

SOCIAL EMOTIONAL AND MENTAL HEALTH REVIEW

To: Cambridgeshire Schools Forum
Date: 19th January 2018
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1.0 INTRODUCTION

- 1.1 This report provides an update on the Review of provision for children and young people with Social, Emotional and Mental Health needs (SEMH).
- 1.2 A scoping document provided a rationale for this piece of work which set out the following issues:
- Surplus places in SEMH special schools;
 - Location of schools according to need;
 - Some cross border placements;
 - A number of pupils with SEMH needs in independent SEMH schools;
 - A significant number of individual tuition packages for children and young people with SEMH needs;
 - Use of college courses 14 – 16 years.

2.0 AIMS OF THE REVIEW

- 2.1 To identify the level of sustainable provision required to meet SEMH needs locally, taking account of demographic growth;
- 2.2 To review out of county placements to establish what is needed locally;
- 2.3 To set out recommendations to ensure consistent high quality specialist SEMH provision;
- 2.4 Ensure co-production with key partners, including young people, parent carers and schools.

3.0 KEY QUESTIONS

- 3.1 Is current local provision adequate to meet needs now and in the future, and does it have a positive impact on pupil attainment/outcomes?
- 3.2 What models are there in the country that support young people to remain in their community and impact positively on outcomes?
- 3.3 What is a financially sustainable model that meets needs in the community and improves outcomes?
- 3.4 Should any proposed model include use of independent specialist provision?
- 3.5 What provision could be offered to children and young people with SEMH needs who are looked after and/or require 52 week provision?

- 3.6 What provision is required post 16?
- 3.7 How can we ensure effective transition into adult life?
- 3.8 How can we improve listening to the voice of the children and their parents/carers?

4 SOURCES OF INFORMATION

- 4.0 Discussions with key council officers.
- 4.1 Visits to SEMH schools and discussions with SEMH school leaders.
- 4.2 Consideration of SEMH schools and council websites.
- 4.3 Meeting with a group of representative primary head teachers.
- 4.4 Collation and analysis of a range of data and information, including financial information.
- 4.5 Investigation of other LA information/examples of effective practice elsewhere.
- 4.6 Outcomes of the SEMH pilots.

5 INITIAL EMERGING THEMES

- 5.1 Specialist SEMH provision is not geographically dispersed with two of the schools in close proximity and both catering for a similar cohort of pupils.
- 5.2 Some children are travelling long distances to access specialist education.
- 5.3 Appropriateness of accommodation is an issue on three of the four sites visited.
- 5.4 While exclusions are low, it is not clear whether the alternatives are leading to better outcomes for children and young people.
- 5.5 Identification of needs and the right provision to meet those needs has been late for some pupils, making it difficult for them to make as good progress as they might if they had the right provision at the right time.
- 5.6 Profile of needs of pupils in specialist provision would suggest that the right needs are not always being identified early enough and then the right interventions/support put in place. There needs to be better guidance and support in place to help schools. School want advice and support that is in addition to and different from what they already have in place.
- 5.7 Some of the behaviours of pupils are a consequence of unmet learning needs/disability needs, some as a consequence of their disability/medical conditions, some from challenging home circumstances and life experiences, and

some from environmental factors. Different approaches are needed to reflect the different needs and there needs to be clear links/coordination with provision/support for other types of needs.

5.8 In line with national picture, the pupils are predominantly boys. There is a need to reflect on why this might be the case and consider what strategies might best support boys.

5.9 Currently there is not a clear framework for coordinated and targeted school to school and cross agency support.

6 NEXT STEPS

6.1 A working group of key partners.

6.2 Task and finish groups set up to progress key elements of work.

6.3 Ensure linked through an overarching approved SEND Strategy.

6.4 Link to SEND Sufficiency/Needs analysis work undertaken across Cambridgeshire and Peterborough.

6.5 An agreed plan of action for provision July 2018.

7 RECOMMENDATION

7.1 Members of the Schools Forum are asked to note and comment on the report.