Social, Emotional, Mental Health (SEMH)

Improving Lives Select Commission

October 2021

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

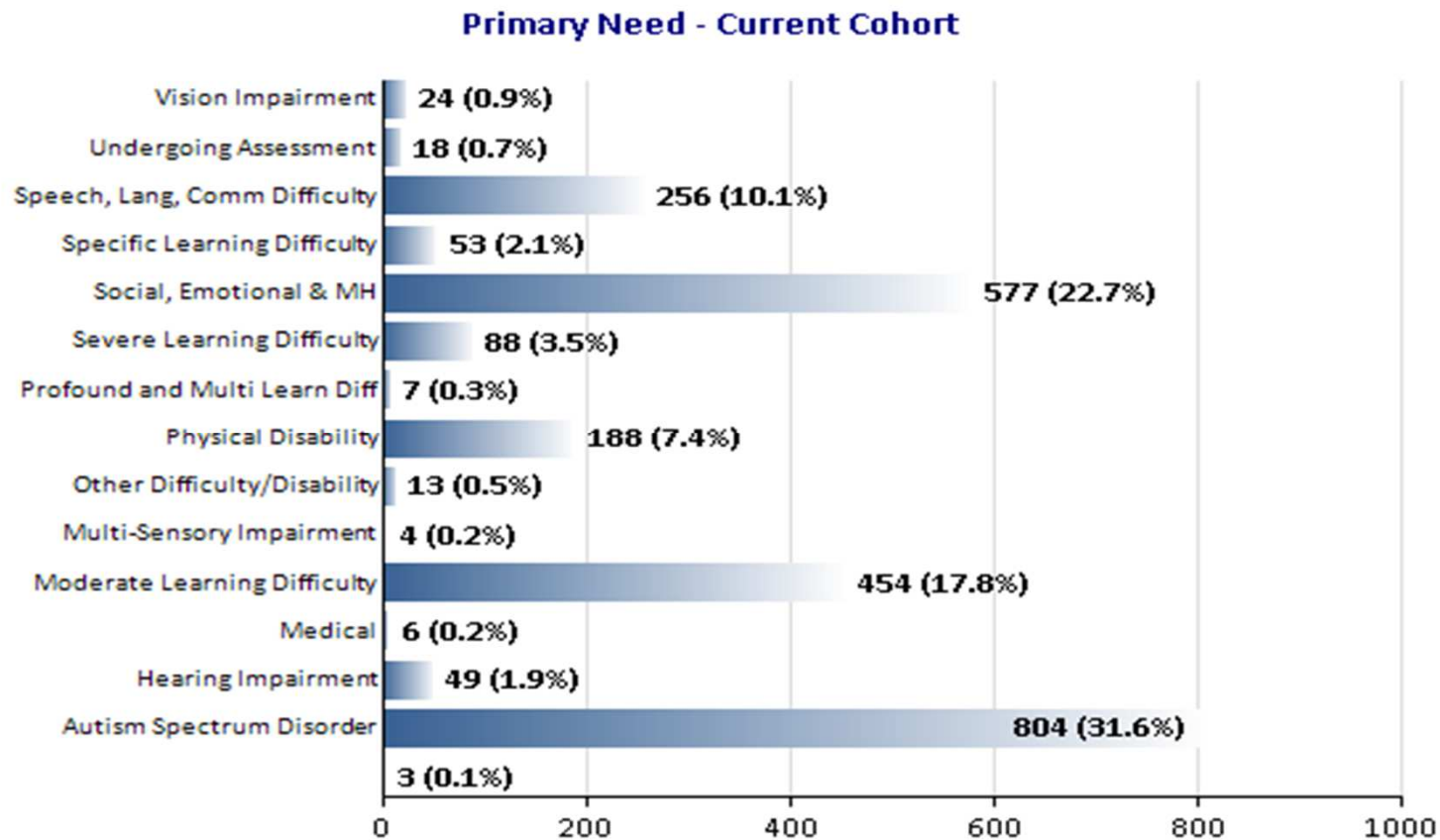SEMH Primary Need Type: National 16.6 % of full SEND cohort

