

Services in Leeds to support children  
and young people's social, emotional  
and mental health and wellbeing

# Guide for practitioners at September 2016





We want Leeds to be the best place for all our children and young people to grow up – a child friendly city.

To make this ambition a reality, some important things need to happen: different services must work together effectively; families must receive timely, consistent information; and we must target our support to the children and young people who need it the most. When we do this well we can be confident that we'll provide the right services, in the right place and at the right time.

The Leeds local offer helps us to make this happen. It brings together and describes our full 'offer' for the families of children and young people with social, emotional and mental health needs and makes this available in one place online, so that it's it

easier for families to find the help they are looking for. We've worked with both service providers and service users to develop the offer in a way that makes sense. People can find what's available both locally and across the city and can search for help that relates to the different ages and stages of a child's journey.

In Leeds we also have a strong commitment to three clear behaviours: listening to the voices of children, young people and families; working restoratively with people to help improve their lives; and demonstrating clearly how services we provide help to improve outcomes.

As we further develop our local offer these behaviours will underpin everything we do. We will continue to learn from the feedback that families give us, to shape the offer based on a deep

understanding of needs across the city and to demonstrate at every stage how we're making a difference.

We know that it can feel challenging and complicated for parents and carers to support children and young people with social, emotional and mental health needs.

Our services are here to help and our aspiration is that the local offer will be the first point of reference for valuable information and advice.

So whether its specialist services, general support or a specific need that must be met, please do use the local offer to find what you need, it's a key part of our commitment to a more child friendly Leeds.



**Councillor Lucinda Yeadon**  
Chair of the complex needs partnership board

**Nigel Richardson**  
Director of children's services

## Share your feedback on this guide

This guide was produced in March 2016 and refreshed in September 2016. It was produced by a working group that includes education, health and social care colleagues. We would like to know what you think of both the content and the format. We will use your feedback to make amends when we review this guide.

To give feedback, please email: [bpteam@leeds.gov.uk](mailto:bpteam@leeds.gov.uk) with the subject 'SEMH offer feedback'.

**If you need advice in a hurry, go straight to page 6 for details of who to contact.**



## What is this guide about?

We hope this will be useful for practitioners in all kinds of children's services, especially colleagues in schools. We have also produced a version for families.

Useful contacts and publications, and details of research and policy documents we have used to inform this guide, are on the last page.

**This guide DOES NOT replace local safeguarding and child protection policy.** Concerns about a child or young person's safety and wellbeing must be addressed using Leeds Safeguarding Children Board policies as always. If you have a concern as a practitioner, please call the Social Care Duty & Advice team on: **0113 3760 336** ( 9am to 5pm ) or the Emergency Duty team on **0113 240 9536** (out of office hours).

**If you feel that a child is immediately at risk of harm, contact the emergency services on 999.**

### Terms used in this guide:

**In this guide we shorten the term 'social, emotional and mental health' to 'SEMH' to make it easier to read. We shorten 'special educational needs and/or disabilities' to 'SEND'.**

This guide looks in detail at services in Leeds to support children and young people's social, emotional and mental health (SEMH). It includes education, health and social care services, and also sets out expectations of all local schools and settings in supporting SEMH needs. This guide is part of the Leeds local offer ([www.leedslocaloffer.org.uk](http://www.leedslocaloffer.org.uk)), which sets out all services in Leeds for children and young people aged 0-25 who have any kind of special educational need and/or disability (SEND).

Please bear in mind as you read this guide: every child or young person is an individual with their own needs and situation. This guide aims to give you general information about support in Leeds. If you want to talk about your individual situation, we recommend that you talk to some of the contacts we have listed on the last page for specific advice.

## What does the law say about this?

The Children and Families Act 2014 local offer regulations require all local authorities (LAs) and health services to publish details of the 'local offer' of all services across education, health, and social care for children and young people aged 0-25 who have SEND needs of any kind. This must include references to SEMH needs. All the information must be in one place, both on a website and non-digitally. This aims to make it easier for families to find out what support they are entitled to and how to access it. It also helps them to find voluntary services locally.

The regulations also say that LAs must set out expectations of all local schools in supporting children and young people with any kind of SEND, including SEMH needs. Schools must meet or exceed these expectations and publish details of their offer of support.

## What do we mean by 'social, emotional and mental health'? Where do 'behavioural needs' fit in?

The World Health Organisation describes emotional and mental health as *'a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively... and is able to make a contribution to her or his community.'*

Some people do not completely agree with this definition, but generally people agree that mental health is about feeling able to: cope with every day life, enjoy things, and achieve our potential. When we talk about children and young people having 'emotional and mental health needs', we usually mean children and young people who do not feel they can cope with life and/or enjoy things, and who may not be able to achieve their potential in learning and developing.

