

## **IMPROVING LIVES SELECT COMMISSION**

**Date and Time :-** Tuesday 26 October 2021 at 10.00 a.m.  
**Venue:-** Town Hall, Moorgate Street, Rotherham.  
**Membership:-** Councillors Pitchley (Chair), Cooksey (Vice Chair), Andrews, Aveyard, Barley, Bacon, Browne, C Carter, Collingham, Elliott, Griffin, Haleem, Hughes, Khan, Monk, Singleton, Thompson and Wilson

This meeting will be webcast live and will be available to view [via the Council's website](#). The items which will be discussed are described on the agenda below and there are reports attached which give more details.

Rotherham Council advocates openness and transparency as part of its democratic processes. Anyone wishing to record (film or audio) the public parts of the meeting should inform the Chair or Governance Advisor of their intentions prior to the meeting.

### **AGENDA**

**There will be a pre-meeting for all members of the  
Improving Lives Select Commission at 9:15am**

#### **9. Children's Mental Health (Pages 3 - 12)**

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# Social, Emotional, Mental Health (SEMH)

Improving Lives Select  
Commission  
October 2021

[www.rotherham.gov.uk](http://www.rotherham.gov.uk)

Rotherham  
Metropolitan  
Borough Council 

# What is Social, Emotional, Mental Health (SEMH)?

- The SEND Code of Practice provides statutory guidance on duties, policies and procedures. It relates to children and young people with special educational needs and disabilities (SEND).
- The four broad categories of SEN, as mentioned in the SEND Code of Practice:
  - ✓ cognition and learning needs
  - ✓ communication and interaction needs
  - ✓ social, emotional and mental health difficulties (SEMH)
  - ✓ sensory and/or physical needs

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

# What is SEMH?

- SEMH (Social, Emotional & Mental Health) is a term that was introduced in the Special Educational Need and Disabilities (SEND) Code of Practice in 2014. It replaced the terms BESD (Behaviour Emotional Social Development) and EBD (Emotional & Behaviour Difficulties).
- The new abbreviation, SEMH, was the first term to drop the word 'behaviour', in an attempt to emphasise that behaviour is only ever a way of communicating something more significant

# SEMH in national, regional, and Rotherham context

- SEMH need has grown across cohorts over a sustained period in all national, regional, and local indicators.
- At the same time of this growth, we have also seen a stronger understanding of what is SEMH, and the other areas of need which may be wider contributing factors to this are of SEND.
- Across SEMH the key area where we see the strongest impact is an evidenced multi –disciplinary approach – Health (CAMHS, SALT, Neuro-developmental pathways where appropriate) Social Care (where Appropriate), Education and other stakeholders taking a collaborative approach to meet children or young people's needs.
- SEMH need consistently does not stand in isolation.



