

Social, Emotional and Mental Health Needs

Threshold Descriptors Overview		Assessment, Intervention, Provision and Resources
<p>Threshold 1</p> <p>Mild</p>	<ul style="list-style-type: none"> • Presenting with some low-level features of behaviour, emotional, social difficulties. • Sometimes appear isolated, have immature social skills, be occasionally disruptive in the classroom setting, be overactive and lack concentration. • Follows some but not all school rules/routines around behaviour in the school environment. • Some difficulties with social /interaction skills. • Signs of stress and anxiety and/or difficulties managing emotions on occasions. 	<p>Please refer to information contained within the Threshold 1 Social, Emotional and Mental Health section of the School Age Guidance.</p>
<p>Threshold 2</p> <p>Mild - Moderate</p>	<p>Difficulties identified at Threshold 1 continue/worsen and there has been no significant measured change in the target behaviour/social skill despite quality first teaching and Threshold 1 interventions being in place.</p> <ul style="list-style-type: none"> • SEMH continues to interfere with young person’s social/learning development across a range of settings and young person does not follow routines in school consistently. • Becoming socially and emotionally vulnerable, withdrawn, isolated, and unpredictable patterns of behaviour that impact on learning may be beginning to emerge. • Shows patterns of stress/anxiety related to specific times of the day. • Preference for own agenda and be reluctant to follow instructions. • Begun to experience short term behavioural crises. 	<p>Please refer to information contained within the Threshold 2 Social, Emotional and Mental Health section of the School Age Guidance.</p>

Threshold 3	<p>Difficulties identified at Threshold 2 continue/worsen and there has been no significant measured change in the target behaviour/social skill despite quality first teaching and Threshold 1 and 2 interventions being in place.</p> <ul style="list-style-type: none"> • SEMH interferes more frequently with young person’s social/learning development across a range of settings and young person does not follow routines in school without adult support. • More sustained difficulties in social interactions/relationships with both adults and peers, including difficulties managing a range of emotions. • Remains socially and emotionally vulnerable, withdrawn, isolated, and susceptible to unpredictable patterns of behaviour that impact on learning. • Patterns of stress/anxiety related to specific times of the day have become more common. • Preference for own agenda and may be reluctant to follow instructions. • Short-term behavioural crises have become more frequent and are more intense. 	<p>Please refer to information contained within the Threshold 3 Social, Emotional and Mental Health section of the School Age Guidance.</p>
Moderate	<p>Continues to present with significant and persistent levels of behaviour, emotional, social difficulties which are now more complex, and which necessitate a multi-agency response.</p> <ul style="list-style-type: none"> • Does not have the social and emotional skills needed to cope in a mainstream environment without adult support for a significant proportion of the school day. • Significant and increasing difficulties with social interaction, social communication and social understanding which regularly impact on classroom performance. • Increasingly isolated and struggles to maintain positive relationships with adults or peers. • Careful social and emotional differentiation of the curriculum essential to ensure access to the curriculum and progress with learning. 	<p>Please refer to information contained within the Threshold 4a Social, Emotional and Mental Health section of the School Age Guidance.</p>
Threshold 4a	Significant	

<p>Threshold 4b</p> <p>Significant</p>	<p>Continues to present with severe and persistent levels of behaviour, emotional, social difficulties which continue to be complex and long term, and which necessitate a continued multi-agency response.</p> <ul style="list-style-type: none"> • Does not have the social and emotional skills needed to cope in a mainstream environment without adult support for a significant proportion of the school day. • Significant and increasing difficulties with social interaction, social communication and social understanding which regularly impact on classroom performance. • Increasingly isolated and struggles to maintain positive relationships with adults or peers. • Careful social and emotional differentiation of the curriculum essential to ensure progress with learning. • Complex Needs identified. 	<p>Please refer to information contained within the Threshold 4b Social, Emotional and Mental Health section of the School Age Guidance.</p>
<p>Threshold 5</p> <p>Severe</p>	<p>Severe and increasing dysregulated behaviour, often compounded by additional needs and requiring provision outside the mainstream environment, including:</p> <ul style="list-style-type: none"> • Moderate/ severe learning difficulties, mental health difficulties, acute anxiety, attachment issues. • Patterns of regular school absence. • Incidents of absconding behaviour. • Disengaged from learning, significant under-performance. • Verbally and physically aggressive. • Reliant on adult support to remain on task. • Struggles with change – both to routines and relationships. • Regular use of foul and abusive language. • Engaging in high-risk activities both at school and within the community. • Difficulties expressing empathy, emotionally detached, could have tendency to hurt others, self or animals. • Issues around identity and belonging. • Needing to be in control, bullying behaviours (victim & perpetrator). • Difficulties sustaining relationships. • Over-friendly or withdrawn with strangers, at risk of exploitation. • Provocative in appearance and behaviour, evidence of sexualised language or behaviours. • Slow to develop age-appropriate self-care skills due to levels of maturity or degree of Learning Difficulties. • Physical, sensory and medical needs that require medication and regular review. • Complex needs identified. 	<p>Please refer to information contained within the Threshold 5 Social, Emotional and Mental Health section of the School Age Guidance.</p>