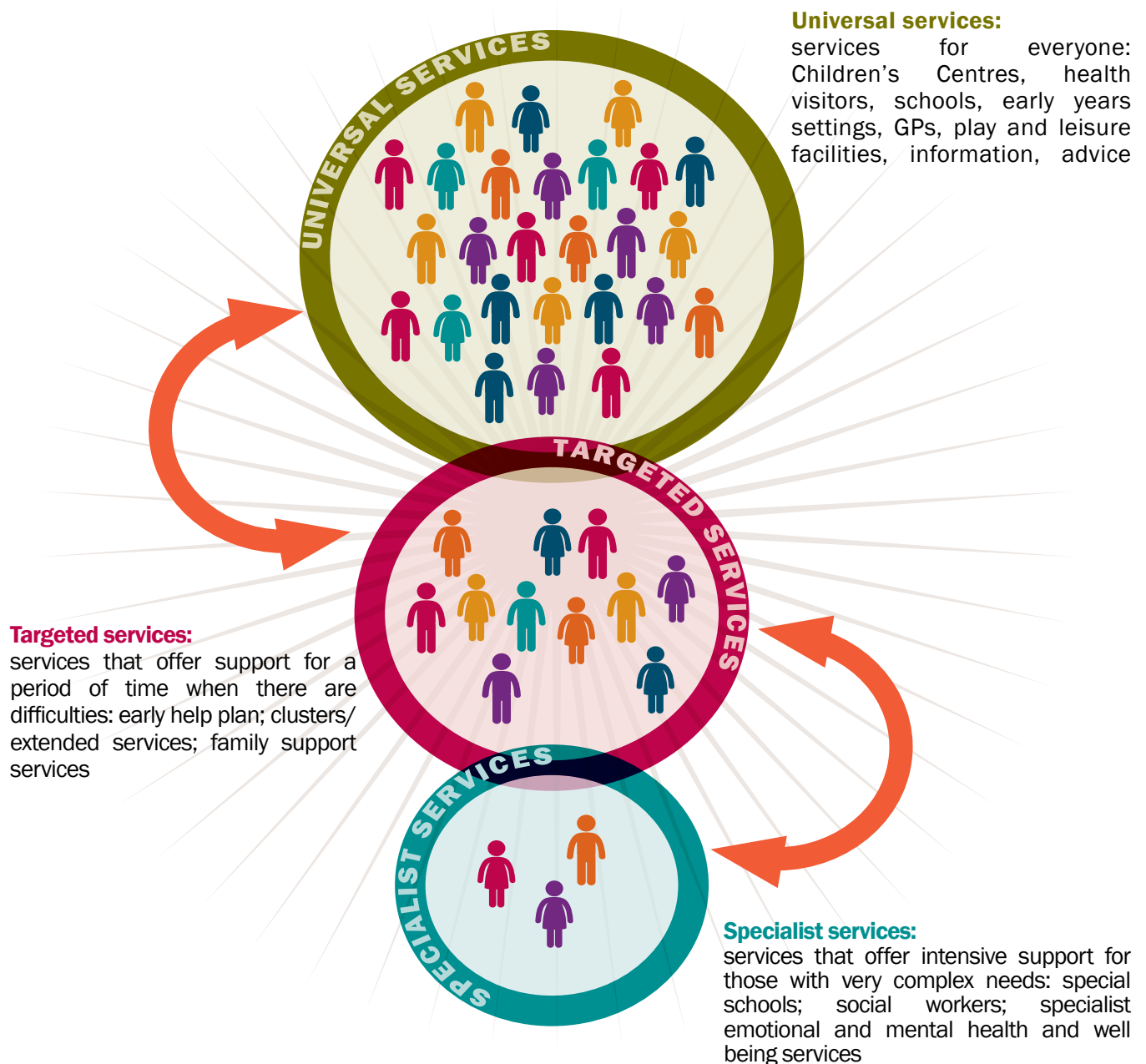
The SEN Code of Practice 2015 also adds the word 'social' to this definition, to point out that sometimes feelings and behaviours in children and young people are linked to their 'social' life: what's going on in their family, with their friends, and in their community. Previously, the SEN Code referred to 'social, emotional and behavioural difficulties'. However it was revised in 2015 and now uses the term 'social, emotional and mental health needs'. This is to encourage us not to focus on symptoms: challenging, disruptive, disturbing, or distressing feelings and/or behaviours—but instead to assess underlying needs and address them.

Social, emotional and mental health needs can be very different in different children and young people. **Issues that might be involved are:**

- Having a mental health condition, like clinical depression, an eating disorder, or an anxiety disorder
- Having problems with peers (children and young people the same sort of age), for example bullying or sexual exploitation
- Difficult times at home: relationships between parents breaking down, being a young carer for a relative, having family members who are struggling with issues like illness, unemployment, drug and alcohol misuse, or other stressful situations
- Experience of a traumatic situation, like bereavement, violence, abuse, a significant accident or injury, or becoming a refugee. We know from research into children and young people in Leeds with very complex SEMH needs that many have experienced trauma
- Drug or alcohol misuse, especially in older children and young people
- SEND needs such as autism conditions, learning disabilities or physical disabilities. These needs may be linked to depression, anxiety, and/ or behaviour that is harmful or risks harm to the self or others. This is especially the case if the child or young person has an issue which has not yet been identified and they are not getting help.
- A combination of any of the above
- Any other issue which affects how a child or young person feels and/or behaves to the point where it prevents them leading their everyday life

It is important to remember that all children and young people experience difficult feelings and situations in their lives. Families often play the biggest role in helping children learn how to cope with difficult feelings and experiences. Schools, and other services in children's daily lives, also play a big part in this. For most children and young people, this will be enough to help them cope with difficult times. For other children, if their feelings, thoughts and behaviours affect their everyday life and stop them from making progress, or risk harm to themselves or others, they may be considered to have social, emotional and mental health needs. They may well need extra help to achieve positive outcomes. This guide explains what help is available in Leeds, across mainstream, targeted and specialist education, health and social care services. It also describes the offer of support that all schools in Leeds are expected to provide.

## Overview of services in Leeds for children and young people to support social, emotional and mental health needs:



Children and young people may access a combination of these services. Most will continue to access a mainstream education setting (e.g. school, college) whilst also accessing additional support from targeted and/or specialist services. For the majority, an early help plan or direct referral is all that is needed to get help from targeted or specialist services.

Some children and young people with the most complex needs may need an Education Health and Care needs assessment and plan to make sure they get the right offer of support. In many cases, they will continue to access a mainstream education setting, but will access additional specialist support as well as the support in that mainstream environment. For example they may go to mainstream school, but have an individual support worker.

