

City of York Banding Thresholds September 2018

**Social, Emotional and Mental
Health (SEMH) Needs**

City of York Banding Thresholds

These Thresholds were developed with reference to the Special educational needs and disability code of practice: 0 to 25 years Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities (2015)

Chapter 6 of the SEN Code of Practice outlines 4 broad areas of need:

- **Communication and interaction**
- **Cognition and learning**
- **Social, emotional and mental health difficulties**
- **Sensory and/or physical needs**

This Threshold document refers to Social, Emotional and Mental Health (SEMH) difficulties:

6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools (see weblinks for Chapter 6 in the Code of Practice)

	FUNDING	DESCRIPTOR SEMH NEEDS	ASSESSMENT AND PLANNING	TEACHING & LEARNING STRATEGIES	CURRICULUM/ INTERVENTIONS	RESOURCES (including staffing)
0	Mainstream Element 1 £4K	<p>The Child or Young Person (CYP) experiences low level / low frequency difficulties with:</p> <ul style="list-style-type: none"> immature social/emotional skills e.g. difficulties with turn-taking, reciprocal attention, sharing resources etc following classroom routines following adult direction responding appropriately to social situations forming and sustaining relationships with peers some social isolation e.g. tends to play alone, occasional anxiety in social situations 	<ul style="list-style-type: none"> Information from the CYP regarding their views using person-centred approaches is fed into assessment and planning processes Monitoring of the CYP's response to positive feedback. Assessment for Learning. Planning for the CYP's learning style, including active engagement activities. Observations by Teacher / class TA /KS Coordinator. Classteachers/ form tutors are proactive in identifying individual needs and ensure that action is taken. 	<p>The teacher is held to account for the learning and progress of the CYP in the mainstream class, and implements a range of strategies including:</p> <ul style="list-style-type: none"> Quality First Teaching that meets the needs of all pupils. Specific, genuine and positive feedback to CYPs about their social and emotional skills and behaviour Flexible grouping arrangements Differentiation of activities, materials and questioning Awareness that a CYP may need more time within lessons to complete tasks and that equality of access may mean that they need to do some things differently Resources and displays that support independence Embedding use of multi-sensory learning. Consideration to classroom organisation, seating and group dynamics Transparent system of class/ school rewards and sanctions with visual supports. Use of different teaching style Clear routines e.g. for transitions Nurturing classroom approaches Offering CYP opportunities to take on responsibilities e.g. class monitors, prefects, school council reps <p>Rules and expectations should be consistent across staff.</p>	<ul style="list-style-type: none"> The school can demonstrate an inclusive ethos that supports the learning and wellbeing of all CYPs The wider curriculum promotes positive examples of diversity Well-planned and stimulating PHSE/ Citizenship curriculum, differentiated to needs of cohort/class Anti bullying is routinely addressed and pupils are confident in reporting incidents SEAL styled materials and interventions Provision of planned opportunities to learn and practice social and emotional skills during structured activities. Restorative Practices (RP) approaches. Educational visits are planned well in advance and take into account the needs of all CYPs 	<ul style="list-style-type: none"> The CYP's SEMH needs can be managed in a mainstream class within an inclusive setting, with differentiation of task and teaching style: Regularly updated Policies for SEND, Behaviour and Anti-bullying describe the effectiveness of the arrangements in the schools Regularly monitored inclusion policies are implemented consistently and underpin practice Stimulating classroom and playground environments Access to 'quiet areas' in school The school employs additional adults to support the needs of all pupils e.g. Mid-day Supervisory Assistants (MSAs), Family Support Worker All staff have received training in managing SEMH needs and understanding how to support pupils effectively and are familiar with current DfE guidance. Staff access LA training to keep informed of meeting the needs of CYP Designated time is allocated to TAs for planning and liaison with teachers Use of peer support schemes e.g. playground buddies, peer mediators, peer mentors Lunchtime clubs 'Social and Emotional Learning through Circle Time' curriculum (primary) Staff access support e.g. via solution-focused conversations/supervision Time to establish liaison with parents/ carers in line with school procedures e.g. parent consultation evenings Staff 'meet and greet' their CYPs daily

