

**Specialist Inclusion Support Service
Social, Emotional and Mental Health Team**

**SEMH High Needs Pathway report for the
academic year 2022-23**

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SEMH HIGH NEEDS PATHWAY

Evaluation 2022 – 2023

Overview

The Social, Emotional and Mental Health High Needs (SEMH HN) Pathway offers specialist support for those pupils at risk of exclusion from school. The team accepts pupils onto the pathway who have SEMH as their primary area of need and whom have been supported by a graduated response by their school. Referrals to the pathway have continued to increase since its initial development in 2019.

The pathway has continued to evolve following ongoing consultation and review. The SEMH HN Lead and SEMH Team Manager have led the delivery of the Pathway and have been supported by Community Educational Psychologists (CEPs). Following continued and significant staffing changes within the team, CEPs provision has been greatly reduced. Their support has still been available to all pupils on the pathway, based on a screening questionnaire which has signposted parents to workshops, or 1-1 parent sessions.

Additional therapeutic support has been offered to a number of pupils and families following the recruitment of a Play Therapist in January 2023. We have also employed an additional teacher (0.5 full time equivalent) since January 2023 and a fulltime (32.5 hours) Inclusion Support Practitioner (ISP) since April 2023. Further changes this year have also included reducing panel meetings to fortnightly and a streamlining of planning meeting paperwork to increase working capacity and accessibility. The SEMH specialist teachers have continued to lead the planning meetings supported by the ISPs. Interim review meetings are held after 6 weeks, with a full review of targets at 12 weeks.

Despite some challenges, evaluation data indicates that the SEMH HN team continued to provide high levels of support to children and young people, with good outcomes evidenced for the majority of pupils. Data indicates that for those pupils on the SEMH HN Pathway there was a reduced risk of permanent exclusion and suspensions during and after the support started. Our Target Monitoring Evaluation (TME) data indicates an average progress of 2.6 scale points.

Staffing

Role	Full time Equivalent		Numbers of Staff	
	Autumn term	Spring/Summer	Autumn term	Spring/Summer
SEMH Specialist Teachers	0.75	1.25	4	5
Inclusion Support Practitioners	2	3	3	4
Play Therapist	0	0.4	0	1

Comments

- The increased capacity in the team this year meant that we were able to take on 11 additional pupils.
- CEPs delivered 44 hours of direct contact support: working with parents through both workshops and 1-1 drop in sessions. A senior educational psychologist also attended the fortnightly panel meetings. (See CEP's report in appendix)
- The Play Therapist delivered support for 6 pupils, 2 of which incorporated family work.

1. Referrals

Caseload and Referrals	Primary	Secondary	Totals
No of High Needs cases carried over from 2021/22	13	0	13
No of new referrals received 2022/3	38	7	45
No of new referrals accepted 2022/3	24	3	27
Total no of cases open in 2022/3	37	3	40

Comments

- The High Needs Panel meets fortnightly (SEMH Team leader, HN Lead and CEPs)
- There have been a 17 % increase in referrals accepted.
- There have been fewer referrals from secondary schools this year, despite numbers of secondary pupils permanently excluded in the borough being significantly higher than those in primary schools.
- 45 referrals were made by 33 schools. A small number of schools have made multiple referrals.
- Reasons referrals were not accepted;
 - 7 cases where there was no evidence of a graduated approach
 - 6 cases were identified as requiring another pathway
- 5 new referrals were accepted in July for which planning meetings will be held in September 2023 these will form part of the 23.24 data set.

2. Caseload Profiles

Gender	Number	Percentage
Girls	8	20%
Boys	32	80%
Non-binary	0	0%
Key Stage	Number	Percentage
Foundation	2	5%
KS1	10	25%
KS2	23	58%
KS3	5	12%
KS4	0	0%
Ethnicity	Number	Percentage
White and Black African	1	3%
White British	35	87%
White and Asian	1	3%
Black Caribbean	1	3%
Other White background	2	5%
SEND Code of Practice on referral	Number	Percentage
No SEND identified	4	10%
SEND support	28	70%
EHCP under assessment	7	18%
EHCP	1	3%

N.B. Percentages do not always add up to 100 as figures have been rounded up

Comments

- Ethnicity figures are not comparable with Solihull data, with an over representation of White British pupils. We would need further help in understanding this significance.
- We do not currently have data for those pupils on free school meals. Collecting this data would allow further insight into the profiles of our pupils.

3. Impact Data

Cases closed	Percentage
Cases closed carried over from 2021/22	77% (10 out of 13)
Cases closed 2022/23	18% (5 out of 27)
Total cases closed	37.5% (15 out of 40)
Destination/Placement of pupils - cases open during 22.23	Percentage
Maintained mainstream school	72.5% (29 pupils)
Specialist Provision (following EHCP)	5% (2 pupils)
Alternative Provision	2.5% (1 pupil)
Additional Resource Provision	5% (2 pupils)
No current school (Permanently excluded during 22.23)	15% (6 pupils)

Comments

- The average length of case is 26 weeks.
- A cycle is usually 12 weeks. This means that on average, a pupil on the pathway is supported through 2 cycles.
- 10 pupils received EHCPs whilst on the pathway and 3 are currently in the process of assessment. Of these 10 pupils, 2 changed placement to specialist provision whilst on the HN Pathway.
- The large majority (72.5%) of pupils on the High Needs Pathway remain in mainstream schools.
- The High Needs Pathway continues support for open cases when a pupil moves schools during the plan and provides transition support for those pupils moving to specialist or alternative/additionally resourced provision.