A small number of children and young people with very complex needs may need to attend a specialist education setting if their needs cannot be met in a mainstream setting. As these children and young people will always have very complex needs, they will always have an Education, Health and Care Plan (EHC plan).



# Quick guide: how to access advice and support straight away

Please note: **This guide DOES NOT replace local safeguarding and child protection policy.**

Concerns about a child or young person being at risk of harm must be addressed using Leeds Safeguarding Children Board policies as always.

If you have a concern as a practitioner please call the Social Care Duty & Advice team on:

**0113 376 0336** (9am to 5pm ) or the Emergency Duty team on **0113 240 9536** (out of office hours).

**If you feel that a child is immediately at risk of harm contact the emergency services on 999.**

**If you work in a school or education setting:**

- **Check the details on the next page about support all mainstream schools can usually offer. Is there anything you haven't yet considered?** Have you discussed the situation with the child or young person and their family and considered their views and wishes?
- If additional support is needed, **contact your cluster support and guidance lead.** All clusters can offer targeted support for additional needs (see the next pages for details), including support for social, emotional and mental health needs (sometimes known as Mind Mate wellbeing support). Your cluster support and guidance lead can also advise if you should contact the Mindmate Single Point of Access to emotional and mental health services (SPA), a telephone service who can advise you and make referrals to health services including Child and Adolescent Mental Health Services (CAMHS).
- **Contact your Area Inclusion Partnership (AIP) lead:** AIPs are partnerships of schools in 5 areas of the city. They hold budgets to support inclusion and SEMH needs linked to challenging, disruptive or disturbing behaviours, across the schools in that area. All schools, including academies, can access support from their local AIP. Make direct contact to find out what your local AIP offer is—contact details are on the last page.
- **Seek advice from the complex needs service teams.** Our Educational Psychology Team supports inclusion in education for children and young people with all kinds of SEND needs, including SEMH needs. The team offers advice, support and training to schools and settings,

psychological assessments and intervention, and psychological advice for statutory processes such as Education, Health and Care needs assessment. Our Special Educational Needs and Inclusion Team (SENIT) provides support to include children with SEMH in mainstream pre-school and school settings. Settings can refer directly into the service, for which there is no charge. The offer is tailored to each circumstance but always with an emphasis on capacity building. Our SENSAP team ('SEN statutory assessment and provision' team) can also help if you are working with a family to request an Education Health and Care needs assessment.

- Other help may also be available, for example if you are supporting a pupil who has a visual or hearing impairment as well as SEMH needs, you may find advice from our sensory service teams helpful. To find out more, contact the complex needs service (see contact details on last page).

**If you are a GP:**

- If you are a GP and you want to refer a child or young person to specialist emotional and mental health and wellbeing services, including CAMHS and third sector health services, please contact the Mindmate Single Point of Access helpline service on 0113 3760324. You must gain consent from the young person and/or parent or carer before contacting the SPA and provide them with the information leaflet available online at [www.mindmate.org.uk/i-work-with-young-people](http://www.mindmate.org.uk/i-work-with-young-people).
- We also suggest you advise the parent/carer or young person to discuss their needs with their school or education setting's SEN Coordinator (SENCo), or you could, with their permission, contact the SENCo on their behalf.

**If you are practitioner of any other kind working with children and young people and you think they need additional support:**

- If the child or young person attends a school or other education setting, you may like to ask their family if they have spoken to the SEN coordinator (SENCo) in that school or setting. You could also offer to make contact on their behalf, with their permission. Every school or setting has a SENCo who can tell you what plans are in place to get support, or make plans

if needed. You could also suggest that they see their GP, or look at our guide to SEMH support for families (published online next to this one at [www.leedslocaloffer.org.uk](http://www.leedslocaloffer.org.uk)).

- You can also contact the Mindmate Single Point of Access to emotional and mental health and wellbeing services. They can give you advice, and, if appropriate, a referral to specialist

emotional and mental health services. Contact the Single Point of Access (SPA) helpline service on 0113 3760324. You must gain consent from the young person and/or parent or carer before contacting the SPA and provide them with the information leaflet available online at [www.mindmate.org.uk/i-work-with-young-people](http://www.mindmate.org.uk/i-work-with-young-people).

## Detailed guide to universal services services for everyone

### Support from Early Start Children's Centres:

Children's Centres offer high quality, inclusive, early learning and childcare, particularly for disadvantaged families or those with specific needs.

This includes supporting families to access the offer of free early learning for two year olds, and support for child minder networks, as appropriate to meet local needs. Children's Centres are also working with health visitors to offer more restorative, inclusive family support services to deliver public health initiatives, early learning and the 'healthy child pathway' for those in greatest need.

Early Start is an integrated, family-based offer for children aged 0-5 years old, supporting all children and their families to have the best possible start in life.

Working in partnership with GPs, midwives and other health and early years services, the Early Start Service will help families play a positive role in their children's development through reducing social isolation, promoting well-being, increasing

parenting capacity and supporting access to training and employment.

### The service will:

- ensure that families from pregnancy to five years are offered the 'healthy child programme';
- ensure that families from pregnancy to five years are offered the Children's Centre 'core purpose', including the Early Years Foundation Stage Curriculum;
- identify children and families for whom additional preventative programmes will reduce their risks and improve future health and well-being;
- promote and protect health, well-being, learning and school readiness;
- provide a gateway into specialist services.

To find out more about Early Start Children's Centres, or for contact details, please see:

**[www.familyinformationleeds.co.uk](http://www.familyinformationleeds.co.uk)**



## What support do all our mainstream schools and education settings provide?

**'In order to help their pupils succeed, schools have a role to play in supporting them to be resilient and mentally healthy. There are a variety of things that schools can do, for all their pupils and for those with particular problems, to offer that support in an effective way'.** (Mental health and behaviour in schools: departmental advice, March 2015).

