Sunderland LA Research Project: Research outcomes

- To examine PLASC (pupil level annual school census) data from January 2018 in relation to the prevalence of SEMH across the City of Sunderland
- Through the use of interviews, questionnaires and focus groups, find out the core issues around SEMH from the perspective of Head Teachers, SENCos, Health Partners, Parents/Carers and Children.
- To examine and report on good practice in 5 other Local Authorities
- To produce an in-depth report including and literature review and data analysis
- To hold a multi-disciplinary conference (a collaboration of Sunderland City Council and the University of Sunderland Faculty of Education and Society.

Research Team

Principal Investigator: Sarah Martin-Denham (Education and Society) Director, lead author, ethics, researcher, interviewer, multi-disciplinary conference.

Co-investigator: Dr Helen Saddler (Education and Society) Author and researcher

Research Assistants (TBC) gathering data and initial analysis TBC

Advisory panel roles to be discussed at meeting in January

Tom Oliphant (Social Policy and Research)
Dr Wendy Thorley (Education and Society)
Clare Brizzolara (Health and Wellbeing – Nursing)
Dr Amy Pearson (Health and Wellbeing – Psychology)
Dr Steve McDonald (Social Sciences Reader)
Dr Maddelana Tarras (Education and Society)
Dr Lynne McKenna (Mentor to the Director)
Dr Kim Gilligan (Education and Society)
Rick Bowler (Youth Work)
Phil Tebbs Pear Tree Projects
Theme 1- (Aim: To identify the core issues SEMH needs children and young people) 49 Interviews with Head Teachers

(Including a cross section of Ofsted ratings and ensuring those with high exclusion rates are included)

- 1/3 Secondary Heads (7 Interviews) To include: Kepier, Castleview, Southmoor, St Anthonys, St Roberts, Venerable Bede, Monkwearmouth.
- 1/3 Primary Heads (28 Interviews) To include: Farringdon Academy, Dubmire, Newbottle, Shiney Row, Grangetown, Oxclose, Biddick, Ryhope, Burnside, Castletown and Fullwell Juniors (Focus group for some schools to find out group perspective)
- ARPs (Additional Resourced Provisions – 5 interviews) To include: Academy 360 hub primary and secondary, Highfield Community primary – language resource, Sandhill View secondary HI, Thorney Close Primary – Sensory, Oxclose community specialist primary and secondary
- 1/3 maintained nurseries (3 Interviews) Pennywell To be decided by Local Authority
- 1/3 PVI sector (3 Interviews) Appleblossom (High EHCp) To be decided by Local Authority
- All PRUs (5 Interviews) The Link School (Tudor Grove- primary Pallion/secondary), KS1 (Valley Road - PT) (Farringdon – KS1 FT), Northview Academy (primary- SEMH), Newbridge Academy (Ascent Trust) – secondary PRU
- Specialist ½ (4 Interviews) Sunningdale, Columbia Grange, Barbara Priestman, Thornhill Park (independent), Beacon of Light (Free School), Ashbrooke School (independent), Portland – Ascent Trust)

Key questions (Heads)

1. What do you feel are the core issues around SEMH rise in children?
2. Do you see a link between social deprivation and SEMH, in what way?
3. Which is the main SEMH issue in this school? Why do you think this is?
4. How does SEMH impact on a child’s ability to function in your school?
5. Does the school have any isolation processes, what are they, are they effective?
6. Do you see any barriers to including children with SEMH?
7. Do you think there is a correlation between curriculum, testing/assessment and SEMH needs? Why?
8. What support does your provision provide for children with SEMH?
9. Which agencies do you feel are most supportive for children with SEMH and why?
10. What do you think could be improved to meet the needs of children with SEMH in your context?
11. What services/interventions do you buy into? Are these effective, how?
12. What external support would you like to see made available?
13. How many fixed and permanent exclusions have there been in school in the last two years?
14. What were the key factors that led to the exclusion how do you balance this with equality duties?
15. What do you perceive to be the benefits of excluding a child from school?
16. Do you think it is any particular group of children who are more likely to be excluded?
17. What in school support is there for children at risk of exclusion
18. What external support is there for parents and children? Is this effective?
19. What pressures do you think you will have as HT over the coming years? What are the longer term issues in terms of funding and training of staff?

Theme 2 – (Aim: To identify the core issues SEMH needs children and young people) Interviews with SENCOs/Pastoral Leads (Focus groups 4 Interviews with 5 SENCOs in each group/mix of high and low excluding schools – across age phases)

