrator of bullying, at risk of fixed term exclusions, isolation or becoming socially vulnerable 	<ul style="list-style-type: none"> Specialist assessments It should be noted that if there is consideration being given to statutory assessment this should be completed in the original setting wherever possible. Involvement of educational and non-educational professionals as part of statutory assessment / Education, Health and Care (EHC) Plan or Annual Review Risk assessment to identify triggers/hot spots and need for additional support If EHCP is in place all changes to provision need to be carefully planned via an interim review, then submitted to EHC Panel. Personalised transition planning is prioritised (e.g. Rec/Y1, Y6/Y7, and Y9, Y11 / post-16.). This will include a transition Plan in Y9-14, updated on a regular basis For CYP accessing specialist provision at Moorbridge or Silverdale ARP, regular reviews to plan for return to mainstream where and when possible. Consideration of requesting statutory assessment Implementation of LA resources- Emotionally healthy school checklist Use of resources available from mentallyhealthyschools.co.uk Consider any early trauma or adverse childhood experience ensure approaches are compatible Availability of key staff to work with CYP Consideration of the child and whole family needs through an Early Help Assessment 	<p>The class/subject teacher remains accountable for the progress of the CYP within the mainstream class, including the provision of:</p> <ul style="list-style-type: none"> Identified individual support across the curriculum in an inclusive mainstream setting. Daily teaching of social skills to address behavioural targets Use of key-working approaches to ensure the CYP has a trusted adult to offer support/ withdrawal 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 familiar staff who have knowledge, skills and experience to address CYP's specific needs, which may include withdrawal. Individualised support to implement recommendations from relevant professionals 	<ul style="list-style-type: none"> Teaching focusing on both learning and social emotional curriculum / outcomes throughout the school day. Targets informed by specialist assessment and advice Regular/daily small group teaching of social emotional and behavioural skills. Teaching style and tasks are adapted to suit the CYP's learning style e.g. level/pace/amount of teacher talk reduced, access to practical activities. Personalised timetable introduced in negotiation with CYP, parents and staff. This may include temporary withdrawal from some activities. Alternative curriculum opportunities considered Formal meetings/ conferences using Restorative Practices, to include parents/carers. Educational visits are planned well in advance and risk assessments are in place, key staff have rehearsed possible scenarios. Support through solution focused approaches, for staff working with the CYP 	<ul style="list-style-type: none"> The CYP is struggling to cope with aspects of his / her local mainstream setting, requiring considerable individualised support / resources above the delegated SEN budget. Pastoral Leader and/or SENCO provides support to teacher and Tas and takes responsibility for arranging appropriate CPD and quality assuring the learning experience Access to 1-1 support within school for tracking, mentoring/ coaching, motivational approaches, understanding anger etc Additional individual support in line with risk assessments, incl. unstructured times. Access to small group support outside mainstream classes Personalised timetable providing access to a suitably trained Teaching Assistant /Key Worker/Mentor Formal behaviour monitoring systems to log and analyse incidents daily in order to review and modify strategies Time to discuss, develop and review individual reward systems and report cards Internal facilities for time in/ time out as appropriate Specialist Staff Training (e.g. de-escalation, positive handling etc). Support and involvement of specialist advice e.g. Silverdale Outreach/Trax/Moorbridge.

Social Emotional and Mental Health- Graduation, Adjustments, Best Endeavours and Indicative Funding