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Suspension data of closed cases	Average suspensions in the year prior to pathway	Average suspensions during the pathway	Average suspensions since pathway closed
Primary (14 pupils)	1	2.5	0.2
Secondary (1 pupil)	7	4	0

Comments

- Suspensions are consistently minimal following the closure of the High Needs plan. This may be reflective of the team around the child having certainty that the risk of exclusion is minimal before the plan is closed.
- We do not currently have enough data to make a truly valid comparison between figures before and after intervention, as we do not have the data for the same amount of time measured (1 year).
- Interestingly, suspensions during the pathway increased for 5 children. 4 of these cases were where a change of setting to specialist provision was made which may indicate the lack of capacity to meet the pupils' needs in the school.

Permanent exclusion	Permanent exclusions in Solihull 2021-2	Permanent exclusions in Solihull 2022-3	PX of CYP accepted for HN Pathway in 2022-3	PX of any CYP who has been on the HN Pathway since 2019
Primary	2	12	7	10
Secondary	40	63	1	4

Comments

- Primary permanent exclusions in Solihull have increased this academic year by 500%. Secondary permanent exclusions have increased by 57%.
- The majority of children who were permanently excluded from Solihull schools in 2022/23 were of Secondary school age (63). The most common reason being was 'Persistent Disruptive Behaviour' (43%). **Of these, only one pupil was on the High Needs Pathway.**
- This year, primary exclusions have increased dramatically. This pattern has also been evident with pupils on the High Needs Pathway. **It should be noted that of those who were permanently excluded, three pupils were excluded within two weeks of the pathway starting,** meaning that the impact of support would have been minimal.
- Of the 7 primary pupils excluded on the pathway, 3 were from the same school.

4. Target Data

At the initial planning meeting, Target-Monitoring Evaluation (TME; Stanbridge & Campbell, 2016) is used to set targets as agreed by parents, school staff, children or young people and High Needs team members. Up to three areas, specific to the child or young person, are identified at this pre-intervention stage and are described and placed on a scale from 1 to 10. These targets guide the direction of the work and support given to both the pupil and the school.

At the 12 week review meeting, the TME scores are reviewed by all parties and an updated description and score recorded. This, then yields a measure of progress during and following High Needs intervention.

The Target Monitoring data included three descriptions of a target, recorded as follows:

- Baseline descriptor and score - set at the planning meeting
- 'Expected' or 'Best hopes' descriptor and score - also set at the planning meeting as an achievable aim for the end of the cycle (12 weeks).
- Final descriptor and score- descriptor and score agreed at the review meeting.

