

# Social Emotional and Mental Health

## Education Health and Care Needs Assessment (EHCNA) Guidance

The Special Educational Needs and Disability Code of Practice (Chapter 9.16) allows Local Authorities to develop criteria for deciding whether to undertake a statutory assessment for an EHC plan. The criteria are flexible, adaptable and not applied as a blanket policy. Whilst the criteria are used to support decision making, each case is considered individually. At all times the local authority applies the statutory tests as described in section 36(8) of the Children and Families Act 2014 to determine the appropriateness of a request for an EHC assessment of need.

<b>SEMH 1</b>	Despite graduated school support, the pupil requires higher level specialist resourcing which is different from and additional to the SEND core offer, to access the full curriculum.
<b>SEMH 2</b>	The pupil will have very limited access to the curriculum due to the significant, challenging behaviours they present.
<b>SEMH 3</b>	These behaviours may be associated with a mental health condition.
<b>SEMH 4</b>	There will be evidence of extreme, complex emotional and behavioural difficulties of considerable duration and frequency in a variety of school situations, resulting in adverse consequences for pupil and severely affecting other pupils and adults in a detrimental way (e.g. unpredictable, bizarre, obsessive, violent, dangerous or severely disruptive behaviour).
<b>SEMH 5</b>	Extreme complex emotional behaviour difficulties can also include severe self-harming and avoidance of social interaction.

Supporting evidence will include:-

<b>Assessment, Planning and Review</b>	
<b>SEMH 6</b>	Evidence that over time regular TACs have been held with the family/carers and external professionals (meetings between school and parents do not constitute a TAC but can be appended to next TAC). Action plans have been implemented and evaluated.
<b>SEMH 7</b>	Evidence that the family in which the child resides has received support from Early Help and Family Intervention Practitioners  It is likely that there will be professional input such as Advisory Teachers; Educational Psychologists; Social workers; CAMHS workers etc has been on a regular basis.

<b>SEMH 8</b>	There has been a successive programme of advice from external agencies implemented over time.
<b>SEMH 9</b>	Systematic monitoring of students progress show that the interventions and provision is having a limited impact.
<b>Grouping for Teaching</b>	
<b>SEMH 10</b>	The pupil has access to considerable additional targeted teaching in small groups or individually for the greater part of each day
<b>SEMH 11</b>	The extent of additional and different organisation required is in excess of what would normally be provided in school provision <i>i.e. as specified within the Local Offer</i>
<b>SEMH 12</b>	Some pupils may have needs that are better met through more specialist provision either for a short term measure or long term placement.
<b>Curriculum and Teaching Methods</b>	
<b>SEMH 13</b>	Additional activities and different activities will be required to retain the pupil's application and interest in the curriculum.
<b>SEMH 14</b>	Alternative programmes of study should be provided using or setting up facilities within the school or off site provision where appropriate.
<b>SEMH 15</b>	Extended individualised programmes of study, behaviour and emotional support will be required to access the curriculum. Interventions and support may include circle of friends, SEAL materials, peer mentoring, counselling support, visual timetables, individual learning passports, Build to Express
<b>Human Resources</b>	
<b>SEMH 16</b>	The SENCo should lead on assessment, planning and evaluation in liaison with pastoral staff and external professional
<b>SEMH 17</b>	Teachers/TAs with additional qualifications and/or experience of pupils with very significant emotional and behavioural difficulties are involved in providing for the pupil.
<b>SEMH 18</b>	Multiagency direct involvement is in place for pupils with substantial support from visiting specialists.
<b>SEMH 19</b>	There is strong evidence that there is a whole school approach to meeting the needs of the pupil with social, emotional and behavioural needs i.e. behaviour policy; strategic aims; development of in-house provision; commitment to training in this area
<b>SEMH 20</b>	There is consistent active parent/carer involvement in programmes offered to support them and their child i.e. Incredible years; Lets get Cooking; Why weight?;