

Behavioural, Social & Emotional Provision Map and Intervention strategy for North West Schools

Linked to AIP Level 1, 2, 3 Support Flowchart

STEP	Whole school	How staff should assess/plan and intervene	Grouping for Teaching	Staffing	Methods & Approach	Resources/Intervention strategies (in school, local, L.A)
<p>1</p> <p>Universal</p>	<p>The key areas are:</p> <ul style="list-style-type: none"> • The whole school ethos, behaviour policy and practice • Classroom and playground environment and relationships • Provision of planned opportunities for all pupils to learn social and emotional skills • Schools are supportive of (SEAL) • Certificate Assemblies • Positive relationship building • Peer mentoring • Regular merited praise • Celebration Assemblies • Circle Time • Clear assertive communication between staff and children • Respectful communication • Consistent and clear boundaries and guidelines • School Council pupil voice • Nurture support through TA lunchtime availability • Restorative practice 	<ul style="list-style-type: none"> • Systems in place to ensure effective class and behaviour management strategies • Systems to provide effective consequences to positive and negative behaviours. (Rewards and sanctions) • Have effective links between pastoral support, personal and social education, SEN and the curriculum • Clarity of expectations linked to clear outcomes 	<ul style="list-style-type: none"> • Mainstream classroom with attention paid to organisation and pupil groupings • Specific regard to effective teaching practice 	<ul style="list-style-type: none"> • School behaviour policy with a range of strategies • Main provision by class teacher, staff and resources usually available in the classroom • Close liaison and common approach with parents/carers • Staff support and training on issues related to emotional, social development and behaviour • Those schools with LSUs / Nurture provision having clear entry/exit criteria 	<ul style="list-style-type: none"> • In class differentiation of the curriculum and supporting materials • Recognition of learning styles. • Use of behaviour targets within the classroom and playground. • The planned teaching of S.E.A.L • Developing effective communication between school, parents/carers, pupils 	<ul style="list-style-type: none"> • An effective behaviour/inclusion policy that is regularly monitored and evaluated within the school • Use of restorative practice • School councils: peer counselling; buddy schemes: circle time: breakfast clubs: lunchtime/after school activities: • Systems for observing, monitoring and assessing a pupils behaviour • Systems for teaching and support staff to communicate and plan intervention <p style="color: #e91e63; margin-top: 10px;">Possible next step (AIP)</p> <p style="color: #0070c0; margin-top: 5px;">The AIP can offer behaviour strategies, implementing positive rewards systems and nurture training</p> <p style="color: #0070c0; margin-top: 5px;">If required contact AIP Director and/or complete 'Level 1' referral via AIP website</p>



