

Understanding and Developing Social and Emotional Literacy and Wellbeing: Training and Support Offer

Background:

An SEMH offer for schools was developed over the last year, following school consultation and discussion with a number of external services.

Initially, a number of schools have been chosen who have the most complex SEMH need, and this is reflected in the attendance and exclusion data.

A range of professionals from education and health services are involved in the initial training offer.

At the centre of the training and support offer is the idea that intervention and support needs to be planned in to develop students' and staff's:

Positive Relationships

Recognition of their own (and sometimes others') distress

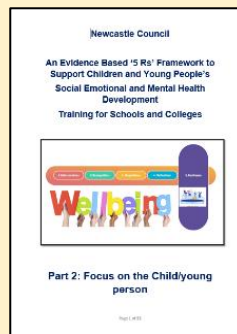
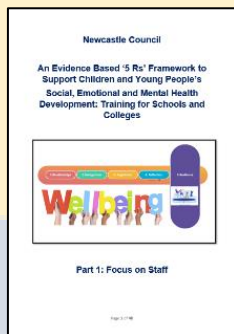
Regulation

Reflection

Resilience

Targeted support for those with identified Special Educational Needs in the area of Social, Emotional and Mental Health (SEMH) is only meaningful if it is in the context of a whole setting approach to promoting wellbeing.

The following proposal should be read alongside the two documents:

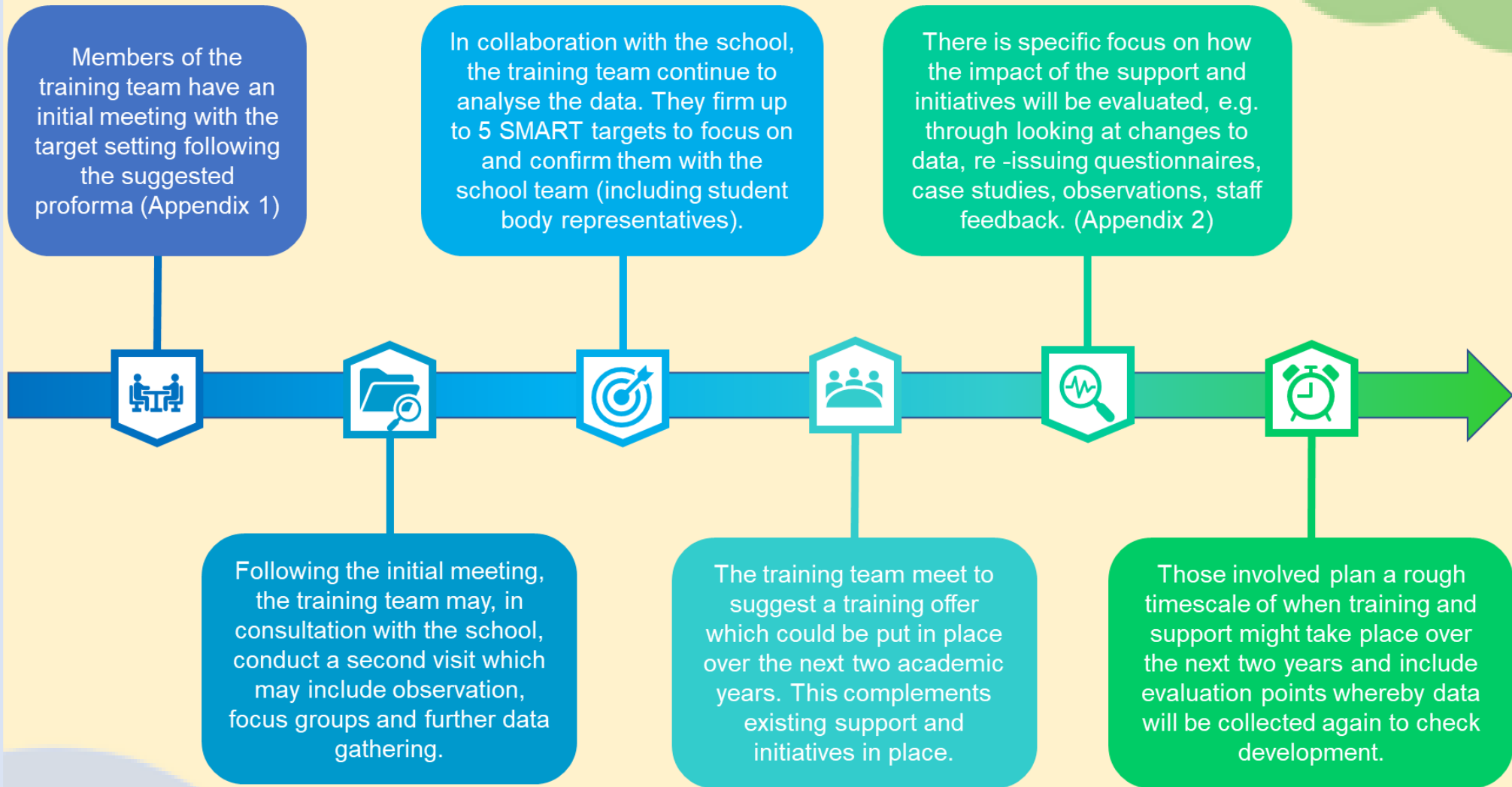


Minimum Commitment Required

We recognise that staff's time is precious and we want to make sure that the time we do commit to each other is meaningful. We ask that your school commit to at least this foundation offer of support:

1. A 90 minute initial meeting as outlined in appendix 1
2. Termly review meetings to evaluate impact against specific targets.
3. At least one day's training each term (which could be over separate dates), to include support to sustain changes.
4. Training of one staff member as a designated mental health lead.