Rotherham 13.4%

Secondary phase: National 21.5%

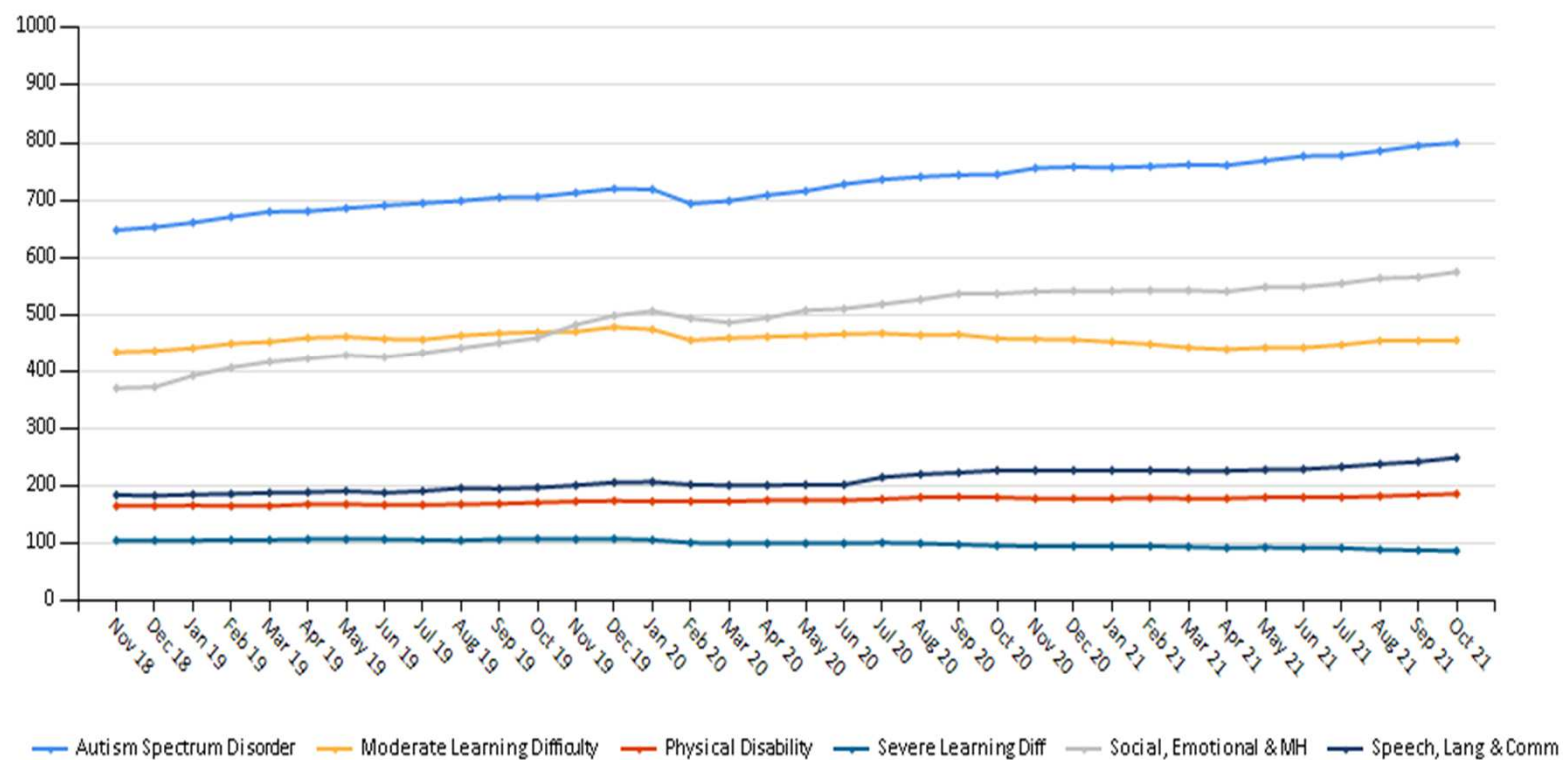Rotherham 20.7%

Primary phase: National 12.7%

Rotherham 6.5%

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SEMH with an EHCP

Primary Need - Current Cohort

Primary Need	Value
Vision Impairment	24 (0.9%)
Undergoing Assessment	18 (0.7%)
Speech, Lang, Comm Difficulty	256 (10.1%)
Specific Learning Difficulty	53 (2.1%)
Social, Emotional & MH	577 (22.7%)
Severe Learning Difficulty	88 (3.5%)
Profound and Multi Learn Diff	7 (0.3%)
Physical Disability	188 (7.4%)
Other Difficulty/Disability	13 (0.5%)
Multi-Sensory Impairment	4 (0.2%)
Moderate Learning Difficulty	454 (17.8%)
Medical	6 (0.2%)
Hearing Impairment	49 (1.9%)
Autism Spectrum Disorder	804 (31.6%)
	3 (0.1%)

SEMH with an EHCP

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

Legend: Autism Spectrum Disorder, Moderate Learning Difficulty, Physical Disability, Severe Learning Diff, Social, Emotional & MH, Speech, Lang & Comm

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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?