# SEMH

## Latest National comparisons

SEMH Primary Need Type: National 16.6 % of full SEND cohort

Rotherham 13.4%

Secondary phase: National 21.5%

Rotherham 20.7%

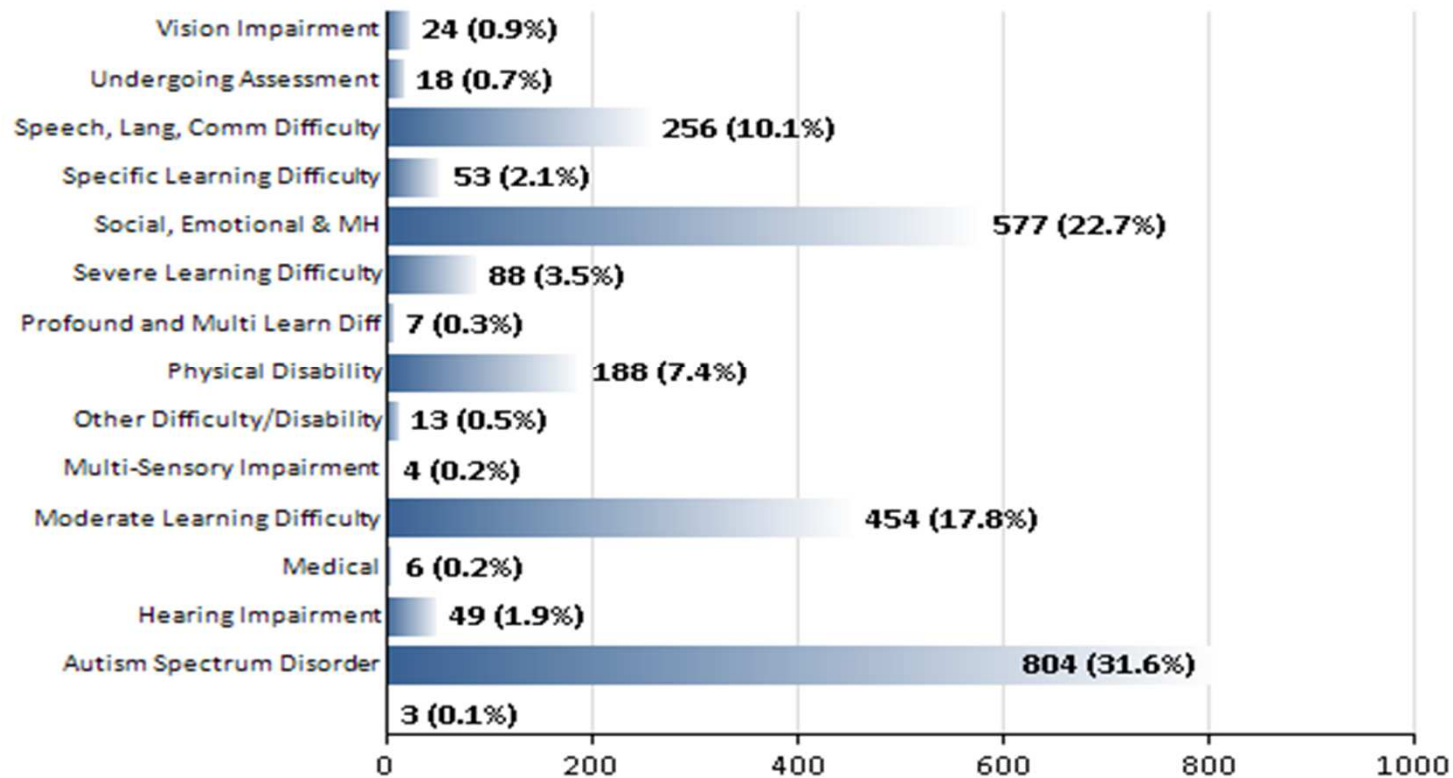
Primary phase: National 12.7%

Rotherham 6.5%

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# SEMH with an EHCP

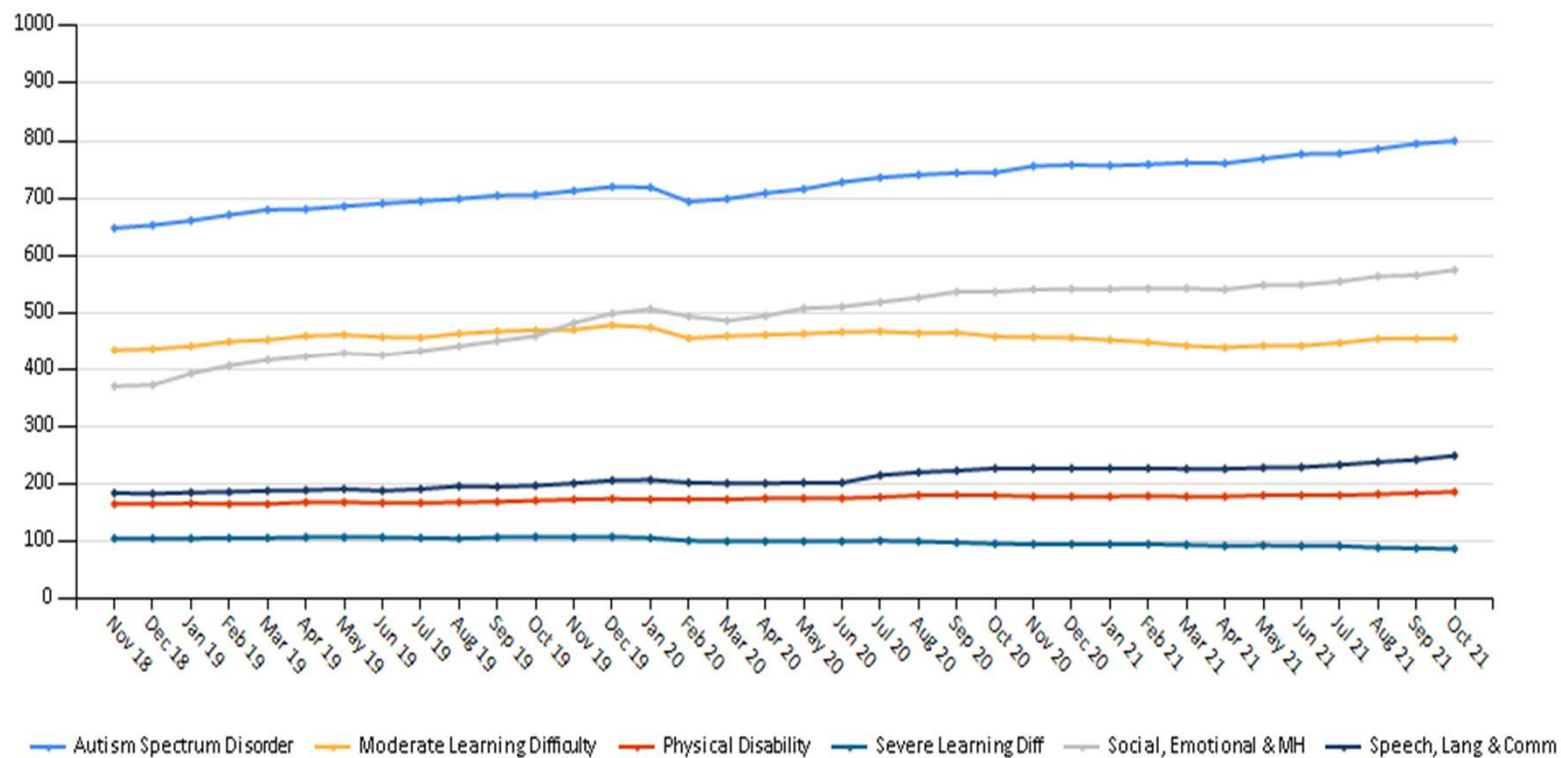
Primary Need - Current Cohort





# SEMH with an EHCP

Primary Need Trend - Last 3 Years (Top 6 Needs)



# Ongoing areas of focus

- Enhancement of outcomes and support for Children and Young people awaiting CAMHS or Neurodevelopmental support, this is a collective challenge which is not only central to Rotherham but a national challenge.
- Link across school exclusions and inclusive practice – Implementation of Rotherham Inclusion Pathway, Team Around School pilot, graduated response, Outreach model from Aspire Pupil Referral Unit, development of Secondary Outreach and Special School outreach into mainstream.
- Mental Health Support teams in school and future extension of project.
- Anna Freud work and second phase of this multi-disciplinary work to drive a collaborative strategy across our system into practice.

# Key areas of focus which enhance strong outcomes

- Early intervention focus
- Increased SEN support offer –SEN toolkit, Graduated approach, SEMH Strategy.
- Review EHCP assessment processes and thresholds so SEMH as a mainstream focus is developed
- Culture change and work with school leaders to support the move away from behaviour centred approach.
- Appropriate and thorough provision mapping, with potential development of more local provision

# Any questions?

