

**Title of Report:** De–Delegation HINT SEMH Intervention Service

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### **Purpose of the Report**

1. The purpose of this report is to bring to Schools Forum an update on the HINT SEMH service that they currently fund through de-delegation so that they can consider further de-delegation for the 2025-6 financial year.

### **Background**

2. Revenue funding arrangements for schools have changed. It is now not permissible for LAs to hold budgets centrally for the provision of some services to schools. This previously centrally held funding has been delegated to schools on a per pupil basis.
3. However, there are some areas that schools have the option for de-delegation.

These are: -

- a) Contingencies, (including support for schools in financial difficulties, new/closing/amalgamating schools, closing school deficits)
  - b) SEMH services
  - c) Support for ethnic minority pupils or underachieving groups
  - b) Free School Meals (FSM) eligibility
  - c) Insurance
  - d) Library and museum services
  - e) Licences/subscriptions
  - f) Staff costs – supply cover (long term sickness, maternity, trade union and public duties)
4. For each of these areas, it is for the Schools Forum members in the relevant phase (primary or secondary) to decide whether that service should be retained centrally.
  5. The decision would apply to all maintained schools in that phase and would mean that the funding for these services is removed from individual school

budgets before they are issued to schools. There can be different decisions for each phase.

6. Academies, special schools and nursery schools can buy back into these services if they wish too.

## **HINT SEMH TEAM**

7. The HINT SEMH team (previously known as Primary Behaviour Support) provide advice, guidance, support and intervention to enable children and young people with social, emotional and mental health needs overcome barriers to learning to make good academic, personal and social progress. The team has specialisms in the areas of childhood trauma, attachment and ADHD.
8. The team consists of 4.6 FTE specialist SEMH Higher Level Teaching Assistants and 3.0 FTA Advisory Teachers.
9. Schools refer pupils to the service and Advisory Teachers undertake assessments and provide advice to support pupil progress. Where there is identified need and agreement, there can be a period of intervention from a Higher Level Teaching Assistant to work with the pupil in enhancing self-esteem, equipping them with a range of strategies to help themselves and providing a trusting adult for coached self-reflection. The team also provides additional services outlined further below.
10. The work of the team is non-statutory. Since April 2013 funding has been provided from the High Needs Block for the Advisory Teacher posts (to maintain consultancy, assessments and guidance) and the specialist SEMH Higher Level Teaching Assistants' element of the team has been subject to a buy-back arrangement.

## **Service Summary 2023-4**

11. In September 2023 a 1.0 FTE Advisory Teacher was appointed to a new post to provide advice guidance and support to secondary schools and for those pupils in upper Key Stage Two with SEMH needs moving to secondary schools. This post is funded from the High Needs Block.
12. In 2021-22 there were 55 pupils from primary schools referred to the service. In 2022-3 there were 82 pupils from primary schools referred to the service. In 2023-4 there were 101 pupils referred to the service by primary schools. This represents an increase of 84 per cent within two academic years. This rise does not include the additional 28 pupils referred to the service from secondary schools in 2023-4.

Referrals in 2023-4 academic year were composed of –

<b>Stage</b>	<b>Percentage of Referrals 2023-4</b>
Reception	15 per cent
Key Stage One	18 per cent
Key Stage Two	44 per cent
Key Stage Three	21 per cent
Key Stage Four	2 per cent

13. The rise in the number of referrals is reflective of the increase in SEMH needs in schools and serves as a testament to the valued work of the team.

14. Overall, schools continue to refer for:

- SEMH assessment and management – acting out, withdrawn, aggression, noncompliance, refusals, trauma and attachment needs.
- Thrive assessment.
- Social skills.
- Self-esteem and anxiety.
- Feelings management.
- Friendship/social problems.
- Advice with issues such as ADHD.
- Emotional support.
- Teacher and whole class support.

## **Training**

15. In 2023-24 the team offered centrally-held training in –

- An introduction to managing classroom behaviour.
- An introduction to restorative approaches for behaviour management.
- Creating effective classroom climates for positive behaviour in Early Years and Key Stage 1.
- An introduction to adverse childhood experiences and insecure attachment.
- Understanding ADHD.
- Understanding relationship difficulties and the role of the key adult.
- Understanding sensory processing and creating a sensory friendly environment.
- Identifying SEMH needs, implementing quality first teaching and targeted support within the Gateshead SEND Thresholds.

There is an equitable package of training for the 2024-5 academic year.

## **Online Unnamed Surgeries**

16. Online Unnamed Surgeries are part of the early identification and support offer. They are hosted by Advisory Teachers and afford opportunities for school staff to have a professional dialogue about a pupil or pupils they need advice for. The surgeries moved to self-service portal in September 2024 for school staff and advice imparted from the service can be implemented in (and out) of classrooms the same day. In 2022-23 there were 55 SEMH surgeries accessed by 23 schools. In 2023-4 there were 94 SEMH surgeries accessed by 35 schools, an increase of 71 per cent and 52 per cent respectively.

## **Primary Fair Access Panel**

17. The service team leader continues to attend and contribute to the Primary Fair Access Panel and the team have also supported a number of referrals through this route.

## **SEND Resources Panel**

18. The service has representation on the SEND Resources Panel, ensuring the provisions for the pupils with the highest levels of SEMH needs are appropriate.

## **ARMS**

19. The service has supported a number of children in ARMs provision and continues to provide advice on the suitability of ARMs provisions for individual pupils.

## **Professional Development**

20. The team constantly strive to upskill, improve and keep abreast of recent developments in education, behaviour and social/emotional aspects of learning.

