



## Special Educational Needs and Disabilities (SEND)

# Newsletter

SENDCo: Mrs Duggan

### This term our focus is on Social, Emotional and Mental Health (SEMH)

The term SEMH replaced the terms BESD (Behaviour Emotional Social Development) and EBD (Emotional & Behaviour Difficulties).

The new abbreviation, SEMH, was the first term to drop the word 'behaviour', in an attempt to emphasise that **behaviour is only ever a way of communicating something more significant**. In other words, referring to behaviour meant that many practitioners were focusing on the behaviours on display, rather than the needs behind the behaviour.

Another key change to the term is the inclusion of mental health. Although the use of this term needs to be carefully managed (not least with the young people themselves) it has increased the focus on tackling issues which have an impact on the mental health of children and young people.

It is estimated that around 150,000 children in mainstream and special schools are experiencing SEMH challenges.



Websites that can give further information or support

- [Happy Maps](#)
- [SEMHS Needs](#)
- [Young Minds](#)

[Click here to watch a short video on SEMH](#)





Children with SEMH needs are often dysregulated, which means that they have difficulties in managing their emotions or their behaviour. They can show inappropriate responses to their emotions. They can feel scared, anxious and misunderstood.

Some neurodiverse conditions, such as ADHD and ASD, can make it harder for the child to make sense of the everyday world around them. This can make their anxiety and dysregulation hard to predict.

SEMH does not have to be a lifelong condition. With appropriate support children and young people can move forward and live successful lives.

## Some behaviours children with SEMH needs might display could be

Anger

Frustration

Verbal or physical aggression

Lashing out

Self-harming

Withdrawing

Possible law-breaking such as stealing or vandalism



## Self-Care & Mental Health for Kids

Share your own feelings to encourage self-awareness.



Find social groups that help them feel like they belong.

Focus on articulating feelings. "I am angry." "I am sad."

Set aside time for low-stress or solo activities.

Practice self-care for yourself to set the standard.

Recognize toxic stress events.

Encourage journaling and diaries.

Encourage your child to focus on the moment.



Establish a self-care routine.

BlessingManifesting Cultivate interests and hobbies.



For children with SEMH in mainstream schools, additional support may be provided during the school day by educational institutions or other [professionals](#). This could include one-on-one counseling, peer-mentoring groups or [small group work](#).

It's important to understand that all students have unique needs and it's imperative to address those and provide appropriate assistance so that they can succeed in a mainstream environment.



[Click here](#) for our Graduated Response for SEMH needs in school

## YOUNGMINDS

fighting for young people's mental health

“We know parenting isn't always easy. Although it's often amazing and rewarding to watch your children grow up, and to help them learn to be independent, it can also be really hard work. It can feel especially hard if your child's mood and behaviour seem different and you're not sure why, or what you can do to help. But you are not alone. We have lots of practical advice and tips on supporting your child - from how to encourage your child to open up about their feelings to dealing with mental health services. No matter what you and your child are going through, things can get better. We also have our Parents Helpline who can provide advice and support if you're worried about a child or young person.”

<https://www.youngminds.org.uk/parent/>