

Hertfordshire

Social, Emotional and Mental Health Quality Offer

In accordance with the Children and Families Act 2014, Hertfordshire's [Quality SEND Offer](#) describes the special educational provision that families can expect to be available for children and young people who have special educational needs and/or disabilities (SEND).

The Social, Emotional and Mental Health (SEMH) Quality Offer exemplifies what the evidence says works well for children and young people with SEMH difficulties. It will support schools to develop whole school approaches, build staff confidence, strengthen partnerships with parents and improve outcomes. Children and young people can experience a wide range of social, emotional and mental health difficulties that may result in them struggling to engage with learning and have difficulty building and maintaining relationships with peers and adults. Behaviours that can indicate an SEMH need include:

- rapid mood changes such as sadness and anger
- emotional outbursts, challenging behaviour, disruption or hyperactivity
- withdrawal or isolation from others
- intense feelings such as worry, anxiousness or fear
- dramatic changes in behaviour or personality
- difficulty concentrating
- unexplained weight loss
- physical harm to themselves
- fighting and wanting to hurt others

Schools have an important role to play in supporting the SEMH needs of children and young people by fully exploring the possible underlying causes and tailoring their provision to meet the needs of the individual.

Outcome 1: Providing high quality provision that meets the needs of children and young people with SEMH by:

- adopting an approach to positive behaviour management based on principles outlined in [Hertfordshire Steps](#)
- nominating and training a designated Mental Health Lead who can lead the implementation of a whole school approach and be the key point of contact for any emotional wellbeing and [mental health](#) queries
- delivering high quality teaching that is differentiated and personalised in a calm and safe environment that prioritises the welfare of children and young people
- having a clear approach to identifying at the earliest point those who require SEN support for SEMH beginning with tools such as [When to Worry](#), Roots and Fruits and anxiety mapping
- adopting a tiered approach in line with [Hertfordshire's emotional wellbeing and behaviour strategy](#) through which decisions and actions are made, reviewed, refined and revised
- removing barriers to learning and putting effective SEN provision in place which reduces the need for exclusions or [reduced timetables](#)
- making reasonable adjustments, ensuring access to the curriculum, written word and learning environment and fully including children and young people with SEMH and their families in the life of the school
- taking steps to ensure that children and young people with [medical conditions](#) get the support they need
- using a provision mapping and management system to maintain an overview of the [interventions](#) used with children and young people with SEMH and to evaluate the effectiveness of this provision
- providing appropriate and relevant professional development including [Step On](#) and, where an audited need is identified, [Step Up](#) as well as training using the [Virtual School attachment and trauma aware toolkit](#) and resources from [Healthy Young Minds in Herts](#) and [MindED](#).

Outcome 2: Improving short and long-term outcomes for children and young people with SEMH by:

- promoting high expectations and ensuring all children and young people achieve their best
- ensuring teachers are responsible and accountable for the [progress and development](#) of the pupils in their class, including where pupils access support from teaching assistants or specialist staff
- using assessment tools such as the [Strengths and Difficulties Questionnaire](#) and [Boxall Profile](#)
- delivering a developmentally appropriate [PSHE](#) and [RSE and health](#) curriculum that teaches children and young people about mental health and wellbeing
- equipping children and young people to be resilient by embedding approaches such as [5 Ways to Wellbeing](#) within the curriculum
- evidencing progress towards outcomes through the use of the graduated approach
- ensuring [safeguarding](#) arrangements reflect the additional vulnerabilities of children and young people with SEMH.

Outcome 3: Communicating sensitively, appropriately and effectively with parents, children and young people with SEMH, engendering trust, confidence, respect and constructive partnership working by:

- meeting with families regularly to discuss their child's SEMH needs and informing them when making [special educational provision](#) for their child
- ensuring that children and young people with SEMH and their parents have been able to share their concerns, fully explore the provision available and jointly agree a plan
- keeping a record of the outcomes, actions and support agreed and sharing this with families and appropriate school staff
- sharing information with families from the [Local Offer](#) and [Healthy Young Minds in Herts](#) including resources such as Wellbeing Signposting Guide for Young People, A Parents Survival Guide and Stress Bucket Tips for Parents.

Outcome 4: Managing resources for SEN through a transparent approach that is fair, meets the needs of children and young people with SEMH and achieves best value for money by:

- deploying the school's delegated budget and other resources effectively. This may include [Exceptional Needs Funding](#) and reasonable adjustments identified in the school's accessibility plan and other policies
- demonstrating a commitment to supporting emotional wellbeing and mental health through engagement with [Healthy Young Minds in Herts](#) whole school accreditation and other resources
- identifying effective practice and priorities for development through the [SEND Benchmark & Planning Tool](#)
- including information in the SEN information report about the schools' approach to supporting children and young people with SEMH and their families
- ensuring the governing body or a sub-committee has oversight of the school's arrangements for SEMH, including supporting [staff wellbeing](#), developing guidance on [safer working practices](#) for staff and publishing a whole school positive [behaviour policy](#).

Outcome 5: Working proactively and collaboratively to improve provision by:

- supporting the physical health, emotional wellbeing and mental health of children and young people by engaging with local services such as [YC Hertfordshire](#), their [DSPL area](#), and specialists from [ISL](#)
- getting help from health, social care and voluntary agencies including the [School Nursing Service](#), therapies from [Safe Space](#), and support from [Step2 \(CAMHS\)](#)
- using the [Families First](#) early help process to identify emerging needs and ensure children and young people with SEMH receive the right support at the right time
- agreeing actions that ensure successful transitions during the school day, between phases in education and in preparation for adulthood
- responding to the particular needs of children and young people with SEMH in specific circumstances, including [children looked after](#).

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