Schools and settings have a vital role to play in identifying additional needs early on and making sure early help is accessed. This will sometimes mean working with other agencies and bringing a multi-agency team around the child (see the 'targeted services' section).

However there is a great deal of support mainstream schools and settings can offer themselves, and schools have 'notional inclusion budgets' to help them to do so. The SEN code of practice says that local authorities should work with schools to devise a common set of minimum expectations of all schools in the area, in terms of the support they will offer for all SEND needs. This must include references to SEMH. Schools must then meet these expectations and must by law publish information about the support they offer.

We have already worked with schools in Leeds to draw up a general common 'core school offer' of support for SEND. You can find full details at [www.leeds.gov.uk/localoffer](http://www.leeds.gov.uk/localoffer). In brief though, here are the key principles: (NB these are based on the SEN code of practice, the national Early Support principles and local consultation with schools and settings)

- **Unique individuals with unique needs:** every child or young person is different and those with additional needs will need a personalised package of support based on their individual needs and circumstances
- **Early identification and intervention:** strong skills in assessment and observation, and a sound knowledge base will help practitioners to meet needs early on before they escalate and cause greater damage
- **Working with families:** practitioners should make sure that children and young people and their families participate as fully as possible in making decisions about the support they access. Their views, wishes and feelings should always be considered (unless this would put the child or young person at risk)

- **Working together:** good communication and quality joint working across all agencies is critical, especially at times of transition between settings/schools

We have also considered the support schools offer specifically for SEMH needs. We have worked with colleagues like SENCos to draw up some suggested expectations of the support schools offer. We would like feedback from school colleagues about this.

## The local offer of support in Leeds schools to promote SEMH and support additional SEMH needs:

- The leaders of the school and all staff are committed to inclusion of children and young people in mainstream education wherever possible and support the aspiration of 'zero permanent exclusions' in Leeds
- The leaders of the school and all staff are committed to creating an environment where the SEMH of all pupils is promoted and nurtured
- Practitioners in the school have the skills to identify additional needs and the knowledge to recognise the often complex origins of challenging, disturbing and disruptive behaviours. They are supported to access training and development to enhance their skills and knowledge.
- Practitioners and leaders manage risk proportionate to the circumstances of different situations.
- The school's policies, including those on behaviour and bullying, recognise the correlation between SEMH needs and SEND needs (e.g. autism conditions) and allow for reasonable adjustment for those with SEND. Policies are also shared with parents and carers





- The school offers a range of strategies and support where they identify additional needs, which may include all or some of the following:
  - Teaching problem solving skills as part of a quality first curriculum
  - Access to PSHE which includes emotional literacy and mental health development within the school curriculum
  - Access to pastoral support in the school
  - Access to a school nurse
  - Access to a learning mentor
  - Access for parents and carers of the pupil to support to develop their parenting skills. This may involve providing information or offering small, group-based programmes run by trained health or education practitioners.
  - Ensuring the pupil has the opportunity to contribute to lessons and their input is valued
  - Consideration of seating arrangements, structure and routine in class, activities and outcomes, differentiated for each pupil
  - Differentiated tasks which give the pupil the opportunity to experience success, carefully graded to add challenge
  - Structured opportunities for the pupil to interact with others
  - A suitably detailed and appropriate individual behaviour plan which recognises and is adjusted to any other additional and/or SEND needs.

Schools are encouraged to have at least one staff member of staff who take a lead for SEMH needs. They are referred to as MindMate Links. Best practice would be to include a senior member of staff such as a SENCO, a member of staff who directly supports pupils such as a learning mentor, a governor, and a learner as MindMate links. They will have increased awareness of SEMH needs and how to support these needs effectively in school, and how to access additional support from other agencies.

The senior staff member would also make sure the school provides the SEMH local offer, as above. One tool they can use to do this is the SEMH School Health check offered by the Healthy Schools Team. If this is completed as part of the MindMate Champion project, schools can access support,

low cost training and school awards. Find contact details for the Healthy Schools team at the end of this guide.

### **Youth services:**

Leeds City Council has made a 'youth promise' to make sure that all our young people have:

- Something to do
- Someone to talk to
- Somewhere to go to
- Something to say

**The Leeds City Council youth service** helps to make this happen by providing activities including sports, arts and IT clubs. They have local centres and 5 youth hubs. They work on the streets, in schools and from mobile provision, and have drop-ins where young people can talk about any emotional and mental health issues or any problems in their lives with specially trained youth workers.

Young people can also get involved in the Duke of Edinburgh award through the youth service, or get involved in other programmes with accredited outcomes through the Leeds Youth Award. They can also get involved in decision-making and campaigning through Leeds Youth Council.

Find out more about the youth service and activities in your area at **[www.leeds.gov.uk](http://www.leeds.gov.uk)** (search for 'youth service'), or call **0113 224 3796**

### **What happens if a child or young person has been accessing universal support as above, but is not making progress and their needs are not being met?**

Practitioners working with a child or young person will continue the cycle of '**assess, plan, do review**', working with the family and the child or young person, to make sure everyone is clear on what progress is being made and if needs are being met. If there are concerns that needs are not being met and the child or young person is not able to make progress, it is time to consider accessing additional support.

The following sections tell you more about additional support available through targeted and specialist services.

## Detailed guide to targeted services: extra support to meet additional needs

As you have seen in the previous pages, universal services, especially schools and education settings, play a vital role in promoting good SEMH for all children and young people. They can also offer a wealth of support to those who have additional SEMH needs. However, sometimes they may need extra help to support a child or young person and to keep the child or young person included in education.

