Developing Initial Teacher Training (ITT) in relation to Social, Emotional and Mental Health Needs (SEMH)

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Today’s Session...

1. The SEMH Agenda
2. SEMH in Schools
3. Ofsted and SEMH
1. The SEMH Agenda
Welcome to Pendlebury...

- Based in Stockport.
- PRU for students with emotional and social needs.
- 40 students on-site at any one time – vast majority dual-registered.

- Annual reach of 600 students.
- Multi-professional team including Community CAMHS.
- Host centre for outside agencies.
‘Everybody has a black dog...’

‘I had a Black Dog’ – Matthew Johnstone
‘Everybody has a black dog...’

‘I had a Black Dog’ – Matthew Johnstone
Pendlebury Centre - an ‘anomaly’ or one piece of the puzzle?

Come gather 'round people
Wherever you roam
And admit that the waters
Around you have grown
And accept it that soon
You'll be drenched to the bone
If your time to you
Is worth savin'
Then you better start swimmin'
Or you'll sink like a stone

For the times they are a changing


SEN Code of Practice (2001)


New SEN Code of Practice (2014)

Mental health and behaviour in schools (D of E, 2015)

Child and Adolescent Mental Health Services

The Four Tier Strategic Framework

Tier 4
Day units, highly specialised out-patient and in-patient units

Tier 3
Specialised service for more severe, complex or persistent disorders

Tier 2
Service provided by professionals relating to workers in primary care
Professionals providing service include MHPs, psychologists, psychiatrists, family therapists

Tier 1
A primary level of care
Professionals providing service include school nurses, teachers, pastoral teams, EWOs, social care, YOTs, connexions
Future in Mind 2015 - Stepped care framework

**STEP 1**
- Access to services
- Referrers
- Early identification
- Telephone triage
- Brief intervention
- E-resources
- Psycho education
- Self help
- Voluntary sector
- Parenting

**STEP 2**
- Gateway via targeted consultation
- Gateway via referral and face to face assessment

**STEP 3**
- Mild to severe presentations requiring single practitioner assessment and intervention
- Eg. Mood and emotional disorder pathway
- Routine neurodevelopmental assessment and review
- Attachment

**STEP 4**
- Gateway via urgent presentation and consultation
- Complex care requiring multiple practitioners
- Eg. Eating disorders
- Psychosis
- Emotional
- Behavioural
- Dysregulation
- Complex neurodevelopmental
- Urgent care pathway

**STEP 5**
- Gateway via outreach assessment
- Inpatient care
- IROR
- Specialist inpatient care
- Day care
World Health Organization model of school based mental health promotion

Who is involved

Create an environment conducive to promoting psychosocial competence and well being

Mental health education – knowledge, attitudes and behaviour

Psychosocial interventions and problems

Level of intervention

Entire school community

Professional treatment

Whole school community

Part of general curriculum

Students needing additional help in school

Students needing additional mental health intervention

Who is involved

All students and teachers

20 – 30% of students

3 – 12% of students

Level of intervention

Whole school community

Part of general curriculum

Students needing additional help in school

Students needing additional mental health intervention
Recommendation 1e: Child and adolescent development should be included in all age phases within a framework of core ITT content.

Recommendation 1f: Managing pupil behaviour should be included in a framework for ITT content, with an emphasis on the importance of prioritising practical approaches throughout programmes.

Recommendation 1g: Special educational needs and disabilities should be included in a framework for ITT content. This should prepare all new teachers to support SEND in their classrooms, providing a solid grounding in the most pertinent issues and setting an expectation for on-going high quality professional development.

Recommendation 10: Wherever possible, all ITT partnerships should build in structured placements for trainees in special schools and mainstream schools with specialist resourced provision – ideally, trainees should have opportunities for assessed placements.
The Pendlebury Centre Pupil Referral Unit (PRU), a partner school of the Atticus Alliance, offers a five day accredited Mental Health Awareness course to all its trainees. The course provides bespoke training around social and emotional needs, classroom management and autism. It provides **an excellent grounding in many aspects of child development and well-being in a way that feeds into all other aspects of the ITT programme.**

Trainees, NQTs and recently qualified teachers (RQTs) who have experienced this course report a lasting impact in terms of knowledge, confidence and **a much deeper awareness of the factors that can impact on pupil learning and wellbeing.** The Alliance has strong links with the University of Manchester and Manchester Metropolitan University and has been facilitating placements across their Alliance of 21 schools and within Pendlebury PRU. The course has been running for seven years and proven very popular, boosting the Alliance’s attractiveness to potential ITT trainees. It has also provided this training to Teach First students and we consider that this model could be equally transferable to other programmes.”
Pendlebury Centre’s Mental Health Training Course

Enabling Tier 1 professionals to:

- Develop **understanding** the most commonly diagnosed mental health conditions young people suffer with
- Be familiar with the **screening strategies** used in the identification of mental health issues
- Understand methods of identifying and **responding constructively** to mental health issues in young people
- Develop skills of **liaison** - consultation and partnership working
- Recognize the **Care Pathways** available and **their contribution to the rehabilitation of young people** with mental health issues
- Reflect on the impact of **personal values and attitudes** have on approaches to young people with mental health issues.
Pendlebury Centre’s Mental Health Training Course

- understanding
- screening strategies
- responding constructively
- liaison
- rehabilitation of young people
- their contribution to the
- personal values and attitudes
“Mental health is not really a teacher’s job - our main job is results...”
2. SEMH in Schools
### Individuals with good mental health...

Develop emotionally, creatively and intellectually...

Develop and sustain mutually satisfying personal relationships...

Face problems, resolve them and learn from them...

Are confident and assertive...

Are aware of others and empathise with them...

Use and enjoy solitude...

Work and play with others...

Laugh and have fun in a harmless way...

### Students with good mental health...

- Have subjects they clearly enjoy and succeed at...
- Have good attendance...
- Have a regular group of friends in school...
- Rarely find themselves in peer-to-peer conflict...
- Will approach staff for support...
- Will respond constructively to advice and reprimand...
- Will balance study and play...
- Can learn flexibly in groups, individuals etc.
Key elements of emotional well-being...

- Supportive, stable environment - ‘safe spaces’
- Modelling of healthy relationships - ups & downs
- Opportunity to talk through concerns - someone who will listen
- An experience of success - an experience of moving on from mistakes
- Stimulating and fun experiences
Common causes of mental health difficulties in young people include:

- Learning Difficulties
- Bullying
- Trauma
- Death of Relation/Friend
- Family Break-Up
- Neglect
- Physical and/or Sexual Abuse
- Communication Difficulties
- Complex Life Experiences
Labelling / signposting mental health...

ADHD
Autism
Anorexia
Attachment Disorder
Bulimia
Depression
General Anxiety
OCD
PTSD
Psychosis
Self-Harm
Social Anxiety
Tourette's
Moving forward...

- Medication
- Family Work
- Family Therapy
- Creative Therapies (Art, Drama, Music)
- Talking Therapies (CBT, Solution-Focused)
- Personalised Education Plans
Try to think of 2 - 3 standout memories from your time at school...

Memories of lessons or memories of people and one-off events?
Not just therapists - Teacher as Contributor

- understands it is hard to be a teenager
- lets me know where I stand
- makes time for you
- doesn't shout
- calm
- chilled out
- doesn't label me
- listens
- patient
- Sees your strengths which might be hidden
- Sees you as an individual
- understands
- spots problems

relationships
Not just therapists - School as Advocate

School Stress Survey

1. Getting Up & Ready
2. Journey To & From
3. Assembly
4. Corridors
5. Written Work
6. Break Times
7. Teacher Q&A
8. Team / Group Work
9. Lunch Times
10. 1 to 1 with Adults
11. Tests
12. Homework

I very often or always feel stress at this. I can't cope with it.
I sometimes feel stress. I don't like it but I can cope.
I feel OK about this. I can cope with it easily.
Not just therapists - School as Advocate

Accredited Mental Health Training Course

- General Mental Health
- Specific Issues -
  - Self harm
  - Anxiety
  - Eating Disorders
  - ADHD
  - ASD
  - Attachment
  - Depression
- Screening techniques
- Therapeutic interventions
- Multi agency working
- School-based approaches
3. SEMH and Ofsted
“I feel like we are caught between academic results and the mental health stuff... and if push comes to shove...”
It is quite true that man lives by bread alone — when there is no bread. But what happens to man’s desires when there is plenty of bread and when his belly is chronically filled?

At once other (and “higher”) needs emerge and these, rather than physiological hungers, dominate the organism. And when these in turn are satisfied, again new (and still “higher”) needs emerge and so on.”

(Maslow, 1943, p. 375).
Ofsted’s Common Framework for Inspection
• Formal and informal screening tools
• Multi-Agency Working
• Self harm
• Therapeutic Interventions
Teaching and Learning and Assessment

Social Needs
Esteem Needs

- Therapeutic Interventions
- Baseline Testing & Tracking
- Attachment
- Depression
Outcomes for Children

- ASD
- ADHD
- Eating Disorders
- Anxiety
Leadership and Management

- Systems Leadership
- High Expectations & Accountability
- Overarching Personal Qualities
A high-performing school depends on being an emotionally-healthy school...

- Physical Development
- Social Development
- Mental Health
- Academic Development
- Self-Esteem
- Physical Health
If you have come to help me you are wasting your time. But if you have come because your liberation is bound up with mine, then let us work together.
...any questions?