



Stockton-on-Tees  
BOROUGH COUNCIL

# Special Educational Needs Provision Guidance



## **Ref: SEN Code of Practice**

### **Social, emotional and mental health difficulties**

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 These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.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.

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.

### **Quality First Teaching**

The Child or Young Person may experience low level / low frequency difficulties with following classroom routines, complying with adult direction, responding appropriately to social situations, forming and sustaining relationships with peers, immature social/emotional skills e.g. difficulties with turn-taking, reciprocal attention, sharing resources etc, social isolation e.g. tends to play alone, low-level anxiety in social situations.

These difficulties are not severe or enduring and can be managed effectively in a setting with a positive and caring ethos where rules are applied consistently.

### **SEN Support**

The Child or Young Person experiences frequent and persistent difficulties with incidences of non-compliant and uncooperative behaviour e.g. refusal to work, disrupting the learning of others, self-regulating e.g. frequent emotional or aggressive outbursts, sexualised language, anxiety, mood swings, unpredictable behaviour, which affect relationships, significant self-esteem issues affecting relationships and behaviour patterns ('acting in' or 'acting out'), behaviour causing a barrier to learning e.g. Child or Young Person disengaging, may destroy own / others' work, use work avoidance strategies, concentration very limited, socialising with peers and adults e.g. lack of empathy, victim or perpetrator of bullying, may show low mood or refuse to communicate for periods of time, risk of isolation or becoming socially vulnerable.

### **HNF SEN Support/ Additionally Resourced Provision / EHCP (Mainstream)**

The Child or Young Person experiences significant complex, frequent and persistent SEMH needs with an accumulation of layered needs, which could include mental health, relationships, learning, communication and sensory.

This may include: daily incidences of non-compliant and uncooperative behaviour which are long-lasting and frequent e.g. refusals to work, defiance, frequently leaving classroom/school site, poor self-regulating e.g. intense emotional or aggressive / uninhibited outbursts, high levels of anxiety, hyper-vigilance, mood swings, deteriorating/anti-social relationships, behaviour causing significant barrier to learning e.g. destroying own / others' work, significant difficulties socialising with peers and adults e.g. lack of empathy, victim or perpetrator of bullying, at risk of permanent exclusion, isolation or becoming socially vulnerable

### **EHCP (Specialist Provision)**

In addition to the above

The Child or Young Person experiences complex, frequent and persistent SEMH needs. The Child or Young Person's behaviour is unpredictable and dangerous, with intense episodes of emotional and/or challenging behaviour, severely disrupting the learning of self and others.

SEMH needs may be compounded by co-existing difficulties. The Child or Young Person is extremely vulnerable and there are safeguarding issues to consider due to acute levels of mental health concerns and increased risk-taking behaviours.