**Targeted services** in Leeds provide extra support to meet additional needs. They usually work with a child or young person and/or their family for a set period of time, supporting and empowering them to identify their goals, develop their strengths and skills, and achieve improved outcomes.

### **Cluster support and early help plans:**

In Leeds, targeted support is arranged in clusters (small areas of the city). Leeds is split into 25 clusters, all offering extra services in that area to help families stay strong. They work closely with schools and settings.

Clusters provide support and guidance to help practitioners in schools and settings find the best ways to work with a child or young person and their family. The tool they often recommend is an early help plan.

To make an early help plan, the family and practitioners from different services all come together to look at what strengths and difficulties the family have and what outcomes they want to achieve. This process is led by a lead practitioner, who makes sure the right people from the relevant agencies attend, and who registers the plan centrally. This is usually the practitioner closest to the child or family.

Together, the family and multi-agency practitioners plan actions to achieve these outcomes and use the early help plan to record this. The actions in the plan are reviewed regularly.

To find out more about early help plans, you can find a 'one-minute guide' at: <http://www.leeds.gov.uk/residents/Pages/One-Minute-Guides.aspx> or to register a plan, you can contact the early help team on 0113 24 76830.

Clusters can also provide some services to support CYP with social, emotional and mental health needs.

### **Every cluster provides:**

- guidance and support
- social, emotional and mental health support (sometimes known as Mind Mate wellbeing support)
- family support services

Clusters will also offer individual services to suit their local area. To get in touch with your cluster lead, please see details on the last page.

### **Area Inclusion Partnerships (AIPs) and alternative provision**

Area Inclusion Partnerships (AIPs) are partnerships of schools in 5 areas in Leeds. They work closely with clusters and focus only on inclusion of pupils with SEMH needs and associated challenging, disruptive or disturbing behaviours.

They each hold a budget provided via the local authority, to support children and young people with SEMH needs and associated behaviours to stay included in mainstream education and have good outcomes. Their goal is to support an aspiration of 'zero permanent exclusions' in Leeds so that children and young people do not miss out on education or have the stigma and disruption of exclusion; and to support better outcomes for children and young people with SEMH needs.

By devolving funding for inclusion to AIPs, the local authority is supporting schools to take local control of the alternative provision and inclusion support services available to schools in their area.

All maintained schools and academies/free schools belong to an AIP (unless they choose not to). In addition to the funding provided for AIPs via the local authority, each school also 'pools' a small amount of money from their own school budget into the AIP budget.

Each AIP provides a slightly different offer, depending on decisions made by the schools in that area. However they all provide a 'core offer' of:

- Prevention: AIPs support schools in their partnership to provide a nurturing school environment that promotes good SEMH and wellbeing for all pupils. They also support awareness of SEMH ins schools, for example by offering training and development
- Provision: AIPs hold budgets devolved by the local authority for providing alternative provision for learners who need a different curriculum offer, who are at risk of exclusion from school, or who have been excluded from school. Each AIP agrees with the schools in their area, how to provide alternative provision in the area using the funding provided. Some AIPs run alternative provisions in their areas themselves; others commission places from existing alternative provisions (a list of approved provisions is provided by the LA, see the last pages of this guide).

Please note: in the past, AIPs have commissioned alternative provision places from Pupil Referral Units in Leeds, or PRUs. However, PRUs are no longer considered appropriate by the Department for Education, as per the Educational Excellence Everywhere white paper, which instead promotes local organisation and commissioning of alternative provision by schools (as with our Leeds AIP approach). As of September 2016, PRUs are no longer part of the Leeds Local Offer, and AIPs will commission or provide alternative provisions through their alternative methods.

Where a child or young person appears to have very complex social, emotional and mental health needs, the AIP and/or the child's home school may decide to request an Education, Health and Care needs assessment (see next section for more details).

The assessment usually takes up to 20 weeks. If the child or young person is really struggling in their home school and would find it hard to cope for 20 weeks, the AIP may request an assessment place for the child or young person while they have the assessment. Assessment places are offered at the new Leeds Springwell Academy (see the next section). The assessment will determine or not the child needs an Education, Health and Care (EHC) plan, and if they can return to mainstream education successfully, or need a long term place in specialist education.

- Progression: AIPs work with children and young people who have been excluded, or spent time away from their mainstream school in an alternative provision, to achieve a successful return to mainstream education with the new skills and behaviours they have learned during their time away. The goal is for these children and young people to go on to have a successful, happy school life with their peers in mainstream education.

Each AIP publishes the offer of support for the schools in their area on the Leeds Education Hub (see the 'inclusion section'). Colleagues in schools can also contact the AIP in their area directly by using the contact details on the final pages of this guide.

### Targeted short breaks:

Short breaks provide a fun activity for a child or young person with SEND needs, away from their families, helping them to achieve independence and have fun whilst their parents/carers get a break from caring. Many children and young people with SEND needs access fun activities with their peers in mainstream services, e.g. groups like Scouts, sports, dance etc. Others may benefit from a more 'targeted' or tailored short break. Children and young people who have SEMH needs associated with SEND may be able to access a targeted short break to suit their specific needs (e.g. autism conditions).

A full guide to short breaks is at [www.leeds.gov.uk/localoffer](http://www.leeds.gov.uk/localoffer) (click on 'services'), or contact Scope in Leeds on **0113 272 7531** or **0800 085 1879**.

### **What happens if a child or young person has been accessing targeted services but is still unable to make progress and their needs are not being met?**

Targeted services are usually delivered for a set period of time. Practitioners working with a child or young person will continue the cycle of 'assess, plan, do review' throughout, making sure the child or young person and their family is involved, to make sure everyone is clear on what progress is being made and if needs are being met. The goal is to empower child or young person and their family with the tools they need to continue making progress independently.