<p>Threshold 6</p>	<p>Continuing profound and increasing dysregulated behaviour, often compounded by additional needs and requiring continued provision outside the mainstream environment, including:</p> <ul style="list-style-type: none"> • Significant challenging behaviour. • Requiring a range of therapeutic interventions or referral to specialist support services (CAMHS, YOS). • Unable to manage self in group without dedicated support. • Subject to neglect, basic needs unmet or preoccupied with hunger, illness, lack of sleep, acute anxiety, fear, isolation, bullying, harassment, controlling behaviours. • Consistent use of foul and abusive language. • Involved in substance misuse either as a user or exploited into distribution/selling. • Poor attendance requires high level of adult intervention to bring into school, even with transport provided. <ul style="list-style-type: none"> • Refusal to engage, extreme abuse towards staff and peers, disengaged, wilfully disruptive. • Regular absconding behaviour. • Significant damage to property. • Requiring targeted teaching in order to access learning in dedicated space away from others. • Health and safety risk to self and others due to increased levels of agitation and presenting risks. • Sexualised language and behaviour, identified at risk of Child Sexual Exploitation (CSE). • Complex needs identified. 	<p>Please refer to information contained within the Threshold 6 Social, Emotional and Mental Health section of the School Age Guidance.</p>
<p>Threshold 7</p>	<p>Continued long term and complex behavioural, emotional, and social difficulties, necessitating a continued multi-agency response coordinated as annual, interim or emergency SEND review and met in specialist provision. Needs likely to include:</p> <ul style="list-style-type: none"> • Self-harming behaviour. • Attempted suicide. • Persistent substance abuse. • Extreme sexualised language and behaviour, sexually exploited. • Extreme violent/aggressive behaviour. • Serious mental health issues. • Long term non-attendance and disaffection. • Regular appearance in court for anti-social behaviour/criminal activity. <ul style="list-style-type: none"> • Puts self and others in danger. • Frequently missing for long periods. • Extreme vulnerability due to MLD/SLD. • Medical conditions that are potentially life threatening and cannot be managed without dedicated support. • Complex needs identified. 	<p>Please refer to information contained within the Threshold 7 Social, Emotional and Mental Health section of the School Age Guidance.</p>

Social Emotional and Mental Health: PfA Outcomes and Provision

Post 16

	Employability/Education	Independence	Community Participation	Health
Post 16/19	<p>YP is able to have acquired the necessary social skills to interact with employers and clients in order to function effectively in apprenticeships, internships and traineeships as required.</p> <p>YP will have appropriate communication and interaction skills to facilitate the development of relationships with peers within the workplace/education environments to promote emotional wellbeing.</p> <p>YP is able to understand and manage their feelings and emotions, accessing appropriate strategies or assistance as required.</p>	<p>YP is able to understand their right to make choices, and to exercise decision making in relationships with others with emphasis on best interests and informed consent.</p> <p>YP will have an awareness of boundaries and social conventions with respect to a range of relationships and social situations (including online).</p> <p>YP is able to recognise potential abusive and exploitative behaviour in others and will be able to make safe choices.</p> <p>YP is able to understand different types of living arrangements and those which are positive and possible in relation to their own circumstances.</p>	<p>YP is able to understand and manage their feelings and emotions, accessing appropriate strategies or assistance as required to facilitate/mediate interactions with others.</p> <p>YP will have developed appropriate social skills in order to establish new friendships in the context of community involvement.</p> <p>YP is able to demonstrate awareness of social conventions and boundaries and will be able to negotiate these to maintain personal safety while in the community.</p> <p>YP is able to have an awareness of boundaries and social conventions with respect to a threshold of relationships and social situations (including online).</p> <p>YP is able to recognise potential abusive and exploitative behaviour in others and will be able to make safe choices.</p> <p>YP is able to understand risks associated with drugs and alcohol and will adhere to legal restrictions with regard to these substances.</p>	<p>YP is able to engage with self-care routines in order to maintain appropriate levels of personal hygiene. To include their environment.</p> <p>YP is able to make safe choices in relation to sexual health.</p> <p>YP is able to understand and manage their feelings and emotions, accessing appropriate strategies or assistance as required to maintain emotional wellbeing.</p> <p>YP is able to employ strategies to maintain good mental health. To include recognition of times when they are not coping and being able to seek assistance as required.</p>