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1 SEN Suppo rt	Mainstream Element 1 £4K + element 2- (formula funding) up to £3K	<p>The Child or Young Person (CYP) experiences low / mild level of regular (weekly) ongoing difficulties with:</p> <ul style="list-style-type: none"> • regulating emotions e.g. emotional outbursts, hyperactivity, impulsivity, mood swings, feeling anxious/worried • following adult direction e.g. not following school / classroom instructions such as sitting on the carpet, remaining seated. • appropriate learning behaviour e.g. sustaining attention and concentration, motivation to engage with work-related tasks • low self esteem and general resilience e.g. fear of failure when faced with unexpected demands • responding to social situations, leading to social isolation from peers e.g. may be fearful or anxious in new situations • Immature social skills affecting ability to establish and maintain friendships • reliance on adults for reassurance <p>Difficulties occur across a range of settings in school but may be more frequent in some lessons.</p>	<p><i>Band 0 plus:</i></p> <ul style="list-style-type: none"> • Observations by SENCO/ Pastoral Lead • Use of SEB Competencies profile to target differentiation • Pupil involved in setting and monitoring their own SMART targets as part of an Individual Education / Learning Plan (IEP/ILP/ PSP) • Parents/carers involved regularly and know how to support targets at home • Behaviour records analysed to consider triggers and patterns (ABC analysis) • ‘Assess/ Plan/ Do/ Review’ cycle in place • ‘Cycle of Behavioural Change’ used to give a context to behaviour. • Close monitoring to identify ‘hot spots’. 	<p><i>Band 0 plus:</i></p> <ul style="list-style-type: none"> • Information about CYP’s needs/difficulties is shared with relevant staff • Sharing of advice on successful strategies and targets e.g. use of visual supports, developing organisational skills. • Classroom Teaching Assistance (TA) is targeted towards support for accessing specific tasks/ settings, based on agreed SMART targets. • Personalised reward systems covering targeted lessons / activities. • Careful consideration to group dynamics within class • Careful consideration to preferred learning style and motivational levers for the CYP when differentiating. • Opportunities for small group work based on identified need • Time-limited intervention groups 	<p><i>Band 0 plus:</i></p> <ul style="list-style-type: none"> • Access to small group support e.g. SILVER SEAL, Circle of Friends, self-esteem group. Group work to be planned and tailored to meet identified need and includes good peer role models. • Teaching effective problem solving skills • Individual or small group support for emotional literacy e.g. recognising emotions • Learning tasks differentiated by task and outcome to meet individual needs. • Preparation for changes to activities/routines/ staffing. • Oversight when moving between locations/ classrooms. • Educational visits are planned well in advance and contingency plans are in place to meet the needs of the CYP, should they be needed. 	<p><i>Band 0 plus:</i></p> <ul style="list-style-type: none"> • The CYP’s SEMH needs require flexible use of additional support from within school resources: • Support/advice from SENCO/ Pastoral Lead • Personalised programme with SMART targets reviewed and updated regularly. • Additional adults routinely used to support flexible groupings • Access to targeted small group work with class Teaching Assistant (TA) • Access to intervention group work with Teaching Assistant, Learning Mentor, ELSA (Emotional Literacy Support Assistant) or NPSLBA trained staff. • Additional adults (TA, MSA) or focused support during unstructured times e.g. lunchtime supervision/ targeted extra-curricular activities • Access to a quiet area for ‘chill-out’ time • Access to visual cues/ timetable if needed • Access to in-school support base (e.g. LSU, Nurture Group) if available. • Staff access targeted LA training • Consultation with support services • Home-school communication book • Time for scheduled meetings with parents / carers on a regular basis

