

## Social, emotional and mental health (SEMH) support guidance

The SEN Support provision encourage all schools and settings to offer support for children with social, emotional and mental health needs.

### Whole-School Approaches:

- Have a supportive ethos and environment which promotes respect and values diversity
- Have a clear policy, consistently applied, to manage behaviour positively
- Staff development to support their own wellbeing and that of children
- Curriculum teaching and learning (Spiritual, Moral, Social and Cultural development) to promote SEMH
- Implement a whole setting approach (e.g., Nurturing Schools, Mentally Healthy Schools) and help children explain, understand and find ways to manage their emotions through explicit teaching, modelling and reinforcement
- Consider training to support early intervention and help manage complex or challenging behaviour
- Have effective pastoral systems which support emerging difficulties at an early stage
- Work with and support parents and carers (e.g., support groups, coffee mornings, signposting key support services)
- Provide appropriate training about SEMH and mental health to ensure staff confidence
- Identify a senior lead for mental health who completed the DfE senior mental health lead training, as well as a mental health champion training.
- Encourage multi-agency working to ensure effective support for families (e.g., Family Wellbeing Service)



### Suggested SEND Support strategies in the classroom:

#### Environment

- Have clear classroom routines and explicit expectations for behaviour and learning
- Display classroom rules and routines for children to refer to and use visual prompts as reminders
- Provide structure, organisation and predictability in the classroom environment
- Provide visual support prompts (e.g., good sitting, good looking, good listening)
- Allow access to an identified quiet or 'calm-down' space



## Relationships and communication

- Create a [one page profile](#) involving parents/carers and the child in identifying how best to support
- Plan targeted opportunities to build positive relationships with the child
- Seat child by a more confident or settled peer or 'buddy'
- Identify a key person to talk about worries and support with problem solving



## Social and emotional learning

- Model, coach and reinforce skills for collaborative group work
- Build self-confidence by finding out what children know about or are good at, and celebrate this
- Teach children specific behavioural skills (e.g., how to ask for help)
- Give them a responsibility or special role to increase self-esteem and empower them

## Teaching

- Set tasks with clear goals, outputs and timescales for completion
- Use short, clear instructions; recap and reinforce these during learning tasks and activities.
- Make tasks short, with frequent breaks and opportunities to move around
- Provide 'scaffolding' in the form of writing frames, word mats, relevant classroom displays, access to technology
- Remind them of a rule or expectation, rather than 'telling them off.' Label the behaviour, not the child. Say what you want them to do, rather than what you don't
- Make an effort to 'catch them being good' and praise. Use private signal system to let the child know when they are off task or behaving inappropriately



## Suggestions for the SENDCo:

- Identify need and monitor impact of interventions (e.g., [SDQ](#), [Boxall profile](#))
- Plan targeted support and seek advice from external providers, including referrals to appropriate services
- Continue the [cycle of support](#) (assess, plan, do, review) while specialist advice is sought
- Consider small group or individual support (e.g., nurture provision, [ELSA](#))
- Consider advice from [Educational Psychology and Specialist Support](#) (LEPS) or alternative providers

- Consider outreach advice and support from an appropriate support service (e.g. [SENDIASS](#))
- Consider calling the Early Years Inclusion Advice Line for advice (0116 305 7136)
- Consider whether multi-agency support for the family would be helpful (e.g. [Children and Family Wellbeing Service](#).)
- Consider a referral to [School to School Support](#) and [Inclusion Forums](#) for advice, support and/or training
- For settings, consider an accessing [SEND Drop Ins](#)
- For details of mental health services for children in Leicestershire: [Information for schools](#)
- Consider Children and Adolescent Mental Health Services ([CAMHS](#))
- Give them responsibilities to raise confidence and self-esteem



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