21. All staff are THRIVE trained. All staff are also Team Teach trained and undertook various training courses last year. Thrive is a leading provider of support for children and young people's social and emotional development. Grounded in established neuroscience, attachment theory and child development, the Thrive Approach has been developed over the past twenty-five years and draws on a wealth of experience in social work, psychotherapy and education. Thrive provides adults with the tools, skills and insights needed to help children and young people become more emotionally resilient and better placed to engage with learning and life.

## **Outcomes (Quantitative) 2023-4**

22. Over 90 per cent of pupils referred remained in their mainstream schools in the last academic year. This has cemented a three-year trend of increasing numbers of pupils remaining in their home school following support and intervention. Whilst there has also been a rise in the number of pupils referred to the service who receive an EHCP for SEMH needs, more pupils with an EHCP are staying in mainstream schools (a rise of 50 per cent of referrals in the last two academic years). The team work hard to promote inclusion and to support schools to be able to better understand and manage different needs within their setting so that pupils can remain there and be successful. In 2023-4 of the 129 pupils supported by the service only one was permanently excluded.

## **Outcomes (Qualitative) Data 2023-4**

### **Pupils**

23. "I have enjoyed working with d (HLTA). She has been easy to talk to and it has been fun." Year 4 Pupil.

"I want to keep having these sessions after Christmas." Year 6 Pupil.

"It's been fun. At the start it was hard to talk but now it's a lot easier." Year 4 Pupil.

"I will miss you." Year 5 Pupil.

### **Schools**

24. "It felt like M (HLTA) became part of our own team and provided brilliant reassurance and on-the-job training for our TAs. M (HLTA) quickly got to know W well and recognised his traits and quirks and was able to offer practical and theoretical advice to all staff. She also supported us when communicating with his parents." Primary School.

25. "L (HLTA) was extremely helpful and went above and beyond in her role. She recognised straight away that this was a tricky cohort and managed to incorporate intervention around team building/working with others to support other children as well. She offered helpful advice to multiple members of staff and I could tell that she wanted to really make an impact. Finally, she built a fantastic rapport with D and became a trusted adult who could change his attitude and behaviour." Primary School.

26. "L has benefitted significantly from the SEMH interventions - they have given him a chance to discuss and reflect upon his behaviour, triggers and coping strategies which have had an impact both in class and on the yard. Since the beginning of this academic year L has presented as a calm and content young

man who is happy and is making excellent choices around all aspects of school life.” Primary School.

27. “The HLTA was excellent at communicating with staff members as well as B herself. She built a fantastic relationship with her and completely met her needs well. She was such a great support system regarding B and offering advice that we could do in school too.” Primary School.
28. “The staff were struggling with this child’s behaviour – we could find no ‘triggers’ at all. He was very near to exclusion. L (HLTA) has been a superb influence in school. She worked with N and staff alike, adding advice when needed for him to cope in the classroom outside of her sessions. L (HLTA) has had a huge impact on both staff (training and advice), and N. He has now built a trusting relationship with his class teacher and TA. N is now nearly full time and has coping strategies which he will use. As always, I have valued the input given. Thank you for your support with N, he has come so far.” Primary School.

## **De-Delegation**

29. The HLTA intervention arm of the service is vital to the continued success of the SEMH service. HLTA interventions are based on relational-approaches providing pupils with the safe space they need with an adult not from the school to explore aspects of their social, emotional and mental health and to secure re-engagement with learning.
30. In September 2024 the Advisory Teacher arm of HINT moved into a credits system. Schools receive credits to exchange for different levels of HINT packages of Advisory Teacher support. The number of credits a school receives is based on a formula that considers the school roll, the number of pupils on the SEND register and the IDACI (income deprivation affecting children index). This has provided a more equitable service to schools based on need. It also refines the periods for an SEMH assessment, report and feedback.
31. The HLTA intervention arm of the service does not sit within the HNB credits system and it is proposed the service continues to be funded via de-delegation. The HLTA intervention arm of the service is much more labour-intensive, with pupils generally receiving weekly intervention over a period of at least a half a term and sometimes longer. Without de-delegated funding this arm of the service would cease.
32. Historically the funding formula for de-delegation was derived from a per pupil figure and a figure for each pupil with prior low attainment. There is correlation between deprivation and SEMH needs. Of the 48 schools which have received HLTA intervention in the last two years, those with the highest number of SEMH referrals which went on to receive HLTA intervention were in the top quartile of the deprivation index for the Local Authority.

33. It is proposed that the HLTA intervention arm of the service is funded on a more equitable formula matching school needs. That formula includes the school roll and Free School Meal 6 data, which is a more reliable indicator of deprivation and potential SEMH needs than the previously used low prior attainment figure. This formula is more closely aligned with the HINT HNB Credits system.

## **Proposal**

34. It is proposed that the de-delegation basis be changed from an amount per pupil and lower prior attainment to an amount per pupil and FSM6.

It is proposed that Schools Forum de-delegate funding for 2025-6

Proposed de-delegation values are:

- SEMH Support (4.6 FTE HLTAs) £8 per pupil (primary only) estimated funding £84,528 (2024/25 £4.00 per pupil £43,980 £).
- SEMH Support (4.6 FTE HLTAs) £30 per FSM6 pupil (primary only) estimated funding £104,550 (2024/25 £35 per lower prior attainment pupil £142,520).

These amounts could change if the data in the updated Authority Proforma Tool (APT) is significantly different to 2024-5 APT data.

## **Recommendations**

35. That School Forum approves the de-delegation of funds for the SEMH HLTA intervention arm of the service.

### **For the following reason(s):**

36. To ensure that all children in Gateshead receive an education that is suitable and appropriate to their aptitude, needs and abilities.

37. To enable pupils to benefit from interventions to support their SEMH needs and to reduce suspensions and permanent exclusions.