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2 SEN Sup port	Mainstream Element 1 £4K + Element 2 £6k	<p>The CYP experiences frequent episodes of persistent difficulties each week with:</p> <ul style="list-style-type: none"> regulating emotions e.g. frequent emotional, verbal or physical outbursts, sexualised language, anxiety, mood swings, unpredictable behaviour, which affect relationships. meeting expectations e.g. episodes of work avoidance/ refusal, disrupting learning view of self affects relationships and behaviour patterns ('acting in' or 'acting out') Difficulties managing set backs when faced with adversity, may experience insecure relationships behaviour causing a barrier to learning e.g. CYP disengaging, using work avoidance strategies, concentration limited socialising with peers and/or adults e.g. lack of empathy, victim or perpetrator of bullying may show low mood, anxiety or appear unable to communicate positively for periods of time during the day. (In some instances this may be masked in school and displayed at home). risk of isolation or becoming socially vulnerable <p>The CYP's SEMH needs may co-exist with other secondary needs.</p>	<p><i>Bands 0 and 1 plus:</i></p> <ul style="list-style-type: none"> My Support Plan (MSP) with asses-plan-do-review cycles implemented. Outcomes agreed and monitored with CYP and parents/carers. Consideration to Family Early Help Assessment (FEHA). 'Round Robins' to relevant staff to gain overview of behaviour to inform planning TAs/ELSAs are routinely included in planning to ensure their input is effective Behaviour records updated daily and analysed to consider frequency, duration, triggers/patterns and to plan appropriate strategies. Use of pre and post assessments e.g. SEB Competencies, Boxall Profiles Consultation and assessment with Behaviour Support, Educational Psychologist, School Wellbeing Worker. Consideration of tricky situations to inform adaptations to learning environment. Careful planning and review of needs at transition, including effective liaison e.g. starting school, transfer to secondary or post-16 	<p><i>Bands 0 and 1 plus:</i></p> <ul style="list-style-type: none"> Weekly teaching of social skills to address behavioural targets on PSP or outcomes in MSP. Daily bridging and reinforcement of skills in social situations to ensure skills are generalised. Use of key-working approaches to ensure the CYP has a trusted adult to offer support during vulnerable times. Personalised reward systems known to all staff in school who have contact with the CYP, implemented consistently across the curriculum. Individualised support to implement recommendations from support services. 	<p><i>Bands 0 and 1 plus:</i></p> <ul style="list-style-type: none"> Teaching style adapted to suit CYP's learning style e.g. level/pace/amount of teacher talk reduced, access to practical activities. Personalised timetable introduced in negotiation with the CYP, parents/ carers and staff. This may include temporary withdrawal from some activities e.g. assemblies, specific non-core lessons. Alternative curriculum opportunities at KS4 e.g. vocational/college/work placements Time-limited intervention programmes with staff who have knowledge and skills to address specific needs, may include withdrawal for individual programmes (e.g. understanding anger, therapeutic stories) or targeted group work (e.g. FRIENDS) More formal meetings/ conferences using Restorative Practices as an approach to resolve peer conflict including bullying and incidences of theft, sabotage, violence etc. Educational visits are planned well in advance and risk assessments are in place as appropriate. and shared with key staff 	<p><i>Bands 0 and 1 plus:</i></p> <ul style="list-style-type: none"> The CYP requires additional support in his/her local mainstream school, requiring increasing levels of individual support from school resources: School is offering provision to meet SEMH needs that is additional to/ different from that of peers and feel direct involvement of support services would be beneficial. Access to 1-1 support for re-tracking, mentoring, motivational approaches etc Additional individual support for tricky situations in line with risk assessments. Access to small group support outside mainstream classes Personalised timetable providing access to a Teaching Assistant and/or planned intervention from an ELSA/ Mentor for up to 12.5 hours per week Formal behaviour monitoring systems to log and analyse incidents daily in order to review and modify strategies Internal exclusion/'time-out' facilities. Monitoring of frequency, context, impact. Specialist Staff Training (e.g. Positive Handling programmes) Consultation with support services e.g. Local Area Teams, Wellbeing Worker (WW) Behaviour Support Worker (BSW) Educational Psychologist (EP) Allocation of appropriate space for professionals to work with the CYP, taking into account safeguarding issues. Multi-agency support to plan and review interventions using MSP format Access to time-limited short –term interventions in PRU/ Kestrel facilities) Signposting parents/carers to parenting courses or offering access to drop-ins. Home-school communication via book, email, telephone call etc. Time for formal meetings with parents/ of