Example TME

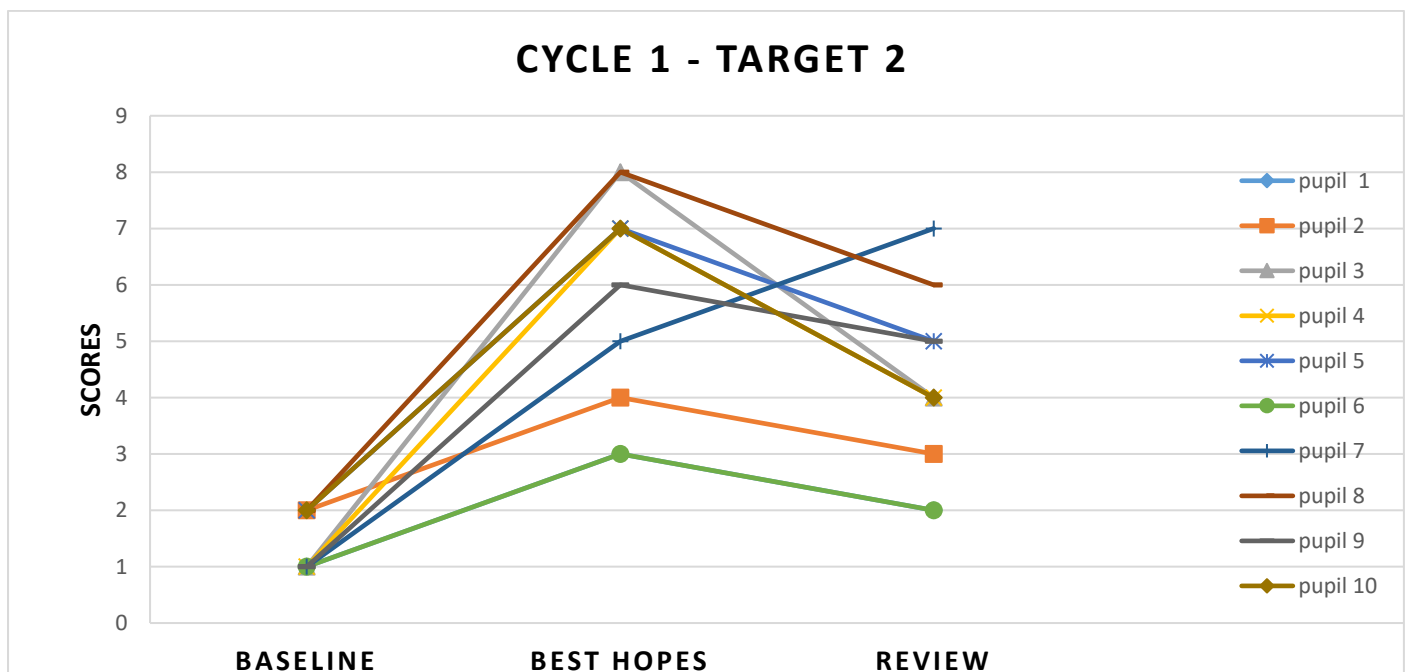
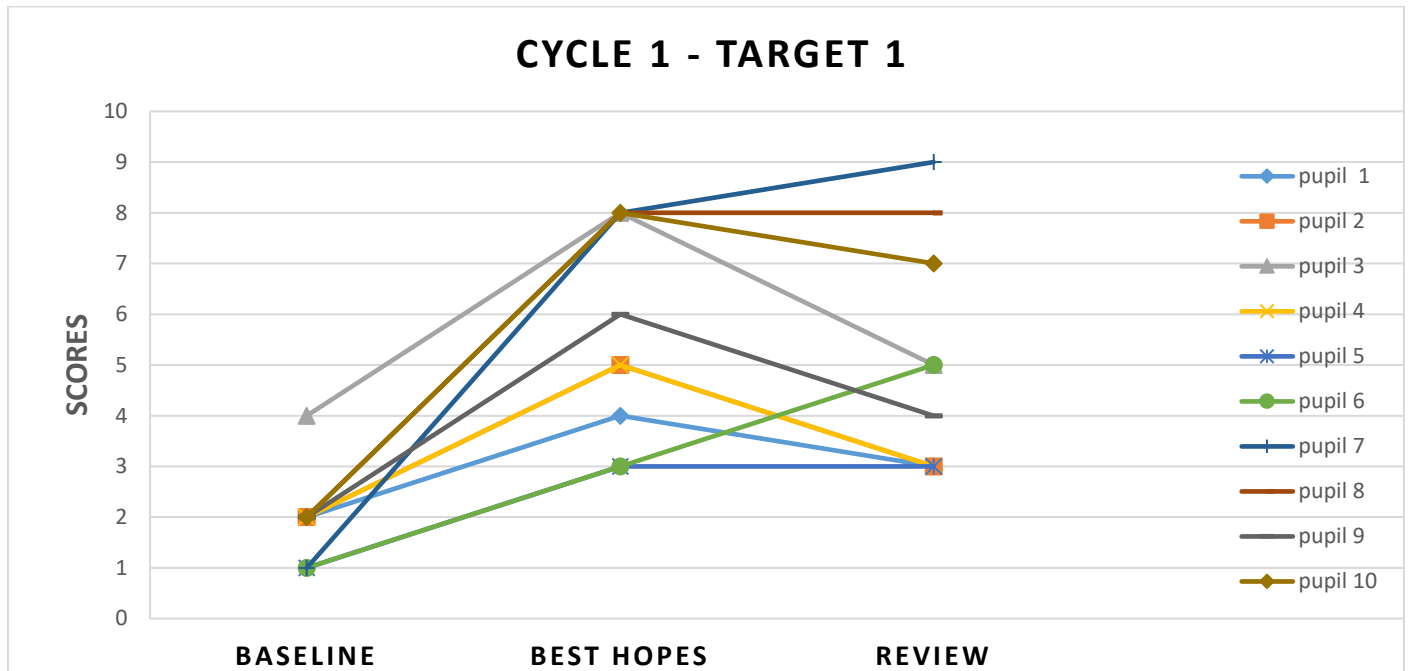
Target - To recognise the physical sensations of his emotions and communicate these to an adult