Education, Health and Care Plan (additional funding up to £8,000)				
General Descriptor	Assessment and Planning	Teaching and Learning	Curriculum Approaches	Resources (including staffing)
<p>The CYP experiences significant complex, and persistent SEMH needs with highly distressed behaviours on a daily basis and an accumulation of layered needs, including mental health, relationships, learning, sensory, communication etc. This includes difficulties with:</p> <ul style="list-style-type: none"> regulating emotions e.g. intense emotional or aggressive episodes / uninhibited and unpredictable outbursts / Internalising behaviours incidences of not following expectations which could be perceived as noncompliant and uncooperative behaviour which are long-lasting or occur throughout the day e.g. not engaging in work, exhibiting challenging behaviour in response to demands. Needs relating to understanding of cause and effect/consequences of choices and a lack of learning from previous experiences Harmful coping strategies e.g. self-harm, substance misuse, eating disorders socially inappropriate or sexualised behaviour lack of emotional resilience when faced with challenge or criticism e.g. flight/ fright/freeze response high levels of anxiety affecting daily functioning, constant hyper-vigilance, severe mood swings behaviours exhibited create a significant barrier to learning e.g. destroying own and others' work/ displays, needs relating to attention control, impulsivity deteriorating/anti-social relationships with peers and adults e.g. lack of empathy, remorse, use of violence, victim or perpetrator of bullying, socially vulnerable and isolated, at risk of permanent exclusion 	<ul style="list-style-type: none"> Specialist assessments Long term involvement of educational and non-educational professionals as part of EHC plan/Annual Review of EHC Plan. Planning of intensive interventions through asses-plan-do-review cycle Multi-agency assessments indicate that needs are highly complex and require a very high level of support. Risk assessment to consider risks to self and others. Any changes in provision should be managed through review of the EHCP Personalised transition planning is prioritised (e.g. Y6/Y7, Y9, Y11/post-16.). This will include a transition Plan in Y9-14, updated on a regular basis. For CYP accessing specialist provision at Moorbridge or Silverdale ARP, regular reviews to plan for return to mainstream where and when possible Implementation of LA resources- Emotionally healthy school checklist Use of resources available from mentallyhealthyschools.co.uk Consider any early trauma or adverse childhood experience ensure approaches are compatible Availability of key staff to work with CYP 	<ul style="list-style-type: none"> Identified highly skilled individual support across the curriculum. Daily teaching of social skills to address behavioural targets Use of key-working approaches to ensure the CYP has a trusted adult to offer support/ withdrawal during vulnerable times. Personalised reward systems known to all staff in school who have contact with the CYP, implemented consistently across the curriculum. Individualised support to implement recommendations from relevant professionals is put in place by all staff working with the CYP Time-limited intervention programmes with familiar staff who have knowledge, skills and experience to address the CYP's specific needs, to include withdrawal for personalised support. 	<ul style="list-style-type: none"> Daily small group teaching of social skills and personalised PHSE programme e.g. risky behaviour, Sex and Relationships Education, life skills. Teaching style/tasks are highly differentiated to suit the CYP's learning style Personalised pathway is a priority to re-engage with education. Alternative curriculum opportunities at KS4 are considered Where CYP is working below age-related expectations, personalised literacy and numeracy programmes will be required to address gaps in learning associated with SEMH needs Consideration to access arrangements for internal and external examinations. More formal meetings/ conferences using Restorative Practices, to include parents/carers. Support through solution focused approaches and regular supervision for staff working with the CYP 	<ul style="list-style-type: none"> The CYPs SEMH needs present a challenge to highly skilled staff. Access to 1-1 support from experienced staff for mentoring/ coaching, motivational interviewing, conflict resolution etc Additional individual support in line with risk assessments. Personalised timetable providing access to TA support as specified in PSP/EHC Plan. Formal behaviour monitoring systems to log and analyse incidents daily in order to review and modify strategies Time to discuss, develop and review individual reward systems and sanctions Direct involvement from support services e.g. EP, Specialist CAMHS practitioners in reviewing progress. Therapeutic intervention e.g. counselling/family therapy/ play therapy/art therapy if available Non-educational input e.g. YOT, Connexions or Keyworkers from the Local Area Teams to reengage in education or training, helping the CYP to plan Internal facilities for time in/ time out as appropriate Specialist Staff Training (e.g. de-escalation, positive handling etc). Support and involvement of specialist advice e.g. Silverdale Outreach/Trax/Moorbridge.

Social Emotional and Mental Health- Graduation, Adjustments, Best Endeavours and Indicative Funding

Education, Health and Care Plan (additional funding up to £12,000)				
General Descriptor	Assessment and Planning	Teaching and Learning	Curriculum Approaches	Resources (including staffing)
<p>As above and:</p> <ul style="list-style-type: none"> The CYP's behaviour is causing significant concern as it is unpredictable and/or severely disrupts the learning of self and others. May demonstrate extreme risk taking behaviours e.g. arson, criminal activity, use of weapons, gang-related antisocial behaviour 	<p>As detailed above</p> <p>Longer term planning for reintegration back into mainstream where possible.</p>	<p>As detailed above</p>	<p>As detailed above</p>	<p>As detailed above but with additional staffing commitment as need to access education.</p>