	FUNDING	DESCRIPTOR SEMH NEEDS NB see glossary of SEMH needs	ASSESSMENT AND PLANNING	TEACHING & LEARNING STRATEGIES	CURRICULUM/ INTERVENTIONS	RESOURCES (including staffing)
3 EHCP	<p>Mainstream Element 1 £4K + Element 2 £6k + element 3 (top up funding)</p> <p>OR</p> <p>Danesgate £8K PRU place funding + top up from schs</p>	<p>The CYP's SEMH needs lead to distressed behaviours that disrupt learning and challenge staff. The CYP experiences daily significant and persistent difficulties with:</p> <ul style="list-style-type: none"> regulating emotions e.g. periods of uninhibited emotional, verbal or physical outbursts / internalising behaviours (e.g. withdrawal , avoidance of learning/social situations which impacts on development) Meeting expectations and engaging with tasks, which could be perceived as non-compliant or uncooperative behaviour intermittently throughout the school day e.g. work avoidance/ refusal, defiance, Harmful coping strategies e.g. leaving classroom/school site on a regular basis, regular self-harm, substance misuse, need for control socially inappropriate or sexualised behaviour, low levels of emotional resilience when faced with challenge or criticism e.g. destroying work increasing concerns around mental health e.g. irrational fears, high levels of anxiety, hyper-vigilance, low mood behaviours exhibited create a barrier to learning e.g. CYP disengaging, destroying own or others' work, work avoidance, concentration very limited, impulsivity socialising with peers and adults e.g. lack of empathy, victim or perpetrator of bullying 	<p><i>Bands, 1 and 2 plus:</i></p> <ul style="list-style-type: none"> Specialist assessments e.g. Behaviour Support Worker (BSW) Educational Psychologist (EP), Primary Mental Health Worker (PMHW) Youth Offending Team (YOT), Use of SEB Competencies profile for measuring impact of interventions. Completion of 'pupil passport' for Behaviour & Attendance Partnership if 'managed move' or PRU place needed. Involvement of Danesgate requires completed MSP and ideally at least one review. Subsequent regular reviews to plan for return to mainstream where possible, Transition back to mainstream will also require a completed MSP. Following 2 cycles of MSP, statutory assessment can be requested. Involvement of educational and non-educational professionals as part of statutory assessment / Education, Health and Care (EHC) Plan or Annual Review Risk assessment to identify dangers and need for additional support If EHCP is in place all changes to provision need to be carefully planned via an interim review then submitted to EHC Panel. Personalised transition planning is prioritised (e.g. Rec/Y1, Y6/Y7, Y9, Y11/ post-16.). This will include a transition Plan in Y9-14, updated on a regular basis. 	<p>The class/subject teacher remains accountable for the progress of the CYP within the mainstream class, including the provision of:</p> <ul style="list-style-type: none"> Identified individual support across the curriculum in an inclusive mainstream setting. Daily teaching of social skills to address behavioural targets on PSP or outcomes in MSP/EHC plan. Use of key-working approaches to ensure the CYP has a trusted adult to offer support/ withdrawal during vulnerable times. Personalised reward systems known to all staff in school who have contact with the CYP, implemented consistently across the curriculum. Time-limited intervention programmes with familiar staff who have knowledge, skills and experience to address CYP's specific needs, which may include withdrawal. Individualised support to implement recommendations from relevant professionals 	<ul style="list-style-type: none"> Teaching focusing on both learning and social-emotional curriculum / outcomes throughout the school day. Targets informed by specialist assessment or MSP/ EHCP Regular/daily small group teaching of SEB skills. Teaching style and tasks are adapted to suit the CYP's learning style e.g. level/pace/amount of teacher talk reduced, access to practical activities. Personalised timetable introduced in negotiation with CYP, parents and staff. This may include temporary withdrawal from some activities. Alternative curriculum opportunities at KS4 e.g. ALPs/vocational/college/ work placements Formal meetings/ conferences using Restorative Practices, to include parents/carers . Educational visits are planned well in advance and risk assessments are in place, key staff have rehearsed possible scenarios. Support through solution-focused approaches, for staff working with the CYP 	<p>The CYP is struggling to cope with aspects of his / her local mainstream setting, requiring considerable individualised support / resources above the delegated SEN budget. A multi-agency approach is needed.</p> <ul style="list-style-type: none"> Pastoral Leader and/or SENCO provides support to teacher and TAs and takes responsibility for arranging appropriate CPD and quality assuring the learning experience Access to 1-1 support within school for re-tracking, mentoring/ coaching, motivational approaches, understanding anger etc Additional individual support in line with risk assessments, incl. unstructured times. Access to small group support outside mainstream classes Personalised timetable providing access to a suitably trained Teaching Assistant /ELSA / Mentor as specified in MSP/ EHC Plan Formal behaviour monitoring systems to log and analyse incidents daily in order to review and modify strategies Time to discuss, develop and review individual reward systems and report cards Internal exclusion/'time-out' facilities Specialist Staff Training (e.g. Positive Handling programmes/ Team Teach). Direct involvement from support services e.g. EP, BSW, SWW in reviewing progress. Support and involvement of specialist Danesgate advice.