The Proposal:



Appendix 1: Proforma for Initial Meeting with Target Setting

Who should participate in the meeting?

- The Headteacher or Deputy/Assistant and SENCo. It may be appropriate to invite the school's data manager, Family Support Worker and others. It is recommended that the Designated Mental Health Lead participates if the setting has one. The school's Educational Psychologist should be invited and the meeting will be facilitated by members of the Training Team.

Vision and Ethos

1. What is important for us to know about your setting's vision and ethos? What does it feel like/do you want it to feel like to be a member of your community?
2. Do you have targets in your SEF which specifically relate to SEMH and wellbeing for students and staff? What are these?

Understanding Wellbeing at the Universal Level:

1. What are you proud of/what is going well that we can build on in this area, for staff and for students?
2. At the universal level, have students participated in a whole setting wellbeing/mental health measurement, such as the evidence-based:
 - a. [Measure Pupil Wellbeing \(Anna Freud\)](#)
 - b. The Warwick-Edinburgh mental wellbeing scale (WEMWBS (see pages 18 and 19 of the 5 Rs document for children and young people).
What does this data suggest are key areas of strength and weakness?
3. At the universal level, have staff participated in a whole setting wellbeing/mental health measurement, such as the evidence - based: [Wellbeing Measurement for Schools Staff Survey \(annafreud.org\)](#) *What does this data suggest are key areas of strength and weakness?*

Student and Parent Voice

1. Do we have an idea about how children are feeling in relation to what supports their social emotional and mental health? What do the student council say?
2. Do we have an idea of how parents/carers are feeling in relation to key concerns relating to SEMH need and how to support this? What do they feel is going well?
3. If there is a sense of the data already, do staff have an idea of some key targets to focus on in the next two years, which will likely lead to an increase in wellbeing for students and staff, as well as developed social and SEMH literacy?
4. Do pupils feel safe at school? How do you know?
5. What are the experiences of parents/ carers? How are these shared?

Staff Training and Support

1. What training and support has been put in place in the last few years?
2. Do you use any form of peer to peer support? E.g., staff supervision?
3. Is there a sense of staff's training needs and gaps in relation to the area of SEMH/wellbeing?
4. Does the school have a designated mental health lead? If not, encourage the school to sign up for [this training](#):
5. Has the school had the initial Group Consultation session, provided by the Educational Psychology Service? If so, what has been the impact? What support can we offer?
6. Have school staff all had some training around trauma - informed practice?

Appendix 1: Proforma for Initial Meeting with Target Setting

Understanding Wellbeing at the Targeted Level: Who are those with/at risk of Poor Mental Health? Who are those with SEN in SEMH? :

1. What is already going well in this area, which we can build on?
2. What are the c/yp telling you about their mental health? Are there areas which they are concerned about?
3. Children and young people who are particularly at risk of developing mental health problems are those:
 1. with a social worker
 2. with learning or language difficulties
 3. with a parent in prison
 4. Identifying as gender diverse
 5. who have experienced trauma

What data does the setting have on the mental health of these pupils? Adults involved in c/yp's support at this targeted or specialist level may use a screening tool/mental health questionnaire. (see pages 19 and 20 of the 5 Rs document for c/yp)
4. How do you monitor the mental health of the most at risk pupils? (Suggest using the 'SEMH' profile for regular review meetings (pages 21 and 22 of the 5 Rs document for c/yp)
5. Are there particular groups of children who are most at risk of having low attendance/high exclusion?
6. Are there specific year groups which have the lowest attendance and highest exclusions?
7. Are there trends in terms of experiences that are leading to children being identified as having identified SEN in SEMH?
8. What data do school have in terms of numbers of children experiencing emotionally based school non – attendance? For more information about this area, consider refer to [West Sussexes EBSA Guidance](#), until Newcastle's specific offer is ready.
9. What do you already do to promote positive transitions from year 6 to year 7 (or for other transitions, as appropriate) for all pupils and for your most vulnerable?
10. In terms of staff, how do you understand how individual staff are feeling in terms of their mental health and any difficulties?
11. Are there themes in terms of what staff are saying concerns them?
12. What key themes are coming out of the Team around the School meetings, generally?

Interventions to Develop Relationships, Regulation, Reflection and Resilience

1. What initiatives are the setting already using to promote and develop healthy and positive relationships at the universal level and targeted levels? At the level of your students.
2. What initiatives are the setting already using to promote and develop healthy and positive relationships at the universal level and targeted levels? At the level of your staff.

Key Areas of Focus

1. Do you have a sense of your setting's 3 main areas of concern/areas to build on in this area?
2. Do you have a sense, looking at the 5 Rs documents and through discussion and reflection that there are key areas we can support with? What are these?

2	Evidence of impact at review date 3 (include data, student and staff feedback, questionnaire responses)
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