If needs are not being met and progress is not being made, specialist services may be needed. See the next section for more information.

## Support to meet very complex needs detailed guide to specialist services

As described in the previous pages, there is a lot of support that universal services can provide for children and young people who have additional SEMH needs, through their 'core offer' of support in schools and settings, and/or with the help of targeted services. The majority of children and young people with additional needs, will have their needs met in this way and be able to make progress educationally and socially.

However, if a child or young person has very complex SEND needs, including complex SEMH needs and extreme behaviours that cannot be supported through universal and targeted services, specialist services may be needed.

### FFI funding for schools supporting children and young people with complex SEMH needs:

As described in previous sections, in many cases SEMH issues that children and young people in education experience can be managed by schools and settings through their own offer of support and/or access to targeted services in this section. Schools have a 'notional inclusion budget' which they are expected to use to provide support to pupils with additional needs, including those with SEMH needs.

However if schools are supporting a child or young person with more complex needs, who requires some additional support and/or resources, they can also apply for further funds managed by the Leeds City Council complex needs service to help them provide that support. This funding is referred to in Leeds as Funding for Inclusion (FFI).

FFI monies are allocated on a tiered basis, where the value provided increases based on the young person's need. There are 4 tiered levels of funding for SEMH. The application process is evidence based and schools will provide evidence to demonstrate what they have been doing to support the child or young person to date and also the impact of this work.

The evidence is reviewed against the FFI criteria and a tier of funding may be allocated if the criteria are met. You can find the criteria and a full guidance document at [www.leeds.gov.uk/residents/Pages/Leeds-Local-Offer-funding.aspx](http://www.leeds.gov.uk/residents/Pages/Leeds-Local-Offer-funding.aspx).

For more information on this funding, colleagues in schools and settings can talk to their Special Educational Needs Coordinator (SENCo) or call the Leeds City Council complex needs service :

**0113 395 1030** and ask to speak to one of the FFI Coordinators.

### Education, health and care (EHC) needs assessment and plans:

EHC plans (which replace former statements of SEN) are legally binding documents that set out the specialist services and support that a child or young person in education with very complex SEND needs (including SEMH needs and related behaviours) needs to progress educationally.

EHC plans set out the outcomes the child or young person is working towards, the support and/or services that need to be provided, and who is responsible for delivering them. This includes details of the school or setting the child will attend. This will be a mainstream school or setting where possible, or a specialist setting if specific environments, resources or skills are required that can only be offered in a specialist setting. EHC plans can also include a 'personal budget' which describes how funding associated with the plan will be provided and how it will be spent.

EHC needs assessment is a rigorous process of assessment undertaken by multi-agency practitioners who know the child well, for example there may be input from educational psychologists, paediatricians and so on.

Before starting the assessment process, a multi-agency panel (MAP) considers if it is necessary and in the best interests of the child or young person. The panel includes schools, representatives for health and social care, and the family (if they wish). This early meeting helps to avoid the long assessment process if the child can get all the support they need without an EHC plan, through targeted or universal services.

If the rigorous EHC needs assessment process finds that the child or young person's needs can only be met through access to specialist services, an EHC plan will then be 'co-produced' with the child and their family and the key agencies working with them. The plan will detail all the services required.



Statutory guidance says that the whole process should take no longer than 20 weeks.

EHC needs assessment can be requested by an education practitioner working closely with a child or young person. They should first ensure they have discussed this with the child and/or their family, and make sure that they have already provided support through their 'core offer' and access to targeted services. EHC needs assessment can also be requested directly by the parent or carer, or by the young person if they are over 16 and have mental capacity to do so.

There is much more information about EHC plans needs assessment and plans on the Leeds Local Offer website ([www.leeds.gov.uk/localoffer](http://www.leeds.gov.uk/localoffer); click on 'SEN and disabilities'). You can also contact the complex needs service SENSAP team for advice (see details on last page).

### **Personal budgets attached to Education, Health and Care Plans:**

If a child or young person has an EHC plan or is having one prepared, they or their family can request a personal budget as part of that plan. The personal budget is made up of the funding that the child or young person has been assessed as needing to support their education, health and care. This is not an additional amount of funding, it is the funding that would be allocated by different agencies to meet those needs whether or not they had a personal budget. What is different, is that the family has more control over the use of the funds. A family can ask for a personal budget to be prepared to detail what is available to meet needs. The family can also ask to take control of this budget and direct its use, either by being given the money to spend themselves, or by asking the local authority or a third party to use the funds at the family's direction. Where funds from more than one agency are to be included in the personal budget, a panel will meet to make sure the plans from the different agencies fit together.

The Children and Families Act 2014, which introduced EHC plans and personal budgets, requires that families be given the option during the EHC process of requesting a personal budget for their child. Young people aged over 14 are encouraged to be involved in planning their own budget and those over 16 can manage the budget themselves if they wish, and are able to do so. You can find more details the Leeds Local Offer site ([www.leeds.gov.uk/localoffer](http://www.leeds.gov.uk/localoffer), click on 'Children and Families Act').

### **Specialist education provision in Leeds for those with very complex needs and an EHC plan:**

In Leeds, we follow the national policy of aiming to be as inclusive as possible in mainstream schools and settings. Wherever possible, if a child or young person needs specialist support, we will try to provide this in a mainstream school or setting. Mainstream schools and settings in Leeds can apply to Leeds City Council for extra funding (see previous section) to provide specialist support to those with complex needs within their setting. Other specialist services across education, health and social care can also provide support while a child or young person with an Education Health and Care (EHC) plan continues to access a mainstream setting. The exact support offered will be detailed in the plan.