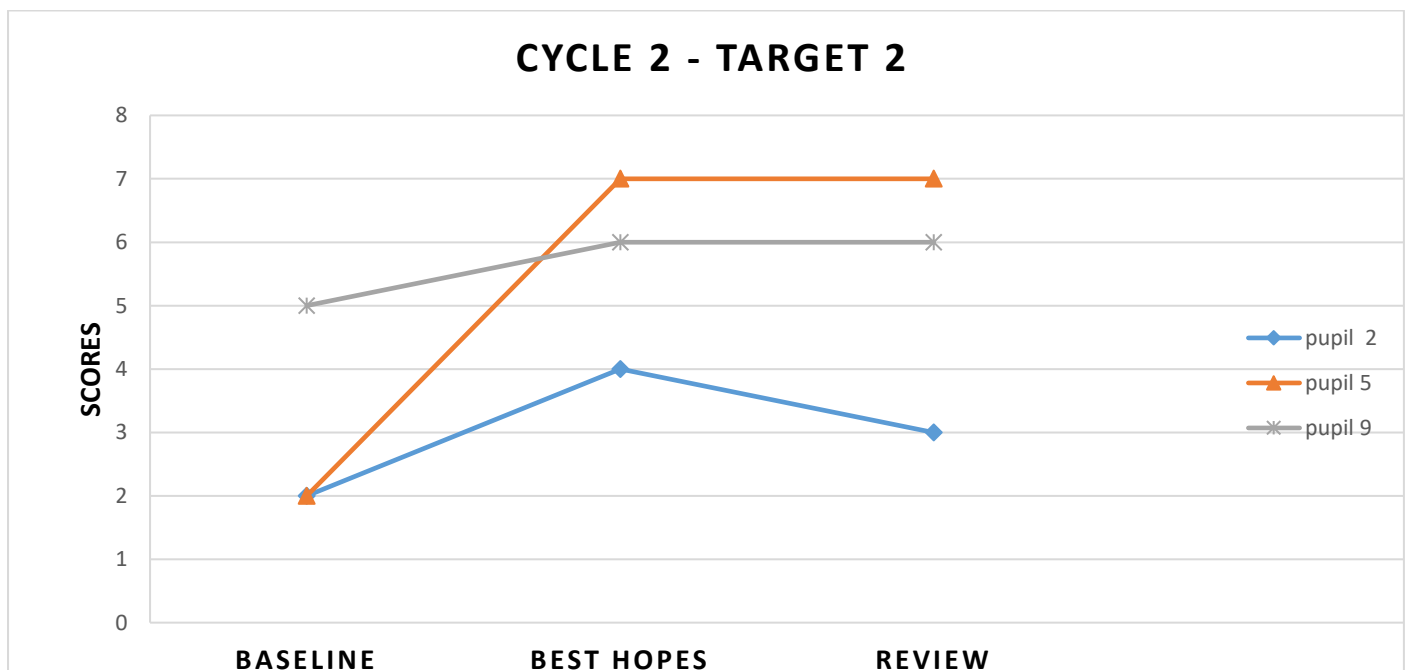
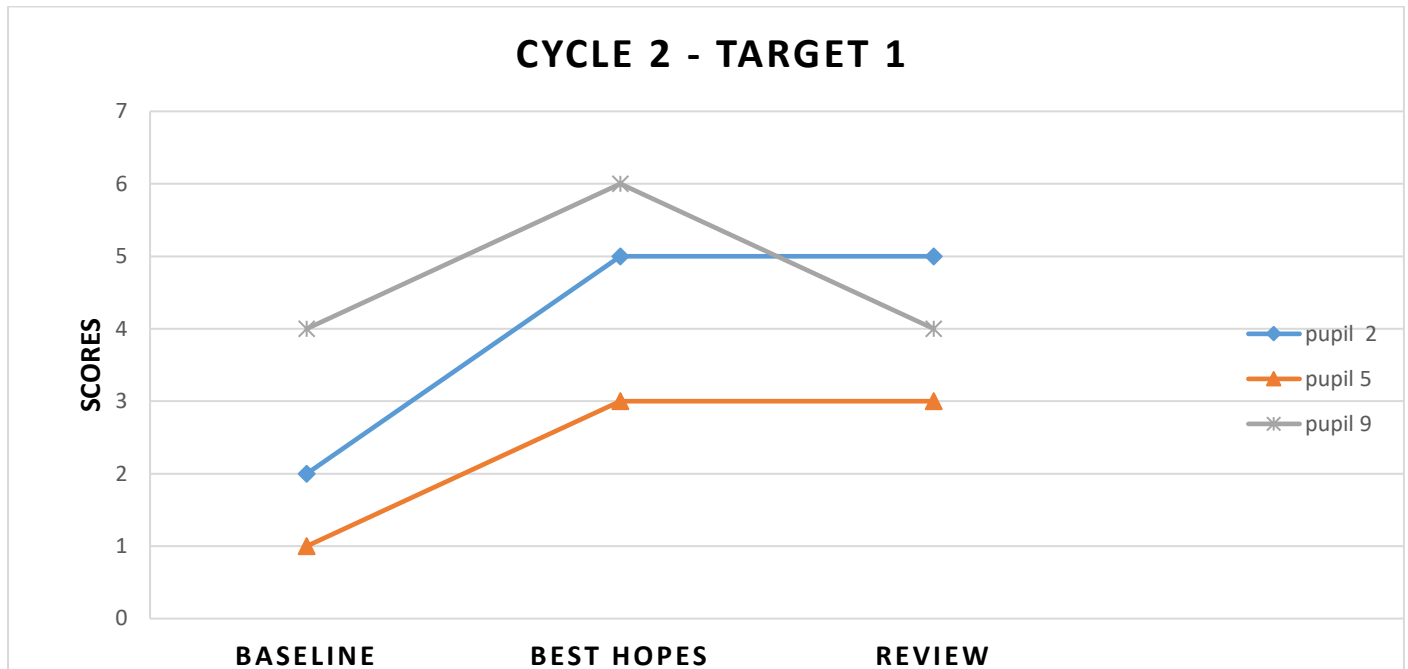
Rating: 1 2 **3** 4 **5** 6 **7** 8 9 10

What does that look like NOW (Jan)? A becomes dysregulated quickly and leaves the classroom 3 or 4 times a day. He does not use any strategies to help him feel calm. When he is outside of the classroom, he can become physically and verbally aggressive to the adults who try to support him.

