

Future in Mind Leeds 2016 - 2020
Services in Leeds to support children
and young people's social, emotional
and mental health and wellbeing

Guide for practitioners at May 2017



Share your feedback on this guide

This guide was produced in March 2016 and refreshed in May 2017. It was produced with education, health and social care colleagues. We would like to know what you think of it. We will use your feedback to make amends at our next review.

To give feedback, please email: bpteam@leeds.gov.uk with the subject 'SEMH offer feedback'.



What is this guide about?

You can find brief information about these services quickly on the MindMate website for young people, which has a section for practitioners (www.mindmate.org.uk).

This guide is for practitioners who want more detailed information. We hope this will be useful for practitioners in all kinds of children's services, especially colleagues in schools and education settings. We have also produced a version for families which is available on the MindMate site as above.

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 for SEND (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.

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.

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.

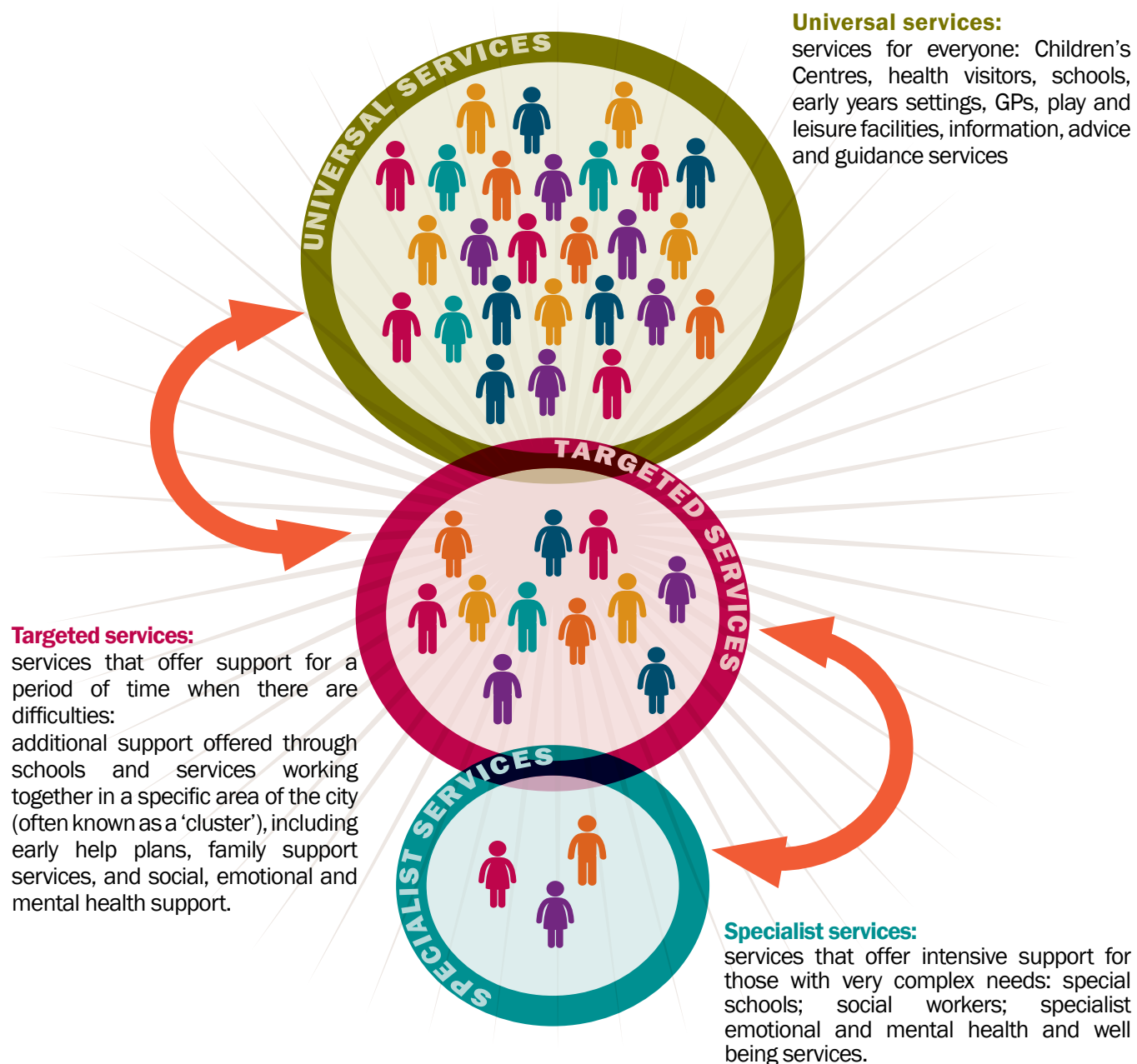
Issues that might be involved are:

- Having a specific mental health condition, for example clinical depression or an eating disorder
- Having problems with peers, 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.
- Drug or alcohol misuse, especially in older children and young people
- SEND needs such as autism conditions, learning disabilities or physical disabilities. 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.

