

Economic plan

This plan identifies the areas prioritised for economic modelling. The final analysis may differ from those described below. The rationale for any differences will be explained in the guideline.

1 Guideline

Social, emotional and mental wellbeing in primary and secondary education.

2 List of modelling questions

Review questions by scope area

- RQ 1** Whole school approaches
- 1.1 What principles or combination of principles of whole-school approaches to promote social, emotional and mental wellbeing are effective and cost-effective?
- a) in children in primary education
- b) in children and young people in secondary and further education
- RQ 3** Universal classroom-based interventions
- 3.1a What universal classroom-based interventions to promote social, emotional and mental wellbeing in children in primary education are effective and cost effective?
- 3.1b What universal classroom-based interventions to promote social, emotional and mental wellbeing in children and young people in secondary and further education are effective and cost effective?
- RQ 4** Targeted social and emotional support
- 4.1a What is the effectiveness and cost-effectiveness of targeted interventions that aim to promote social and emotional support in children in primary education?
- 4.1 b What is the effectiveness and cost-effectiveness of targeted interventions that aim to promote social and emotional support in children and young people in secondary and further education?
- RQ5** Targeted mental health support
- 5.1a What is the effectiveness and cost-effectiveness of targeted mental health support approaches for children in primary education?
- 5.1b What is the effectiveness and cost-effectiveness of targeted mental health support approaches for children and young people in secondary and further education?
- RQ6** Support during transitions
- 6.1 What are effective and cost-effective interventions to support the social, emotional and mental wellbeing

of children during periods of transition (such as between schools, life stages or due to traumatic events)?

Population	The population will vary between scenarios in the model. In most cases, the population will be children and young people in primary or secondary education and people with SEND up to and including 25 years old in further education colleges.
Interventions and comparators considered for inclusion	Where specific evidence is available, individual interventions will be assessed in the model. Where data are not available for specific interventions, exemplar case studies will be used to demonstrate the likely economic outcomes in a range of potential settings. The comparator is usual practice.
Perspective	Two perspectives will be considered: that of the school (i.e. the funder) and a societal perspective (i.e. multi-sector). The school perspective will include only costs and benefits associated with schools whereas a societal perspective will capture wider costs and benefits such as QALYs and healthcare costs.
Outcomes	Economic evaluation outcomes.
Type of analysis	<ul style="list-style-type: none">• Cost-benefit analysis;• Cost-consequences analysis.
Issues to note	None.