However, where a child or young person has complex and challenging social, emotional and mental health needs, their EHC plan may identify that their needs are too complex for a mainstream setting to support them, even with specialist support. For this small number of children and young people, a specialist education provision with highly experienced, skilled staff and specialist facilities and may be needed.

At the time of writing this guide in September 2016, we are working to improve our education provision in Leeds for children and young people who have an EHC plan and need a specialist school because they have complex social, emotional and mental health needs.

We are working with the Wellspring Academy Trust to develop a new academy in Leeds for 4-19 year olds with these needs. This will be based in four different sites across the city, in new buildings with high quality facilities.

We are making these changes because to date, Leeds has only had one secondary school site and one primary school site for these learners. This has meant travelling right across the city for some learners. The secondary school site (the BESD SILC at Elmete Wood) has also not been as good quality as we would like, with old buildings and facilities, and it has only catered for learners aged up to 16.

We have also had 3 Pupil Referral Units, or PRUs, managed by the Council. These have provided short-term placements for learners with social, emotional and mental health needs while they have an assessment to see if they need a place at a specialist school. However, PRUs managed by Councils are no longer considered appropriate by

national government. We have also had just one PRU for each age group, meaning some learners have had to travel a long way to get to the PRU.

Leeds City Council and the Wellspring Academy Trust are working together to replace these old education provisions with a new academy. The Wellspring Academy Trust is renowned for providing high quality support for children and young people with these needs in other areas.

The new academy, which will be called the Springwell Leeds Academy, will be based in six different sites across the city. It will offer permanent places for learners aged 4-19 with complex social, emotional and mental health needs and an EHC plan. It will also offer short-term assessment places for learners aged 4-19 with these needs who are undergoing an Education, Health and Care needs assessment.

Providing the new sites in six different locations will provide better access across the city. Leeds

City Council is also making a major investment to provide new, purpose built, world-class buildings and state-of the-art facilities at the new sites.

At September 2016, these plans are well underway, with the official conversion from the old sites to the new Springwell Leeds Academy now achieved and building works underway. We have also provided temporary 'interim' sites for learners with complex needs who need to access education now. These sites have been specially chosen to offer a good quality experience while the new, improved buildings are being built.

If you would like to know more about this, or get more up-to date information since this was written in September 2016, please contact the project officer for this work, Chris Sutton, via [chris.sutton@leeds.gov.uk](mailto:chris.sutton@leeds.gov.uk). You can also find out more about the Wellspring Academy Trust at [www.wellspringacademytrust.org.uk](http://www.wellspringacademytrust.org.uk)

## Workforce development opportunities:

### Local opportunities:

The Children's Services Workforce Development team offers a range of training and learning opportunities to practitioners across all agencies supporting children and young people in Leeds. This sometimes includes courses specifically about SEMH issues and related topics. They also deliver training on Restorative Practice, which is the Leeds approach to working with children, young people and families through establishing strong relationships and working together.

Find out more and receive a copy of the guide to current opportunities by emailing: [children.services.training@leeds.gov.uk](mailto:children.services.training@leeds.gov.uk), or calling **0113 395 0270**.

The complex needs service offers a range of training and development according to demand; recent training has included sessions on how to apply for FFI funding (see the 'targeted services section') and sessions on the education, health and care (EHC) needs assessment process and EHC plans. Our SENIT (SEN and Inclusion) team also offers a central training programme and the opportunity for settings to commission training on a bespoke traded basis. All complex needs service training is advertised on the Leeds Education Hub, or you can contact [bpteam@leeds.co.uk](mailto:bpteam@leeds.co.uk) and describe what training or development opportunities you are looking for.

The Health and Wellbeing Service supports a range of related training, including anti-bullying, self-harm and bereavement, PSHE and emotional health in the curriculum, as well as offering healthy school status assessments, and a vast range of resources online: see [www.schoolwellbeing.co.uk](http://www.schoolwellbeing.co.uk)

### National resources:

MindEd is advocated by the Department for Education and provides free virtual learning opportunities for practitioners supporting SEMH: see [www.minded.org.uk](http://www.minded.org.uk)

The Early Support programme has a range of resources for practitioners working with children and young people with any kind of additional need. Find resources, and details of learning and training opportunities, at [www.councilfordisabledchildren.org.uk/earllysupport](http://www.councilfordisabledchildren.org.uk/earllysupport)

See details of national publications which may also be helpful, in the next section.

### Find out more about local and national policies, guidance and research:

In writing this guide, we have referred to a number of local and national reports, research and guidance which may also be useful to colleagues in children's services of all kinds. Here are some of the key items we have looked at:

## National policy and publications:

### Children and Families Act 2014:

[www.legislation.gov.uk/ukpga/2014/6/contents/enacted](http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted)

### Local Offer regulations:

[www.legislation.gov.uk/uksi/2014/1530/pdfs/uksi\\_20141530\\_en.pdf](http://www.legislation.gov.uk/uksi/2014/1530/pdfs/uksi_20141530_en.pdf)

### The Early Support programme:

[www.councilfordisabledchildren.org.uk/earlysupport](http://www.councilfordisabledchildren.org.uk/earlysupport)

### The SEN code of practice 2015:

guide for schools (see also guides for early years settings, health practitioners and social care practitioners):

[www.gov.uk/government/publications/send-code-of-practice-0-to-25](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

### Mental health and behaviour in schools:

department of education advice for schools:

[www.gov.uk/government/publications/mental-health-and-behaviour-in-schools-2](http://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools-2)

### School inspection handbook September 2015:

[www.gov.uk/government/publications/school-inspection-handbook-from-september-2015](http://www.gov.uk/government/publications/school-inspection-handbook-from-september-2015)