What do we expect to achieve by MARCH? A will engage in twice weekly 1-1 intervention to help him identify his different feelings and communicate these safely to an adult. There will be less frequent incidents of physical and verbal aggression. He will be able to communicate with an adult effectively (e.g. verbally or using visual prompts) so that he is able to engage in a co regulation plan. A will be increasingly staying in the classroom, moving to his safe space (if necessary) at least 50% of the time.

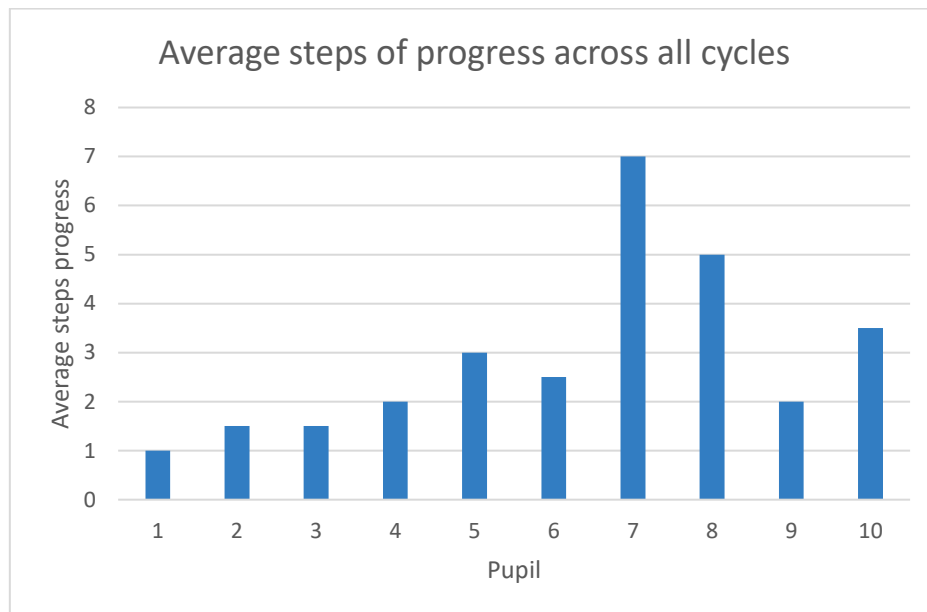
What does that look like on REVIEW (March)? A has engaged well with the 1-1 sessions and is able to recognise, name and describe happy, sad, relaxed and angry. There have been less incidents of physical and verbal aggression and he is leaving the classroom less frequently (approx. once a day). He will sometimes use his visual prompts and go to his safe space when reminded by an adult but is not yet doing this independently consistently.





Total difference scores

The scores can also be calculated as 'total difference' that is the total difference between baseline and the score at the review. All 10 plans with full data sets have positive difference scores. There is an average movement of 2.6 scale points on initial targets set showing good progress from starting points.



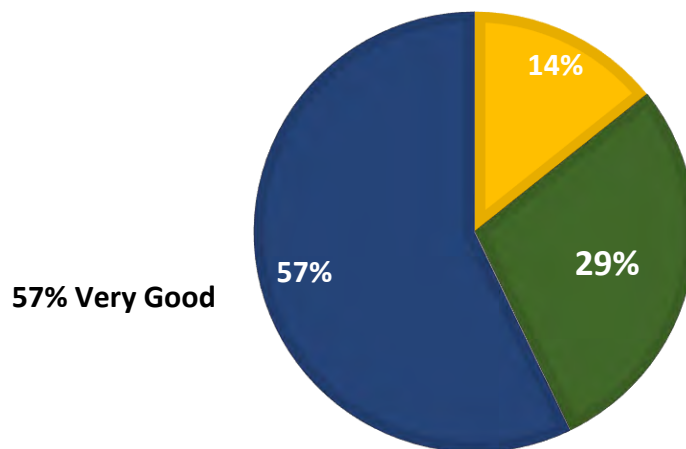
Comments

- The above charts show data from 10 pupils whose cases have been closed on the High Needs pathway. 3 of these pupils have data for two cycles of support.
- The data shows progress against the baseline score. All pupils made progress against the initial baseline and score recorded at review.
- Pupils generally did not achieve their 'Best Hopes' score set in the planning meeting. High expectations are encouraged when setting the target scores and if the descriptors are not detailed, the targets are less easily measurable and therefore open to adults having different perceptions of success.
- **All 10 plans with full data sets have positive difference scores** (this is a positive bias where involvement only ceases when positive change has been achieved). Overall, in plans with completed involvement, there is an average movement of 2.6 scale points on initial targets set showing good progress from starting points.

5. Feedback from Schools (data from 16 school responses in SISS Survey)

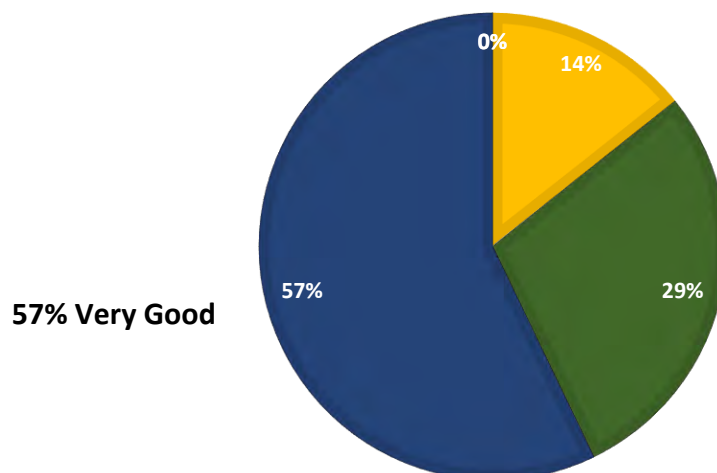
HOW WOULD YOU RATE THE SERVICE YOU'VE RECEIVED FROM THE HIGH NEEDS SEMH TEAM THIS ACADEMIC YEAR?