Education, Health and Care Plan (additional funding up to £16,000)				
General Descriptor	Assessment and Planning	Teaching and Learning	Curriculum Approaches	Resources (including staffing)
<p>As above and:</p> <ul style="list-style-type: none"> The CYP has been assessed as having complex, persistent and layered needs requiring input from specialist support/provision. Behaviours and mental health needs may pose a very serious risk to the safety and education of self or others. 	<ul style="list-style-type: none"> Multi-agency assessments indicate that needs can only be met in specialist placement. Placement to be reviewed regularly to plan milestones for possible return to mainstream with enhanced support where appropriate 	<ul style="list-style-type: none"> Small class groups with high teacher: pupil ratio and high levels of support to access curriculum. Some 1-to-1 provision 	<ul style="list-style-type: none"> Specialist teaching focusing on both learning and social-emotional curriculum / outcomes throughout the school day. Targets and outcomes informed by Annual Review/EHC plan 	<ul style="list-style-type: none"> Provision may include time limited personalised tuition. Specialist support, alongside a multi-agency approach is essential.

Social Emotional and Mental Health- Graduation, Adjustments, Best Endeavours and Indicative Funding

Education, Health and Care Plan (additional funding up to £20,000)				
General Descriptor	Assessment and Planning	Teaching and Learning	Curriculum Approaches	Resources (including staffing)
<p>As above and:</p> <ul style="list-style-type: none"> • The CYP experiences complex, frequent and persistent SEMH needs. The CYP's behaviour is unpredictable and dangerous, with intense episodes of emotional and/or challenging behaviour, high level of anxiety making daily life extremely difficult, severely disrupting the learning of self and others. • SEMH needs may be compounded by coexisting difficulties. The CYP is extremely vulnerable and there are safeguarding issues to consider due to acute levels of mental health concerns and increased risk-taking behaviours or 'sabotage' of situations/ placements. • Self-harm and/or suicidal ideation. • The CYP is at risk of exclusion or becoming a chronic non-attender. 	<ul style="list-style-type: none"> • Specialist assessments • Long term involvement of educational and non-educational professionals as part of statutory assessment / Annual Review/ EHC plan. • Regular risk assessments to consider risks to self and others. • Personalised transition planning is prioritised (e.g. Y6/Y7, Y9, Y11/post-16.). This will include a transition Plan in Y9-14, updated on a regular basis • Prior to post 16 transition, early planning for a bespoke package is expected 	<ul style="list-style-type: none"> • School placement may be fragile. • Despite small class groups, with high Teacher: Pupil ratios and high levels of support to access curriculum, withdrawal of the CYP may still needed to ensure safety of the CYP and others. • Identified 1-1 support from highly skilled specialist staff likely to be required throughout the school day. • Use of key-working approaches to ensure the CYP has a trusted adult to offer support/ withdrawal during vulnerable times. • Personalised reward systems known to all staff in school who have contact with the CYP, implemented consistently across the curriculum. • Personally tailored, time-limited intervention programmes with staff who have knowledge, skills and experience to address the CYP's specific needs. 	<ul style="list-style-type: none"> • Specialist teaching focusing on both learning and social-emotional curriculum / outcomes throughout the school day. • Targets and outcomes informed by Annual Review/EHC plan 	<ul style="list-style-type: none"> • Specialist support and high staffing ratios. • The CYP requires a higher ratio of staff support within specialist provision due to high level of risk and vulnerability presented by the CYP. • Staff may need additional solution-focused supervision to increase resilience. • Additional resources are required to avoid the need to seek an out of area/residential placement. • A multi-agency approach, including educational and non – educational professionals, is essential. • Additional /enhanced levels of highly skilled staff to re-engage and motivate the CYP

EHCP Bespoke Package Education, Health and Care Plan (additional funding over £20,000)				
General Descriptor	Assessment and Planning	Teaching and Learning	Curriculum Approaches	Resources (including staffing)
<p>The CYP may need a bespoke package within North Tyneside or with an external provider. This should be clearly detailed and based on evidence-based approaches. Provision may be needed within a non-maintained educational or residential placement (Out of Area). This may include provision for identified Health and Social Care needs, including therapeutic input from specialists. Cases will be known to the Local Authority and subject to joint commissioning arrangements.</p>				