Social Emotional and Mental Health: PfA Outcomes and Provision

Post 16

	Employability/Education	Independence	Community Participation	Health
Post 19	<p>YP will have acquired the necessary social skills to interact with employers and clients or academic staff in order to function effectively in voluntary work, paid work or Higher Education as required.</p> <p>YP will have appropriate communication and interaction skills to facilitate the development of relationships with peers within the workplace/education environments to promote emotional wellbeing.</p> <p>YP is able to understand and manage their feelings and emotions, accessing appropriate strategies or assistance as required.</p>	<p>YP is able to make positive choices in relation to their own living arrangements considering circumstances and possible options best suited to facilitate social and emotional wellbeing.</p>	<p>YP will have developed appropriate social skills in order to maintain friendships in the context of community involvement.</p> <p>YP is able to demonstrate awareness of social conventions and boundaries and will be able to negotiate these to maintain personal safety while in the community.</p> <p>YP will have an awareness of boundaries and social conventions with respect to a range of relationships and social situations (including online).</p> <p>YP is able to recognise potential abusive and exploitative behaviour in others and will be able to make safe choices.</p> <p>YP is able to understand risks associated with drugs and alcohol and will adhere to legal restrictions with regard to these substances.</p>	<p>YP is able to engage with self-care routines in order to maintain appropriate levels of personal hygiene. To include their environment...</p> <p>YP is able to make safe choices in relation to sexual health.</p> <p>YP is able to understand and manage their feelings and emotions, accessing appropriate strategies or assistance as required.</p> <p>YP is able to employ strategies to maintain good mental health. To include recognition of times when they are not coping and being able to seek assistance as required.</p>

Social Emotional and Mental Health: PFA Outcomes and Provision

Post 16

	Employability/Education	Independence	Community Participation	Health
Provision	<p>Highly supported work experience placements and short-term training opportunities with specific teaching in relation to interactions with employers, peers and clients in preparation for access to longer term learning provision and/or employment.</p> <p>An adapted curriculum/work-based training programme to consider the YP's emotional/mental health needs and appropriate provision to ensure the promotion of positive mental health and wellbeing.</p> <p>Regular monitoring of the YP's workload, behaviour patterns, interactions with others to identify early indications of stress, anxiety, depression etc. ensuring that appropriate steps are taken to support the YP to manage this as required.</p> <p>Adult guidance and support to apply my regulatory or coping strategies and provision within the workplace or education setting to accommodate these.</p> <p>Access to agencies/organisations who provide mental health and emotional support within the workplace or education setting as appropriate.</p>	<p>Access to programmes designed to support and develop the YP's awareness of social boundaries and conventions in relation to a range of social situations and relationships.</p> <p>Adult support and guidance to ensure that the YP is able to apply taught knowledge and skills to enable them to make safe choices within the community.</p> <p>Specific teaching in relation to risks associated with social media/online communities and guidance and support to apply protocol relating to e-safety.</p>	<p>Access to programmes designed to support and develop the YP's awareness of social boundaries and conventions in relation to a range of social situations and relationships.</p> <p>Adult support and guidance to ensure that the YP is able to apply taught knowledge and skills to enable them to make safe choices within the community.</p> <p>Community based activities/groups appropriate to the YP's age and developmental level designed to facilitate socialisation and the development of friendships.</p> <p>Links to organisations who provide social and emotional support as required.</p> <p>Specific teaching in relation to risks associated with drugs, alcohol, criminal activity, social vulnerability and provision of information to support the YP's understanding of these and ability to make safe choices.</p> <p>Specific teaching in relation to risks associated with social media/online communities and guidance and support to apply protocol relating to e-safety.</p>	<p>Programmes of activities designed to promote positive self-care routines (relating to personal care and the home/work environment) and support to apply and embed these within daily routines.</p> <p>Programmes of activities and provision of information relating to sexual health and associated risks and support and guidance as required to enable the YP to make positive relationship choices and remain safe.</p> <p>Information and guidance to positive mental health and wellbeing and individual programmes of activities to identify coping strategies and mechanisms in accordance with the YP's circumstances and emotional/mental health needs.</p> <p>Links to agencies /organisations who provide mental health and emotional support as required.</p> <p>Access to emotional support workers as required.</p>