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. 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 about contact to the MindMate Single Point of Access to emotional and mental health services (SPA). This is a telephone service who can work with the young person and family to make referrals to emotional and mental health and wellbeing 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.
- We also suggest you advise the parent/carers 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).

- You can also contact the MindMate Single Point of Access (SPA) . This is a telephone service who can work with the young person and family to make referrals 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.

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.



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 must 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. In brief though, here are the key principles.

- **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 also encouraged to take part in the local MindMate Champions project. MindMate Champions is an evidence based self-evaluation, action planning and recognition programme for mainstream and specialist schools and Children's Centres. It is designed to promote and develop evidence based best practice for SEMH skills and provision in universal settings as well as training the workforce.

It is funded by Leeds Clinical Commissioning Groups (CCGs) with other partners such as Public Health investing staff time. It is delivered in partnership between the Health and Wellbeing Service and Northpoint Wellbeing.

Following consultation with schools and Children's Centres the programme provides:

- Free access to the SEMH section of the Healthy Schools School Health Check and action planning tool.
- A free validation visit and support.
- The opportunity to achieve the MindMate Friendly award and the opportunity to become

a MindMate Champion setting.

- A subsidised SEMH training programme for staff (with fair use quota).
- Access to SEMH resources.
- Access to MindMate Lessons: a new and modern emotional literacy and mental health curriculum for KS1 to KS 4.

Youth services:

Leeds City Council has made a youth promise to ensure that all young people have:

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

That's where the Youth Service comes in. We have loads going on including sports, arts and IT clubs. We have local centres and 5 Youth Hubs (e.g. the South Leeds Youth Hub) with excellent facilities. We work on the streets, in schools and from mobile provision, and we have drop-ins where you can talk about health, school, drugs or emotional issues.

We make sure that Leeds is and will be a great city to be young in and you'll be amazed to discover what we have on offer. Contact us by telephone on **0113 336 7779** or via email at **youthserviceinfo@leeds.gov.uk** for more information.

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** (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.

Extra support available in each area of the city through targeted services:

In Leeds targeted services are delivered in small areas of the city. These small areas of the city are often called 'clusters'. The schools, Children's Centres and other services in that area work together to fund and provide additional targeted services for children and families who need extra help to stay strong.

They will offer support and guidance to help practitioners in schools and settings find the best way to support a child and their family. They will also offer family support services and social, emotional and mental health support services to schools and settings in the area. They may also provide other services to meet the needs of their specific area.

They will often recommend an early help plan as a tool to provide additional support to a child and family.

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.

You can find out more about targeted services delivered via a cluster or similar set-up in your area, by visiting: sharepoint.com/cluster support

Area Inclusion Partnerships (AIPs) and alternative provision Area Inclusion Partnerships (AIPs) are partnerships of schools in 5 areas in Leeds. They work closely with schools and targeted services and focus 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 in 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 (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.

However, if a child or young person has very complex needs, including SEMH needs, and is unable to make progress despite support from universal and targeted services, specialist services may be needed.

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

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-Of-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

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; 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:

Personal budgets were introduced by Children and Families Act 2014, as a key part of the new EHC plan process. The idea behind personal budgets is to allow a family whose child or young person has an EHC plan (or the young person themselves, if they have mental capacity) to take control of the funding allocated to meeting their needs.

Most EHC plans have associated funding which has been assessed as necessary to meet the needs and achieve the outcomes outlined in the EHC plan. Families can ask to see this funding in the form of a personal budget and be involved in deciding how it is spent. They can ask to take control of the budget and direct its use, either by having the money to spend themselves or by asking a third party to use the funds at their direction. (They will need to keep records and evidence of their spending if they choose to do this).

They do not have to take control of the budget if they do not want to. They can also simply ask the agencies involved to administer the funding, as they would have done before personal budgets were introduced. However the choice is there and families have transparency about the budget implications of the EHC plan.

Where funds from more than one agency included in the personal budget, a panel will meet to make sure the funds from the different agencies fit together.