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4 EHCP	<p>Mainstream Element 1 £4K + Element 2 £6k + element 3 (top up funding)</p> <p>OR</p> <p>Danesgate £8K place funding + top up from schs</p>	<p>The CYP experiences significant complex, and persistent SEMH needs with highly distressed behaviours on a daily basis and an accumulation of layered needs, including mental health, relationships, learning, sensory, communication etc This includes difficulties with:</p> <ul style="list-style-type: none"> • regulating emotions e.g. intense emotional or aggressive episodes / uninhibited and unpredictable outbursts / Internalising behaviours • incidences of not following expectations which could be perceived as non-compliant and uncooperative behaviour which are long-lasting or occur throughout the day e.g. not engaging in work, exhibiting challenging behaviour in response to demands. • Needs relating to understanding of cause and effect/consequences of choices • Lack of learning from previous experiences • Harmful coping strategies e.g. self harm, substance misuse, eating disorders • socially inappropriate or sexualised behaviour • lack of emotional resilience when faced with challenge or criticism e.g. flight/fright/freeze response • high levels of anxiety affecting daily functioning • constant hyper-vigilance, severe mood swings • behaviours exhibited create a significant barrier to learning e.g. destroying own and others' work/ displays, needs relating to attention control, impulsivity • deteriorating/anti-social relationships with peers and adults e.g. lack of empathy, remorse, use of violence. • victim or perpetrator of bullying • socially vulnerable and isolated • at risk of permanent exclusion 	<ul style="list-style-type: none"> • Specialist assessments e.g. Educational Psychologist, Child and Adolescent Mental Health Service (CAMHS) YOT, Forensic Psychology etc • Long term involvement of educational and non-educational professionals as part of EHC plan/Annual Review of EHC Plan. • Planning of intensive interventions through asses-plan-do-review cycle • Multi-agency assessments indicate that needs are highly complex and require a very high level of support. • Risk assessment to consider risks to self and others. • Completion of 'pupil passport' for Behaviour & Attendance Partnership if 'managed move' or PRU/EOTAS place needed. • Personalised transition planning is prioritised (e.g. Y6/Y7, Y9, Y11/post-16.). This will include a transition Plan in Y9-14, updated on a regular basis. • For cyps accessing specialist provision at Danesgate, regular reviews to plan for return to mainstream where and when possible 	<ul style="list-style-type: none"> • Identified highly skilled individual support across the curriculum. • Daily teaching of social skills to address behavioural targets on PSP or outcomes in EHCP. • Use of key-working approaches to ensure the CYP has a trusted adult to offer support/withdrawal during vulnerable times. • Personalised reward systems known to all staff in school who have contact with the CYP, implemented consistently across the curriculum. • Individualised support to implement recommendations from relevant professionals • Time-limited intervention programmes with familiar staff who have knowledge, skills and experience to address the CYP's specific needs, to include withdrawal for personalised support. • Some 1-to -1 provision from Danesgate staff or Specialist Teachers, if appropriate. 	<ul style="list-style-type: none"> • Daily small group teaching of social skills and personalised PHSE programme e.g. risky behaviour, Sex and Relationships Education, life skills. • Teaching style/tasks are highly differentiated to suit the CYP's learning style • Personalised pathway is a priority to re-engage with education. • Alternative curriculum opportunities at KS4 e.g. ALPs/vocational/college/ work placements • Where CYP is working below age-related expectations, personalised literacy and numeracy programmes will be required to address gaps in learning associated with SEMH needs • Consideration to access arrangements for internal and external examinations. • More formal meetings/ conferences using Restorative Practices, to include parents/carers. • Support through solution-focused approaches and regular supervision for staff working with the CYP 	<ul style="list-style-type: none"> • The CYPs SEMH needs present a considerable challenge to highly skilled staff. • Access to 1-1 support from experienced staff for mentoring/ coaching, motivational interviewing, conflict resolution etc • Additional individual support in line with risk assessments. • Personalised timetable providing access to TA support as specified in PSP /EHC Plan. • Formal behaviour monitoring systems to log and analyse incidents daily in order to review and modify strategies • Time to discuss, develop and review individual reward systems and sanctions • Internal exclusion/'time-out' facilities • Specialist Staff Training including Positive Handling programmes /Team Teach. • Direct involvement from support services e.g. EP, Specialist CAMHS practitioners in reviewing progress. • Therapeutic intervention e.g. counselling/family therapy/ play therapy/art therapy if available • Non-educational input e.g. YOT, Connexions or Keyworkers from the Local Area Teams to re-engage in education or training, helping the CYP to plan for the future. • Support and involvement of specialist Danesgate advice.