Very Poor Poor Satisfactory Good Very Good



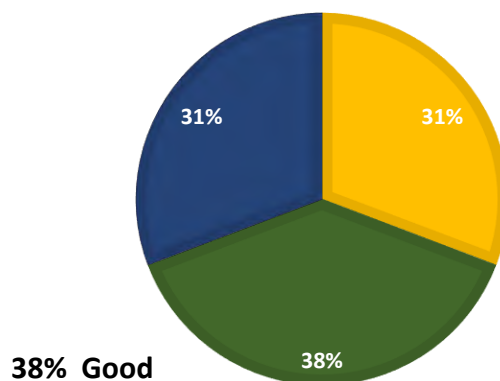
TO WHAT EXTENT HAS THE SUPPORT YOU'VE RECEIVED FROM THE HIGH NEEDS SEMH TEAM SUPPORTED YOUR SETTING WITH THE INCLUSION OF THE CHILD/CHILDREN OR YOUNG PEOPLE WITH SEMH?

Very Poor Poor Satisfactory Good Very Good



**TO WHAT EXTENT HAS THE SUPPORT YOU'VE RECEIVED FROM
THE HIGH NEEDS SEMH TEAM
IMPROVED OUTCOMES FOR THE CHILD/CHILDREN OR YOUNG
PEOPLE THE TEAM WORKED WITH**

■ Very poor ■ Poor ■ Satisfactory ■ Good ■ Very Good



What is going well? (Comments taken from SISS Survey and SENDCo network meetings)

- 'The Planning Meetings are structured and thorough – really useful and the visual aspect really helps with everyone's focus and engagement'
- 'The meetings feel really supportive. They have helped relationships between home and school'
- 'TMEs allow for all aspects of progress to be measured and help everyone to be more aware of small steps of achievement'
- 'The team are very knowledgeable, and we feel confident in their support. Their directed work is good and engages the students'
- 'We value having a team to discuss issues and bounce ideas off'
- Staff training has been practical, realistic advice Support for staff mental health and well-being. (They are) easily contactable and speedy responses. The team who wrapped around us were absolutely fantastic; they became very much a part of the wider school team and I'm not sure what we would have done without them'
- We have Clare, Jess and Katie. The focus that the team bring to the process - it has a strong direction once they are involved. Again the support for the parents - we had EP support for the family and now Chrissy is going to complete some family therapy'
- 'The team have had a flexible and understanding approach'
- We have valued the advice related to the child when he is in school to ensure approaches used are consistent. Regular TAC review meetings have been supportive of the challenges school have faced and what strategies could be put in place.
- 'Someone is on the end of the phone, if or when needed. Contact is made with parent to keep them fully informed and the ISP built a sound relationship with parent'
- 'The relationship between parents/school has greatly improved'
- 'We value the excellent support we have had from the High Needs Team'

What could be improved?

- 'It is all quite light touch for children who are extremely high need. We are still dealing with challenging behaviours on a daily basis'
- 'We feel the threshold is too high - whilst we appreciate the level of need needed for this pathway, there is a fine line between when the students meet the threshold and when they meet the threshold for permanent exclusion. It should be trusted that we have followed the correct APDR cycle and have evidenced need when we make the referral'
- 'Sometimes it can be hard to implement the bespoke provision the child requires (not High Needs team's fault)'
- 'More time to offer training and support TAs'
- 'Further supervision and emotional support for class teachers'
- 'Further support for parents. E.g. Relationship based play workshops'
- 'We need a bigger team to manage the increasing numbers'
- 'It would be good to extend the offer to offer more therapeutic interventions such as animal, art, dance, music therapies'

Comments

- This year, we have incorporated a High Needs Evaluation for both parents and schools in the annual SISS survey. Additional information was gathered from SENDCo network meetings.
- Because the majority of schools who had made referral to the team were primary schools, additional feedback was sought from secondary schools as to the reasons that they were not making referrals to the HN Pathway. The reasons stated were;
 - Serious one off incidents resulting in permanent exclusion which are not preventable
 - Other options were agreed (managed moves, alternative provision)
 - Non engagement of pupil
 - Paperwork requests are off putting (interventions led by the pastoral team rather than SEND team)

A number of secondary schools did not have awareness of the High Needs Pathway. This may be a result of recent changes in SENDCo's, as the pathway has been explained yearly at SENDCo network meetings since it's inception.

- We recognise that pupil evaluation and pupil voice has not been fully documented and that this is an area for development.
- Informal data has indicated that schools have appreciated the support and containment provided by the High Needs Team and that this lessened their perceptions of the severity of the problem and therefore their confidence in meeting the pupil's needs.

