

# Social Emotional Mental Health (SEMH) support pathway, utilising a Graduated Approach.

Pathway for state-funded schools in Leeds for children aged 4 to 18th birthday

**Emotional/mental health** needs can present in a number of ways: low mood, anxiety, avoiding school, emotional resilience concerns, sleep problems and disordered eating. **Behavioural** needs often appear as aggression or withdrawal, with actions out of proportion with the situation or age. **Distress** may be displayed as self-harm. **Social circumstances** such as relationship difficulties, bullying, bereavement or domestic violence may have an impact on the child/young person (CYP). Previous trauma may also have an impact.



Firstly, assess and support in school setting using **Assess/ Plan/ Do/ Review** approach. Tools to support this include [Provision Grid for SEMH | Leeds for Learning](#) and [One minute guide: Rethink Formulation](#). Collaboratively develop a provision map/support plan. Ensure **regular communication** with key staff in school including DSL/ SENDCo/ Head of Year/ Wellbeing Lead/Designated Teacher/Tutor to agree a consistent approach. Engage family/young person to understand their experience.



If assessment suggests SEMH support would help, most CYP/ families will benefit from support described in pink boxes. How this is offered may vary depending on school structures, but CYP should receive support regardless of cluster status. Only refer directly to support set out in green boxes if concerns about risk or needs are too complex for early intervention, which may include disordered eating, severe depression, extensive phobias, PTSD, complex/long term trauma, moderate/severe OCD, psychosis and severe attachment disorders. If concerns about disordered eating, advise GP appointment.

If you have immediate concerns about suicide risk, refer to A&E. If not an immediate risk, but you are still concerned, refer to MindMate Single Point Access (SPA) (response could take several days). Advice is available via CAMHS Crisis Line on 0800 935 0505 (8am-8pm). Follow [Guide for professionals](#).

If the needs of the CYP/family cannot be met by single agency a coordinated multi-agency approach is required, underpinned by an Early Help Assessment.

If the CYP has social care involvement speak to their social worker about SEMH support, which may include 0-19 Team, Therapeutic Social Work Team and Virtual School.

## SEMH Support

### Is school part of a [cluster](#)?

**Yes:** All clusters offer Family Support Workers and SEMH Support as part of MindMate Wellbeing contract (provided by Barca/NorthPoint/ GIPSIL). SEMH support may be delivered via groupwork, therapeutic counselling, play therapy or digital support (SilverCloud). In addition to this cluster offer, some schools also directly purchase further support, such as parent counselling or SilverCloud.

**No:** Individual schools provide or buy-in emotional wellbeing support and therapeutic counselling directly from variety of providers including CathCare; Place2Be; GIPSIL; NorthPoint; Barca.

### Does school have a partnership with [MindMate Support Teams](#) (MMST)?

The MMST is a new service expanding across Leeds. They offer support to staff in educational settings around CYP's wellbeing, working in collaboration with education staff by using a consultation model. MMST can provide early intervention support indirectly or directly, as well as resources and signposting to other services. List of settings with MHST available [here](#).

### Is school part of an AIP?

Consider contacting the Area Inclusion Partnerships (AIP) who provide in school support and advice. Each AIP provides a varied offer.

### SENDCo can request support from SEND teams via [One SEND Request form](#)

The service consists of a teams of Inclusion workers and Senior Practitioners who provide advice to settings and, where appropriate, may provide assessments, recommendations and training to build capacity and support needs

**School Attendance Service** can provide advice in managing extended school non-attendance.

Alongside support within school settings, young people can access a variety of SEMH support directly, including [The Market Place](#) (counselling; youthwork; drop-in, groupwork), [Youth in Mind](#) (peer support for trauma), [Culturally Diverse Minds](#) (peer support for diverse communities), [Child Bereavement UK \(Leeds\)](#) (family bereavement support) [GIPSIL Mediation Service](#) (improving relationships with parent/carer), [Forward Leeds](#) (alcohol/drug support).

Some services are able to provide highly responsive support, including [Teen Connect](#) (evening phoneline) [SafeZone](#) (evening face-to-face support) [CAMHS Crisis Call Line](#) (daytime phoneline), [Night OWLS Helpline](#) (night-time phoneline), [Kooth](#) (daytime instant chat and counselling) and [Chat Health](#) texting service (run by 0-19 team). For full details of all services visit [MindMate](#) or [An A-Z of Mental Health Support](#).

Printed leaflets aimed at young people (MindMate Support Card and MindMate Crisis Card) are free to order by emailing [phrc@leeds.gov.uk](mailto:phrc@leeds.gov.uk)

## More SEMH Support

If more mental health support required, a referral to [MindMate SPA](#) can be made (for those with Leeds GP). Use the [SPA professional referral form](#) and follow [school referral guide](#).

Referral must show that mental health support has been provided within education setting/cluster to be accepted by MindMate SPA. The exception is for urgent referrals with concerns about risk or if there are significant concerns about child/young person's emotional health.

MindMate SPA screens for clinical urgency, with most accepted referrals placed on a waiting list for triage.

SPA directs referrals to make sure CYP receives appropriate service to meet their needs.

### Outcomes may include:

- Advice to build on existing support or self-refer to non-school based support
- Referral back for support within education (i.e. pink boxes)
- Referral to CYPMHS (Child & Young People's Mental Health Service - previously referred to as CAMHS) includes the following pathways:
  - Urgent review
  - Further assessment / therapy
  - Eating Disorder team,
  - Learning Disability team,
  - Neuro-developmental assessment

If more support required for behaviour or social needs, more intensive support is available as part of the graduated approach.

This could be offered through a variety of services; to access these services a conversation with your Cluster Lead (TSL) or Early Help Hub Lead would be appropriate.

SENCO can discuss access to Educational Psychology team with Link E.P. during consultation.

If more support is required for the school to meet the SEMH needs of the CYP, schools can commission alternative provision directly or consider a request to the AIP to provide support and/or a short term placement.

For exceptional cases the school can refer to the AIP to discuss at SEMH panel which will explore how systems and services can best meet needs of CYP. This will require evidence of the Graduated Approach and service support accessed. If CYP in statutory process for EHCP then SEMH panel not appropriate.