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4b EHCP + Alt provision	<p>Danesgate £8K place funding +top up from LA</p>	<p><i>As Band 4 plus:</i></p> <ul style="list-style-type: none"> The CYP has been assessed as having complex, persistent and layered needs requiring input from specialist support/ provision. Behaviours and mental health needs may pose a very serious risk to the safety and education of self or others. 	<p><i>As Band 4 but within a specialist provision.</i></p> <ul style="list-style-type: none"> Multi-agency assessments indicate that needs can only be met in specialist placement. Placement to be reviewed regularly to plan milestones for possible return to mainstream with enhanced support 	<p><i>Band 4 plus:</i></p> <ul style="list-style-type: none"> The CYP is accessing York's specialist provision - Danesgate (EOTAS) where appropriate Small class groups with high teacher: pupil ratio and high levels of support to access curriculum. Some 1-to-1 provision from Danesgate staff will be likely. 	<p><i>Band 4 plus:</i></p> <ul style="list-style-type: none"> Specialist teaching focusing on both learning and social-emotional curriculum / outcomes throughout the school day. Targets and outcomes informed by Annual Review/EHC plan 	<p>Band 4 plus:</p> <ul style="list-style-type: none"> Resources required from York's specialist provision, Danesgate (EOTAS). This may include time-limited personalised tuition. Specialist support, alongside a multi-agency approach is essential.