Comments in relation to feedback from schools

- *More time to offer training and support TAs'*
- *'Further supervision and emotional support for class teachers'*
- *'Further support for parents. E.g. Relationship based play workshops'*

The level and nature of the support a pupil, family school receives is agreed by all stakeholders at the planning meeting.

- *A number of secondary schools did not have awareness of the High Needs Pathway. This may be a result of recent changes in SENDCo's, as the pathway has been explained yearly at SENDCo network meetings since its inception.*

The pathway will be explained to new SENDCo's at the new SENDCo training delivered by SISS.

- *We feel the threshold is too high - whilst we appreciate the level of need needed for this pathway, there is a fine line between when the students meet the threshold and when they meet the threshold for permanent exclusion. It should be trusted that we have followed the correct APDR cycle and have evidenced need when we make the referral'*

The HN SEMH Pathway offer's intensive support to pupil's, schools and families. It is a limited resource and in order for the pathway to be equally accessible to all schools and target those pupils at serious risk of permanent exclusion, the panel needs evidence that a graduated approach has been implemented. This information will ordinarily be held in school for a pupil at risk of permanent exclusion.

- *'It would be good to extend the offer to offer more therapeutic interventions such as animal, art, dance, music therapies'*

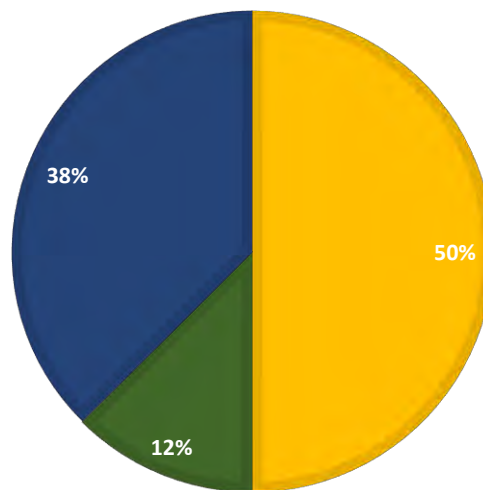
The addition of a play therapist to the team has allowed the team to extend its therapeutic work this year.

We are currently investigating a range of other evidence-based approaches that may support pupils and parent further.

6. Feedback from Families (data from 8 parent/carer responses in SISS Survey)

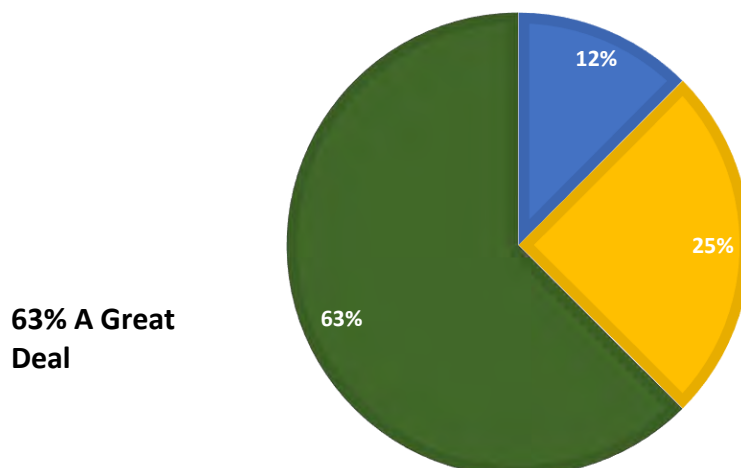
SINCE THE START OF THE HIGH NEEDS PATHWAY, ARE YOUR CHILD'S NEEDS;

■ Much Worse ■ Slightly Worse ■ About the same ■ Slightly Better ■ Much Better



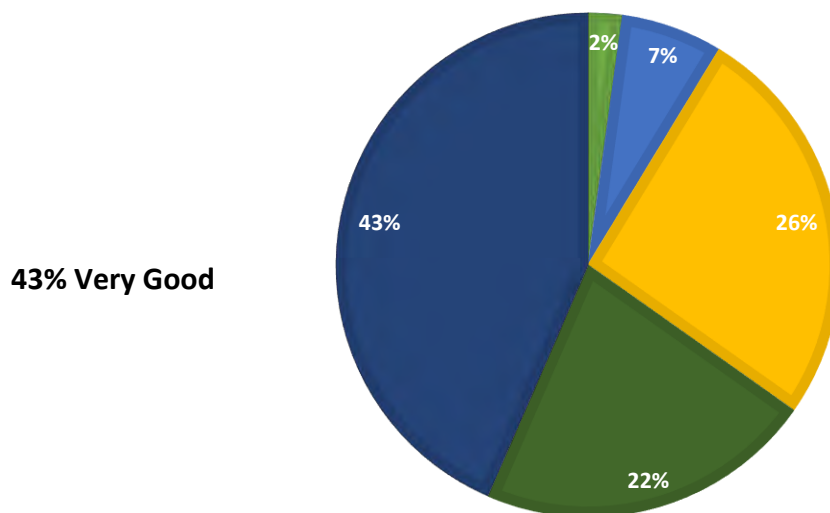
HAS THE HIGH NEEDS PATHWAY BEEN HELPFUL IN OTHER WAYS, E.G. PROVIDING INFORMATION, IMPROVING THINGS AT HOME, OR HELPING THE SCHOOL MEET THE NEEDS OF YOUR CHILD?