## Useful contact details

**We hope this guide has been useful in giving you an overview of services and support in Leeds. If you need further advice, please use the contacts provided below. If you cannot find what you need, please email the complex needs service best practice team at [bpteam@leeds.gov.uk](mailto:bpteam@leeds.gov.uk) describing what you need.**

### General useful information and resources:

- Find information about all services for children and young people with SEND and their families, on the Leeds Local Offer website. Browse the site at [www.leeds.gov.uk/localoffer](http://www.leeds.gov.uk/localoffer) or search for a service or topic at [www.leedslocaloffer.org.uk](http://www.leedslocaloffer.org.uk).
- The MindMate website provides young people with useful information about local support with mental health and wellbeing. It can help them to understand the way they are feeling and find the right advice and support for them. It also has a section for practitioners. See the site at [www.mindmate.org.uk](http://www.mindmate.org.uk)

### For education colleagues:

- Practitioners and leaders in schools in Leeds can find a range of information, including a section on SEMH needs on the Leeds Education Hub site: [www.leedseducationhub.co.uk](http://www.leedseducationhub.co.uk). If you have not yet got a log-in for the site please email the best practice team via: [bpteam@leeds.gov.uk](mailto:bpteam@leeds.gov.uk)

- Cluster leads: Schools and their partners can find contact details for their cluster at [sharepoint.com/cluster support](http://sharepoint.com/cluster-support). If you cannot access this site, please email [bpteam@leeds.gov.uk](mailto:bpteam@leeds.gov.uk) or call 0113 395 1039 for help.
- Colleagues in schools can contact their Area Inclusion Partnership lead using the following contacts:

#### North East AIP primary: (Chair Sarah Rutty):

Samantha Crackle: [Samantha.Crackle@leeds.gov.uk](mailto:Samantha.Crackle@leeds.gov.uk), 07891277159

#### North East AIP secondary: (Chair Elaine Silson):

Elaine Silson: [silsone@allertonhigh.org.uk](mailto:silsone@allertonhigh.org.uk)

East AIP: (Chair Cath Lennon): Jane Hallam, [j.hallam@achieveleeds.org.uk](mailto:j.hallam@achieveleeds.org.uk), 0113 336 8340

#### South AIP: (Chair Dave Gurney):

Karen Bayley, [BayleyK@cockburnschool.org](mailto:BayleyK@cockburnschool.org)  
0113 271 9962 ext 139

#### West AIP: (Chair Michelle Wilman):

Ali Moorhouse, [ali.moorhouse@westsilc.org](mailto:ali.moorhouse@westsilc.org),  
07748763167.

#### North West AIP: (Primary chair Jill Wood; secondary chair Paul Morrissey):

Ian St. Rose, [ian.strose@nwaip.com](mailto:ian.strose@nwaip.com),  
0113 247 3968, 07891 279 920

Colleagues in schools can find details of approved off-site learning provision for pupils aged 11– 19 at: [www.leeds.gov.uk/residents/pages/11-19-off-site-learning.aspx](http://www.leeds.gov.uk/residents/pages/11-19-off-site-learning.aspx) approved providers

### For all children's service colleagues:

- To contact the **MindMate Single Point of Access (SPA)** for emotional and mental health and wellbeing services: please call 0113 3760324. You must gain consent from the young person and/or parent or carer before contacting the SPA and provide them with the information leaflet available online at [www.mindmate.org.uk/i-work-with-young-people](http://www.mindmate.org.uk/i-work-with-young-people).
- To contact the **early help team**: 0113 247 6830.
- For advice about protecting children and young people from radicalisation and preventing them from being drawn to terrorism, colleagues in education settings can contact the local Prevent Coordinator for Leeds, Nadeem Siddique at Leeds Community Safety, Leeds City Council. Contact: [nadeem.siddique@leeds.gov.uk](mailto:nadeem.siddique@leeds.gov.uk) 07891 275424

### How to contact teams in the complex needs service:

The service includes three area based teams which comprise Child Health and Disability (CHAD) social work teams, Educational Psychologists, and SEN and Inclusion Team (SENIT) practitioners.

To get in touch with the team in your area, contact 0113 395 1039

**The sensory service** can assist practitioners who need advice about how to support a child or young person with SEMH needs and visual and/or hearing impairments:  
contact 0113 395 0556

**Thank you for reading this guide. We hope you find it useful. To give us any feedback, or to add any information or contact details, please contact the complex needs best practice team via [bpteam@leeds.gov.uk](mailto:bpteam@leeds.gov.uk).**

**This guide will be regularly reviewed and amended, using any feedback received.**

**The SENSAP team**, which manages Education, Health and care (EHC) needs assessment and EHC plans and includes the Funding for Inclusion team can be contacted via:

0113 395 1030 or [SENSAP@leeds.gov.uk](mailto:SENSAP@leeds.gov.uk)

**Short breaks and fun activities** for children and young people with SEND needs of all kinds, inclusion SEMH needs: call Scope Leeds:

0113 272 7531 or 0800 085 1879 or find a full guide to short breaks on the Leeds Local offer website at:

[www.leeds.gov.uk/residents/Pages/Short-break-offer.aspx](http://www.leeds.gov.uk/residents/Pages/Short-break-offer.aspx)

**Funding information:** For any other queries to the local authority about funding, please contact the best practice team at [bpteam@leeds.gov.uk](mailto:bpteam@leeds.gov.uk) and explain what information you need. They will put you in touch with the right team to help.

**Helplines for children and young people and families (practitioners may also find these useful too and/or give these details to families and or young people you work with):**

Many local support groups for a range of special educational needs and disabilities (SEND) can also be found on the Leeds Local Offer website at [www.leedslocaloffer.org.uk](http://www.leedslocaloffer.org.uk), or call the Leeds SEND Information Advice Support Service helpline on 0113 3951 200.