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5 Alt pro v+ EOT AS	Danesgate £8K place funding +top up from LA	<ul style="list-style-type: none"> The CYP experiences complex, frequent and persistent SEMH needs. The CYP's behaviour is unpredictable and dangerous, with intense episodes of emotional and/or challenging behaviour, high level of anxiety making daily life extremely difficult, severely disrupting the learning of self and others. SEMH needs may be compounded by co-existing difficulties. The CYP is extremely vulnerable and there are safeguarding issues to consider due to acute levels of mental health concerns and increased risk-taking behaviours or 'sabotage' of situations/ placements. Self harm and/or suicidal ideation. The CYP is at risk of exclusion or becoming a chronic non-attender. 	<ul style="list-style-type: none"> Specialist assessments e.g. by Educational Psychologist, CAMHS, Forensic Psychology, YOT, etc Long term involvement of educational and non-educational professionals as part of statutory assessment / Annual Review/ EHC plan. Regular risk assessments to consider risks to self and others. Completion of assessments and/or Annual review for consideration at SENAP and/or Joint Panel. All professionals agree that the CYPs needs can only be met with additional resources in specialist placement. Personalised transition planning is prioritised (e.g. Y6/Y7, Y9, Y11/post-16.). This will include a transition Plan in Y9-14, updated on a regular basis Prior to post 16 transition, early planning for a bespoke package is expected. 	<ul style="list-style-type: none"> The CYP is on roll of York's specialist provision - Danesgate (EOTAS). School placement may be fragile. Despite small class groups, with high Teacher: Pupil ratios and high levels of support to access curriculum, withdrawal of the CYP on a regular basis still needed to ensure safety of the CYP and others. Identified 1-1 support from highly skilled specialist staff likely to be required throughout the school day. Use of key-working approaches to ensure the CYP has a trusted adult to offer support/withdrawal during vulnerable times. Personalised reward systems known to all staff in school who have contact with the CYP, implemented consistently across the curriculum. Personally tailored time-limited intervention programmes with staff who have knowledge, skills and experience to address the CYP's specific needs. 	<p><i>Band 4 plus:</i></p> <ul style="list-style-type: none"> All of the above requires additional /enhanced levels of highly skilled staff to re-engage and motivate the CYP 	<ul style="list-style-type: none"> The CYP is struggling to cope in York's specialist provision, despite specialist support and high staffing ratios. The CYP requires a higher ratio of staff support within specialist provision due to high level of risk and vulnerability presented by the CYP. Staff may need additional solution-focused supervision to increase resilience. Additional resources are required to avoid the need to seek an out of area/residential placement. A multi-agency approach, including educational and non –educational professionals, is essential. Parents/carers may be accessing FIRST NB This CYP may be returning from an Out of Area specialist placement.

6	Funding agreed by joint panel	All of the above but within a non-maintained educational or residential placement (Out of Area). This may include provision for identified Health and Social Care needs, including therapeutic input from specialists. Cases will be known to the Local Authority and subject to joint commissioning arrangements via Joint Panel.
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GLOSSARY

Anxiety - Where there is a concern that anxiety may be impairing functioning at school / home. This might include generalised anxiety, panic attacks, emotional regulation, phobias and separation anxiety.

Emotional regulation - Managing emotions and distress, this may include anger, self harm, and behavioural issues that present at home/school.

Low mood - Where this is impairing functioning at home and school. This may include issues with sleep and hygiene, lack of motivation and suicide ideation.

Low self-esteem and poor resilience - Lacks confidence and may have developed a fixed mindset, where this is clearly impacting on their mental health.

Trauma, loss and attachment difficulties - Where there are concerns that the CYP has experienced trauma, loss or attachment difficulties and this is impacting on their mental health.

Autistic Spectrum Disorder (ASD) and ADHD/ADD - Support with potential early identification and referral to specialist CAMHS for screening and support to school to implement helpful strategies.

Eating disorders - Sporadic and chaotic eating that is causing concern at school and home. Increased exercise and restricted diet.

Self-harm - Inflicting injury or poisoning to oneself

Suicidal ideation - thinking about or an unusual pre-occupation with suicide