1. What do you feel are the core issues around SEMH rise in children?
2. Do you see a link between social deprivation and SEMH, in what way?
3. Which is the main SEMH issue in this school? Why do you think this is?
4. How does SEMH impact on a child’s ability to function in your school?
5. Does the school have any isolation processes, what are they? Are they effective?
6. Do you see any barriers to including children with SEMH?
7. Do you think there is a correlation between curriculum, testing/assessment and SEMH needs? Why?
8. What support does your provision provide for children with SEMH?
9. Which agencies do you feel are most supportive for children with SEMH and why?
10. How much time do you have to carry out your role, do you have other responsibilities?
11. What do you think could be improved to meet the needs of children with SEMH in your context?
12. What services/interventions do you buy into? Are these effective, how?
13. What external support would you like to see made available?
14. How many fixed and permanent exclusions have there been in school in the last three years?
15. Are you always made aware of every exclusion prior to it happening? How is the process managed?
16. Do you know how many children went straight to permanent exclusion? How many had an EHCp or were on Pupil premium or registered to social services/looked after?
17. What were the key factors that led to the exclusion?
18. What in school support is there for children at risk of exclusion
19. What do you perceive to be the benefits of excluding a child from school?
20. Do you think it is any particular group of children who are more likely to be excluded?
21. What external support is there for parents and children? Is this effective?
22. Can you tell me about any successful managed moves?
23. Did the children who were excluded access CaHMS, what support did they give, was it effective?
24. Do you get feedback from CaHMS on the children they see, is this useful?
25. What pressures do you think you will have as SENCO over the coming years? What are the longer term issues in terms of funding and training of staff?

Theme 3 - Interviews with families (parent/carer/social services) Can we include those who were on a child protection plan or children in need?

This sample is parents/carer of excluded children

1. Could you tell me whether your child had fixed or permanent exclusions and how old they were
2. Was your child on the SEN register? Do you know what for?
3. Can you tell me about the difficulties your child had in school?
4. Why do you think they had these difficulties?
5. Did you feel you had the confidence to speak to the school about your concerns?
6. What worked well in meeting your child’s needs in school?
7. What role did the SENCo play in supporting your child and you as parent/carer?
8. Was there a plan in place to support your child before they were excluded?
9. Do you know what your child was excluded for?
10. How does your child feel about school? Why do you think this is?
11. Can you tell me what support outside of school there was for you as a parent?
12. Did you access the local offer, was it helpful?
13. Which agencies have been most helpful to you and your child/ in what way?
14. Was your child referred to CAMHS, how long did you wait to be seen, what do you think the impact if any was of this?
15. Did you feel professional listened to your views?
16. Were you offered any practical support?
17. What do you think could be improved in schools and other agencies supporting children?
18. What do you think, if anything could have prevented your child being excluded?

**Theme 4 – Interviews/play sessions with children and young people 3 – FE (Sample of excluded/previously excluded children) Reasons for exclusions needed for each child and chronology from Council.**

- Aim: To find out school and classroom factors
- Can you tell me what you like/enjoy/enjoyed about school?

**Key questions: To be adjusted dependant on the age and needs of the child**

1. What do you enjoy/did you enjoy about school?
2. Is there anything you find hard/difficult about school?
3. What help did you get in class from your teachers/TAs?
4. Did you have any worries at school? Who helped you with these?
5. Were there any pressures in school? What were they?
6. Do you know why you were excluded from school? How did it make you feel?
7. What could have been done differently to help you stay in school? What did help you?
8. Was there anything schools could do differently to make school better?

**Theme 5: SEMH needs (primary/secondary across the ages 3 – 25)**

A 10% sample of those on SEN register for SEMH to be analysed for primary and secondary needs, this will show if schools know what the SEMH need is and to identify key training needs across the key stages. Data will be provided by Council for analysis.

What are the main primary/secondary SEMH needs of children and young people in the following age phases?

Nursery/reception

KS1

KS2
Focus on year groups Y2, Y6, Y9, Y11 (based on SEMH spikes identified in phase 1)

**Theme 6: Health professionals SEMH in children**

This questionnaire will be circulated electronically at a Mental Health conference. This will take place on Tuesday January 16th 2018, planning meeting Monday 8th January 2018 (Heath and wellbeing team)

Council to find the roles of attendees to questions can be tailored, these will be triangulated with the interviews.

**Theme 7: Interview CAMHS**

1. What are the priorities for the commissioning of pathways and services?
2. How effectively do you feel the resources of all agencies are used to improve the SEMH of children?
3. What do you is most effective in terms of the provision you offer?
4. What do you think could be improved in service delivery for prevention and early intervention?
5. What is the current waiting time for a ‘non-urgent’ referral?
6. What support can children get immediately?
7. In Sunderland which factors do you think impact most on a child’s SEMH, how does the CaMHS intervene with these children?
8. How effective do you feel the current THRIVE system is working compared to the 4 Tier system?

Tier 1: services for children, young people and their families with mild, early stage problems delivered by non-specialist primary care workers including teachers, school nurses and health visitors

Tier 2: services for children, young people and their families with moderate levels of mental health need delivered by specialised Primary Mental Health Workers
Tier 3: services for children, young people and their families with complex, severe or persistent levels of mental health delivered by specialist multidisciplinary teams

Tier 4: services for children, young people and families with highly complex, severe or persistent levels of mental health need often delivered in specialised day and in-patient settings

9. How is the transition managed from CaMHS so AMHS?

Theme 8: Fieldwork/visits/meetings – Good practice in other LAS in provision for SEMH (SMD)

SMD to visit provision nationally to inform provision planning for the authority

- A minimum of 5 to be visited (with high SEND area inspection ratings)
- This will also be related to research on effective provision
- CaHMS thresholds issues around this – how do these compare to other LAs
- Barking and Dagenham, Cambridgeshire, Greenwich, Halton, Rutland

Theme 9: Models in other countries (Incorporate this into literature review): Dr Helen Saddler and SMD

- Literature based on research analysis