■ Not at all ■ A Little ■ Quite a Lot ■ A Great Deal



OVERALL, HOW HIGHLY WOULD YOU RATE THE QUALITY OF THE SUPPORT THAT YOU AND YOUR CHILD HAVE RECEIVED THROUGH THE SEMH HIGH NEEDS PATHWAY?

■ Very Poor ■ Poor ■ Satisfactory ■ Good ■ Very Good



What is going well? (comments taken from SISS Survey and additional email responses)

- ✓ 'Thank you for how you made my child feel, like they were being understood when others don't seem to understand'
- ✓ 'I have valued feeling informed, feeling heard, feeling seen! This has been the best thing that happened to us as a family'
- ✓ 'Lots of information and advice have been given to us and the school'
- ✓ 'We're being guided very effectively in the process to get (our child) the support he needs'
- ✓ 'There has been plenty of communication and support and also consistently of speaking with the same members of staff. We feel you have chance to get to know and trust the staff supporting us'
- ✓ 'Never giving up and exploring everything. Being able to provide what my child needed to succeed'
- ✓ 'Shelley has been absolutely amazing, going above and beyond for that little boy who needed an advocate. I truly feel the relationship that (my child) built with Shelley was the starting foundation of him realising the world is an ok place. I can't put into words how grateful we are'
- ✓ 'We have been very happy. The support is good'
- ✓ 'The work Clare and Katie have done has been so immensely appreciated as the impact you guys have had on her has been amazing. She has less meltdowns and is so much more aware of what she is doing and how everyone is feeling! I honestly don't know what I would have done without you guys. I was at my wits end and now feel can manage so much better'

Comments in relation to feedback from parents

- *'Earlier intervention as a possible suggestion'*

As part of the graduated approach, schools will use their targeted support and specialist services to intervene early.

- *'More enforcement needed to make school follow recommendations'*

The Specialist Inclusion Support Service work collaboratively with schools to advise schools and to deliver training and guidance where schools are having difficulty implementing advice.

- *'There are lots of different contacts and it can be bewildering'*

A handy guide for parents including contacts will be developed.

- *'There is not enough time taken and it is not personalised enough'*

Each high needs plan is bespoke for the child, support and actions are agreed at the planning meeting and reviewed regularly.

What could be improved?

- *'Earlier intervention as a possible suggestion'*
- *'More enforcement needed to make school follow recommendations'*
- *'There are lots of different contacts and it can be bewildering'*
- *'There is not enough time taken and it is not personalised enough'*

Comments

- With less CEPs capacity, there has been a gap in support for families this year, despite some being able to access Play Therapy intervention.
- We have been able to continue working flexibly with families and many pupils have benefitted from ISP interventions at home, in particular if the pupil has been on a reduced timetable.
- Parent workshops offered as a universal offer by CEPs for all families was only taken up by 3 families. 7 families accessed 6 weekly 1-1 support sessions.
- The majority of 1-1 work with parents/carers focussed on their emotional containment, and supporting them with practical strategies to support their child at home; such as emotion coaching, connection activities, and bedtime routines. Parental wellbeing and self-care was also a common theme.
- When asked if they found the support helpful, families who accessed either CEPs or Play therapy support all reported either 'Quite a Lot' (50%) or 'A Great Deal' (50%).
- Additional evaluation feedback collected by CEPs was very positive. Verbal feedback included valuing the opportunity to be heard and listened too, as well as the opportunity to offload without judgement. They valued the strategies that could be easily implemented at home such as co-regulation and emotion coaching in particular.

7. Summary and Recommendations

The primary aim of the SEMH High needs pathway is to reduce permanent exclusions. Data in this report evidences that this is the case for the majority of those pupils on the pathway. Although exclusion and suspension data has been unusually high this year, other supporting data suggests that for those children on the SEMH HN pathway outcomes are good and pupils are less likely to be excluded. We realise that this benefit can only be achieved with joined up working between all parties and a clear shared understanding of the expectations and commitments of all involved. We have recognised that there is a deficit in support for the family of pupils and we would like to make provisions to address this in the future. It is also evident that an effective graduated approach procedure within schools and timely referrals to the pathway both support positive outcomes for pupils.

Recommendations for 2023/4;

- To further consult with Secondary Schools in order to develop the provisions that will support them in making referrals to the pathway and so reducing the numbers of permanent exclusions.
- To offer a flexible consultancy model with CEPs. This would enable teachers, professionals in school and families to access targeted support within CEPs staffing capacity.
- To equip the High Needs Team with further resources and training to support parents and families e.g. through looking at increased capacity for family play therapy and through offer of further approaches such as Non Violent Resistance (NVR) integrated approach.
- To explore off site community provision to support pupils and families in their local area, building links for holiday times and parental support.
- To explore further collaboration with the Inclusion Team to allow for further joined up working.
- To develop a robust and effective evaluation process including pupil voice.
- To share clear expectations and commitments with all of the Team around the Child on referral and at the Planning Meeting.
- To further support schools in evidencing the graduated approach through working in further collaboration with our SISS SEMH traded services.
- To continue to develop a more effective exit/transition plan in collaboration with SEMH traded services.
- To continue to work with admin support to develop and refine workflow and record keeping.

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