



Admission guidance to Specialist SEMH Provision

This document describes the process whereby pupils may be admitted to a specialist provision for pupils with Social, Emotional and Mental Health (SEMH).

Social, Emotional and Mental Health (SEMH)

This level of social, emotional and mental health covers a wide range of SEN. It can include children and young people with emotional difficulties, conduct disorders, hyperkinetic disorders, including attention deficit disorder or attention deficit hyperactivity disorder (ADD/ADHD). Oppositional defiance disorder (ODD) for example. Some children and young people's SEMH difficulties may be less obvious, for example, those with anxiety problems, those who are withdrawn, those who are selectively mute, those who self-harm, have school phobia or depression, and those whose behaviour or emotional well-being presents as more of a challenge over time.

There need not be a diagnosis for a child or young person to be identified as having SEMH, though a diagnosis may provide pointers for the appropriate strategies to manage and minimize the impact of the condition. The SEMH difficulties may prevent or hinder the young person from accessing education and may have a negative impact upon their learning. Difficulties can affect their ability to cope with school routines and relationships and general resilience when dealing with everyday situations

Pupils with SEMH cover the full range of ability. However, their difficulties are likely to be a barrier to learning and to persist, despite the implementation of an effective school behaviour policy, and personal and social curriculum. SEMH is a barrier to learning where children and young people demonstrate features of emotional and behavioural difficulties such as: being withdrawn or isolated, disruptive and disturbing; being hyperactive and lacking concentration; having immature social skills; or presenting challenging behaviours arising from other complex special needs. Learning difficulties can arise for children and young people with SEMH, because their difficulties can affect their ability to cope with school routines and relationships. Pupils may be defiant, wandering into corridors and attracting other pupils to join them.

Pupils may be of mainstream ability with a significant need in the area of SEMH, they may also have MLD as their prime need but experience behaviour difficulties arising from frustration, lack of understanding of abstract concepts, inability to express themselves appropriately and challenges in accessing the curriculum due to under-achievement arising from difficulties around concentration and engagement.

These pupils require:

- Additional support (small group and even 1:1) in many areas of the curriculum to acquire basic learning skills and social competencies. This will be in the form

of long-term adaptive programmes carried out by specialist support.

- Significantly higher levels of long-term inter-agency co-operation and planning.

Curriculum Design & Delivery	Context: Staffing Ratio & Setting	Specialist Support, Training & Expertise	Specialist Resources & Equipment
<p>Pupils require a curriculum that caters for their ability range in terms of academic potential but also the level that the pupil can tolerate before a fear of failure or self-doubt sets in. The curriculum will be individualised to ensure success as well as to engage them using a variety of learning styles to suits their learning needs.</p> <p>Attainment may be age appropriate, so access to examination courses will be required, if necessary. This will be supported by opportunities to develop vocational skills. Many pupils with SEMH require opportunities to a 'hand-on' experiential and practical approach to learning. The pupil will need to know how skills</p>	<p>Pupils need specialist learning environments that take account of size of room, proximity to other learners, seating arrangements, auditory and visual stimuli/distractions, acoustics and lighting.</p> <p>Pupils require a structured and boundaried environment where rules are made explicit and the pupil agrees to engage with the behavioural programmes. A clear rewards and sanctions procedure will be in place that acknowledges behaviour, names it and seeks to support the pupil to reflect upon and modify it in order to reach their behaviour targets and long-term goals.</p> <p>Pupils require the continuous individual input of an adult for around 40%-50% of their time in school for planning, teaching, learning resourcing, management or care.</p>	<p>Direct teaching by qualified and experienced teachers with QTS. All staff will have opportunities to on-going training and support to develop their expertise and skill in behaviour management. Teachers will plan a highly practical curriculum reinforcing positive models of behaviour through good routines. The timetable will show flexibility taking into account the concentration threshold of the learner and offering 'time-out' or limited periods of isolation.</p> <p>A support staff team with relevant skills, experience and training in a multi-agency team.</p> <p>Staff must be trained to react appropriately to emergency situations, including absconding, emotional outbursts and incidents of aggression. Staff will implement de-escalation strategies and offer mentorship but will also be able to use physical</p>	<p>Some pupils will require specialised furniture. All pupils will require a heightened proximity of space between the desks and chairs. Doorways will be kept clear but also monitored to reduce the ability to abscond, without restricting the pupils' liberty, while ensuring a clear path if the young person does need escorting out of class.</p> <p>Opportunities to develop vocational skills through practical experiences will be offered.</p>

<p>taught link into everyday life and will help them in their chosen jobs as an adult.</p> <p>Pupils require additional development programmes to address personal difficulties, including behaviour modification programmes, emotional literacy and anger management programmes and SEAL work.</p>	<p>Staff to pupil ratio of 1:3.</p>	<p>interventions as a last resort.</p> <p>Some therapeutic support will be available and staff will have an understanding of appropriate therapeutic tools that can be used. These will be reflected in a carefully devised and regularly reviewed behaviour management plan.</p> <p>Parenting programmes may be offered but strategies used to support the pupil will always be documented and shared with not only all staff but parents, carers and those with parental responsibility</p>	
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Evidence has been collected over a sustained period of time to show that the pupil's behaviour is qualitatively different from that of his/her peers and that there is a lack of progress in behaviour despite appropriate intervention/ strategies to address the identified difficulties.

Evidence will be required to show that

- The pupil must have an Education, Health and Care Plan or Statement of SEN with a prime need of SEMH.
- The school has provided appropriate support (including implementation of the EHCP/Statement of SEN) to the pupil over a period of not less than 6 months and this support has included an appropriate behaviour programme which has been regularly reviewed.
- Relevant Outside Agency support has been accessed as necessary, with advice being acted upon and regularly reviewed. Outcomes are clearly evaluated and modified as appropriate to address the pupil's needs.
- There is a demonstrable and significant effect on pupil progress overtime despite appropriate advice being taken and appropriate support being provided by the school.

- The pupil's behaviour within school requires a consistently higher level of support and is greater than what is allocated through the EHCP/Statement of SEN.
- The pupil has been excluded or is in danger of exclusion despite appropriate support and advice being sought.