Personal budgets may seem complicated. A helpful guide is available on the Council for Disabled Children website at councilfordisabledchildren.org.uk/help-resources/resources/making-it-personal-family-guide. More information about personal budgets in Leeds is also available on the Leeds Local Offer website www.leedslocaloffer.org.uk (search for 'personal budgets').

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, including support via an EHC plan, we will try to provide this in a mainstream school or setting.

However, where a child or young person has very complex social, emotional and mental health needs, their EHC plan may identify that they can only make progress in a specialist education provision with highly experienced, skilled staff and specialist facilities.

At the time of writing this guide in May 2017, we are working to improve our education provision for children and young people who have an Education, Health and Care plan and need a specialist school because they have complex social, emotional and mental health (SEMH) needs.

We are working with the Wellspring Academy Trust to develop a world class provision in Leeds for 4-19 year olds with these needs. The primary provision at Oakwood has been refurbished and is already operational. The secondary provision will be set across three brand new building in East, South and North Leeds. The buildings have been specifically designed for the purpose of providing the best environment for children and young people with specialist SEMH needs. Currently, the Wellspring Academy Trust are providing the secondary provision across several interim sites until the main buildings are operational.

We are developing the new school because Leeds previously had just one secondary school site and one primary school site for these learners. This meant some children were travelling the breadth of the city to attend school. The previous secondary school building (the BESD SILC at Elmete Wood) was not as good quality as we would hope, and it only catered for learners aged up to 16. The quality of the provision meant that it was often more suitable for a young person to be placed at a special school outside of the local authority boundary.

Previously in Leeds we also had three Pupil Referral Units, or PRUs, managed by the Council. These offered short term placements for learners with social, emotional and mental health needs whilst an assessment of their need was undertaken to see if the best place for their education was to be placed

in a specialist school. However, PRUs managed by Councils are no longer considered appropriate by national government. The local authority has now put in place a robust process to establish if an Education, Health and Care plan for SEMH is likely and where it is deemed appropriate, children are given an assessment place at the new specialist school whilst they are assessed. This means that children are now accessing an education provided by an organisation who delivers high quality support for children with such needs. This position will further improve in the future when the brand new buildings are completed.

In September 2018, the final building is scheduled to open its doors to its first students. At this time there will be 340 places across the city for some of our most vulnerable young people, set in an

environment that gives them the best opportunity to learn and delivered by an outstanding provider of this type of education. Such is the local authority's commitment to the young people of Leeds, an investment of £45m has been made to ensure the buildings for the new school are world-class.

If you would like to know more about this, or get more up to date information since this was written, please contact Chris Sutton, Leadership Partnerships Manager in Children and Families directorate, at christopher.sutton@leeds.gov.uk.

You can also find out more about the Wellspring Academy Trust at 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, 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 and describe what you are looking for.

The Health and Wellbeing Service supports the MindMate Champions programme (see the section on support in schools) which includes access to subsidised training on SEMH issues. The service also offers a range of related training, for example anti-bullying, self-harm and bereavement courses. The service also offers healthy school status assessments, and a vast range of online resources. See 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

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/earlysupport

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 local and national reports, research and guidance. Here are some of the key things we have looked at:

National policy and publications:

Children and Families Act 2014:

www.legislation.gov.uk/ukpga/2014/6/contents/enacted

Local Offer regulations:

www.legislation.gov.uk/uksi/2014/1530/pdfs/uksi_20141530_en.pdf

The Early Support programme:

www.councilfordisabledchildren.org.uk/earllysupport

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

Mental health and behaviour in schools:

department of education advice for schools:

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

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 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 or search for a service or topic at 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

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. If you have not yet got a log-in for the site please email the best practice team via: bpteam@leeds.gov.uk

- Cluster leads: Schools and their partners can find contact details for their cluster at sharepoint.com/cluster support. If you cannot access this site, please email 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, 07891277159

North East AIP secondary: (Chair Elaine Silson):

Elaine Silson: silsone@allertonhigh.org.uk

East AIP: (Chair Cath Lennon): Jane Hallam,

j.hallam@achieveleeds.org.uk, 0113 336 8340

South AIP: (Chair Dave Gurney):

Karen Bayley, BayleyK@cockburnschool.org

0113 271 9962 ext 139

West AIP: (Chair Michelle Wilman):

Ali Moorhouse, ali.moorhouse@westsilc.org, 07748763167.

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

Ian St. Rose, 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 approved providers

For all children's services 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**.
- 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 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

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

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

Funding information: For any other queries to the local authority about funding, please contact the best practice team at 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, or call the Leeds SEND Information Advice Support Service helpline on 0113 3951 200.

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.

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



