

Supporting learners with behavioural, social and emotional difficulties - a graduated response



Provision for all:

- School leadership/management/governance that supports and champions efforts to promote emotional health and wellbeing of learners and staff as well as fostering positive relationships
- Inclusive school ethos that values and celebrates diversity
- Person-centred approaches e.g One Page Profiles
- Active pupil participation in core areas of school life e.g involvement in learning, decision-making, peer learning
- Emphasis on effective teaching and learning, rigorously quality assured by Senior Leaders
- Broad, balanced, flexible, stimulating curriculum that meets individual needs
- Appropriate support and challenge through differentiation (curriculum/environment/outcomes)
- Commitment to whole staff training and development
- Whole school Behaviour Policy, consistently applied with rewards and sanctions used proportionately, fairly, consistently and understood by all
- Effective implementation of anti-bullying policies
- Restorative approaches
- Flexibility in adapting the learning environment to meet a diversity of need
- Effective transition processes
- Use of assessment tools to measure pupil's social and emotional development and highlight those at risk e.g Boxall Profile/PASS
- School staff to be ACE aware (Adverse Childhood Experiences)/Trauma informed
- Effective communication regarding learners' individual needs

Build upon the tools used previously and consider:

- Person-centred planning tools, One Page Profiles and pupil voice
- Additional support from class teacher/support from the Form Tutor/Pastoral support/SLT
- Early contact with family/carers
- Modifying physical environment e.g seating plans that reflect pupils' needs/adapted work spaces
- Involve the SENCo/ALNCo to check for underlying learning difficulties
- Formulating IEP/IDP with parental /carer consent
- Support of teaching assistants and/or using ELSA trained staff
- Access to designated space/safe haven for calming down/cooling off e.g Sensory Room
- Group support sessions e.g Anger Management/ Circle of Friends/Dinosaur School programme/Fun Friends/Mindfulness/Nurture Groups/SAP/Social Communication
- Support from school-based Youth Worker
- Support from school-based Counsellor
- Contact Primary Steps/Primary Behaviour Support Team for general advice
- Additional staff training to address specific needs
- Regular recording of actions taken and outcomes monitored and evaluated through IEP/IBP review
- Advice from Inclusion Officer

Build upon the tools used previously and consider, where appropriate:

- Person-centred planning tools, One Page Profiles and pupil voice
- Identification of key adult to support with individualised programmes e.g Unearthing programme
- Alternative /modified curriculum
- Referrals - Primary Steps/Primary Behaviour Support Team for observations/specific strategies
- Holistic, multi-agency approach with referrals to appropriate agencies e.g CAMHS/TAC/SALT/ Action For Children
- Input from Educational Psychologist Service
- Input from Educational Social Worker/Youth Justice
- TRAC (if eligible)
- Ensure all reports from agencies are shared and read by appropriate staff
- Recommendations from outside agencies integrated into IEPs/IBPs/PSPs
- Persisting with agreed targets, despite setbacks
- Pastoral Support Plan (see PSP guidance)
- Risk Assessment (if appropriate)
- Solution-focused, restorative back to school meetings following an exclusion
- Reintegration programmes that are flexible, creative and individualised to suit the child/young person
- Multi-agency meetings, regular recording of actions taken and outcomes monitored and evaluated through IEP/IBP/PSP review
- Involvement of Inclusion Officer

Build upon the tools used previously, and consider, where appropriate:

- Person-centred planning tools, One Page Profiles and pupil voice
- Series of reviewed IEPs/IDPs/PSPs
- Risk Assessment
- Positive Handling Plan, if appropriate (see Positive Handling and Physical Intervention Policy)
- Intensive parental/carers involvement
- Highly personalised, bespoke curriculum
- High level of interventions from external agencies
- Consideration of a Managed Move
- Consideration of dual registration with Wrexham PRU service
- Access to alternative provision
- Involvement of Inclusion Officer
- Request for Statutory Assessment