1.	Date of meeting:	**Tuesday 23rd January 2018**
2.	Title:	**SEMH Strategy Update and Exclusions**
3.	Directorate:	**Children and Young People's Services**

1. Introduction

Between 2015 and 2016 an external consultant was commissioned to support a new Head of Inclusion to write and deliver a Strategy to address Social Emotional and Mental Health (SEMH) Needs in Schools.

Through investigation with school leaders, it became evident that there was no strategic picture of need in this area or collective response to those needs. Support for schools to address needs early was not fully coordinated and schools felt left with no option but to exclude. It was unclear why so many children were being excluded.

2. Background: What's working well?

The SEMH Strategy has been in place for two years and has resulted in the following;

- Developing guidance on what is expected of schools at school level (School Support) and creating a shared document detailing the SEMH 'Graduated Response.'
- Improving confidence of staff regarding the Special Educational Needs and Disability (SEND) Graduated Response within schools and creating a wider range of early intervention approaches to SEMH.
- Developing the offer of a range of training across age groups e.g. Nurture training and Attachment need training.
- Creating a more robust Education Other Than At School (EOTAS) Service, which both supports and challenges schools when Permanent Exclusion is a possibility.
- Developing the Social Emotional and Mental Health Support Team* to offer high quality support within schools where children's needs become challenging. *Traded Service.
- Reconfiguration of the Pupil Referral Units (Aspire, SEMH Support Centre and Rowan SEMH Support Centre) to ensure they are meeting the needs of the Rotherham Community.

- Development of school based SEMH Partnerships which take responsibility for referrals to Aspire, leading to moderation and peer challenge.
- A two day SEND Conference to raise the profile of SEND/Inclusion in schools and with a particular focus on SEMH.

Between the academic years of 2012/13 and 2014/15 there was a rise in school exclusions in Rotherham, with Permanent Exclusions almost doubling in each year on year.

Year	Total		Secondary (Age 11-16)		Primary (Age 5-11)
2012/13	18		10		8
2013/14	30		24		6
2014/15	55		48		7

After two years of implementation the impact of the SEMH Strategy can be evidenced in the reduction in Permanent Exclusions at Secondary school aged pupils, whilst performance remains static at Primary age below;

Year	Total		Secondary (Age 11-16)		Primary (Age 5-11)
2014/15	55		48		7
2015/16	52		43		9
2016/17	38		31		7

The SEMH Strategy has also impacted on Fixed Term Exclusions which were also rising since 2015/16;

Year	All Pupils
2012/13	2187
2013/14	2482
2014/15	4200
2015/16	4215
2016/17	3610

National and Regional (December 2017) comparisons show that Rotherham still needs to improve in this area:

	National % of population	Yorkshire and Humber % of population	Rotherham % of population	Rotherham Ranking
Permanent Exclusion	0.08%	0.07%	0.12%	108
Fixed term Exclusion	4.29%	6.19%	9.36%	147

3. Key Issues: What are we worried about?

Rotherham has seen a sharp rise in Permanent Exclusions between September and December 2017 and currently stands at 21 children with 20 of those in the Secondary Phase and one pupil in Primary Phase.

The Inclusion Support Services have increased challenge to schools who exclude through partnership working and this has resulted in a further 13 permanent exclusions being withdrawn.

- Of the 21 children permanently excluded, nine were in Y11 (age 15/16) and five were in Y10 (age 14/15).

  Exclusion data is shared with schools and the partnerships will be asked to develop approaches for addressing the exclusions of this older cohort over this year.

- Of the 13 permanent exclusions withdrawn, three were Y1-2 (age 4-6) and 10 were Y7-Y11 (age 11-16).

  The recent data suggests:

  - Primary schools may be struggling with younger aged children, an area addressed through keyworker allocation and in the sufficiency plan.

  - Secondary schools are improving early intervention techniques and maintaining children of younger ages in schools, but are finding it harder to maintain older Y10 and Y11 pupils.

What are we going to do about it?

The SEMH strategy was focussed on improving the education offer and was being implemented at the same time as the development of Early Help, and the Transformation Plan for Children and Adolescents Mental Health Services. It is now timely to revise this strategy and bring together a more strategic group to address SEMH needs together.

The SEND Strategic Board has identified that the recent successes gained would be further enhanced by an SEMH Strategy that is directly supported by work being done within Early Help, Social care and health services.

The Head of Inclusion is currently leading a Task and Finish Group which invites Early Help, Social Care and Health colleagues to contribute to a new co-produced SEMH Strategy.

This group also includes parent and school representation and will involve consultation with young people. This refreshed Strategy is scheduled to be finalised for consultation at the end of February 2018.

A further, one day, Special Educational Needs and Disability (SEMH) conference for Schools is planned for the Summer Term when the new Strategy will be launched.

Conclusions

A joint SEMH strategic approach will allow all sectors supporting this vulnerable cohort to work together to allow a fully co-produced, collective responsibility to emerge for meeting need across Rotherham.

- The Improving Lives Select Commission to note the content of this briefing and the positive direction of travel with regard to both Permanent and Fixed Term Exclusion.
- Note and support the plan for a joint SEMH Strategy across Education, Health and Social Care
- Support the suggested timeline for the development of a new SEMH Strategy

4. **Name and contact details**
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