STEP (early intervention)	Behaviour type	How staff should assess/plan	Grouping for Teaching	Staffing	Methods & Approach	Resources/Intervention strategies (in school, local, L.A)
<p style="text-align: center; font-size: 2em; font-weight: bold;">2</p> <p style="text-align: center; font-weight: bold;">Universal to Targeted</p> <p style="text-align: center; font-size: 0.8em;">(Universal Plus)</p>	<p>Low level/low frequency features of social, emotional and behavioural difficulties:</p> <ul style="list-style-type: none"> be withdrawn or isolated signs of aggression have immature social skills, be disruptive and disturbing, hyperactive and lack concentration follows most but not all routines in the learning environment <p>This might include difficulties with:</p> <ul style="list-style-type: none"> social relationships complying with the structure of a group difficulties joining in group/whole class work: may show signs of stress and anxiety difficulty following whole class instructions: responding to rewards and consequences framework. learning conduct behaviours bully/ victim role 	<p>Assessment (if required)</p> <ul style="list-style-type: none"> Part of normal school and class assessments. SENCO or Mentor trained staff may be involved in more specific assessment and observations. Pupil self-assessment methods used. Records kept to include observations assessment of context, structured, unstructured times, frequency, triggers, Risk assessments of difficult times of the school day Progress should be a measured change in their behaviour and learning following each review cycle Recognition of learning styles and motivational levers Keep a record of intervention/assessment/ actions and outcomes. <p>Planning</p> <ul style="list-style-type: none"> Individualised programme of support related to assessments implemented. Key worker identified Parents involved regularly and support targets at home Pupils involved in setting and monitoring their targets Pupils response to social/ learning environment informs IEP/IBP Effective record keeping 	<ul style="list-style-type: none"> Mainstream class with attention paid to organisation and pupil groupings Opportunities for small group work based on identified need e.g. listening/thinking/social skills. Small group work to learn appropriate behaviours and for associated learning difficulties Individual programme based on specific need A quiet area in the classroom may be useful for individual work Nurture provision 	<ul style="list-style-type: none"> Main provision by class/subject teacher staff and resources usually available in the classroom. Support/advice from SENCO with assessment and planning Additional adults routinely used to support flexible groupings, differentiation and some 1:1 Close monitoring to identify "flash points" Support for times identified by risk assessments Close liaison and common approach with parents/carers 	<ul style="list-style-type: none"> In class differentiation of the curriculum and supporting materials enabling full access to the curriculum Strategies developed shared with school staff, parent/carers Increased differentiation by presentation and/or outcome Simplify level, pace, amount of teacher talk/ instructions Increased emphasis on identifying and teaching to preferred learning style Some use of specific group or 1:1 programmes Preparation for any change and the need for clear routines. Regularly review 	<p>The use of positive targeted strategies that might include:</p> <ul style="list-style-type: none"> Further learning assessments and support if necessary e.g. *PDC (nurture)/ Learning Mentor Programmes/External agency support Behaviour targets: Sticker chart charts: Enhanced report cards and reward systems involving regular monitoring and support between school and home Behaviour monitoring diaries Use of behaviour targets within the classroom/playground, prompt cards Visual systems/timetables Regular small group work/concentration skills/ social skills/listening skills/conflict resolution Short – term individual support Support that use solution focused/re-tracking/motivational approaches Circle of friends Access to ICT and specialist equipment Advice & support from AIP re IBP's Impact of support on learning/behaviour outcomes monitored and reported At least 2 of the above tried <p>Possible next step (AIP) AIP staffs are to be deployed as an early intervention strategy. Requesting their support should be via your local AIP and not directly to the Provision. Work should be for specific child(ren) and be centred on one:one, group work, in class and/or with parents. Their work will be evaluated with advice re next steps offered Referral to cluster for Family support/TAMHs should be considered <i>Early intervention = early signs of additional needs</i></p>



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<p style="text-align: center;">3</p> <p style="text-align: center;">Targeted Support</p>	<ul style="list-style-type: none"> No significant measured change in the target behaviour/social skill. SEBD continues to interfere with pupils' social/learning development across a range of settings and is following only some of the routines in the learning environment. Continued difficulties in their social interactions relationships with both adults and peers. Pupil may be socially vulnerable, withdrawn, inconsistent, unpredictable patterns of behaviour observed Pupil may show patterns of stress/anxiety related to specific times of the day/ situations. Pupil may have a preference for own agenda, reluctant to follow instructions Risk of fixed term exclusions. Increasing frequency/ aggressive behaviours. 	<p>Assessment</p> <ul style="list-style-type: none"> Assessment related to intervention strategy Pupil self-assessment extended to inform IEP/IBP More detailed recording, monitoring of frequency, intensity, Determine engagement of necessary education/ non-education support services possibly leading to CAF (if not already instigated) <p>Planning</p> <ul style="list-style-type: none"> Curriculum plan reflects levels of achievement and includes individually focused IEP targets e.g. specific behaviour targets related to assessment: Additional steps taken to engage pupil and parents as appropriate Identifying non educational input Requires effective communication systems enabling all involved to provide consistent support CAF processes determine holistic support plan <p>Possibly alert the child to your E.P as an early indicator.</p>	<ul style="list-style-type: none"> In addition to the provision at STEP 2, identified daily support to teach social skills/dealing with emotions to support the behaviour learning targets Mainstream class with regular targeted small group support Time-limited programmes of small group work based on identified need On-going opportunities for 1:1 support focused on specific IEP targets <p>AIP staff can support this intervention</p>	<ul style="list-style-type: none"> Main provision by class/subject teacher with advice and support from SENCO and/or AIP staff Additional adult, under the direction of teacher, provides sustained targeted support on an individual/group basis May include withdrawal Additional daily support, provided within school, to support learning and behaviour Increased parental/carer involvement and multi-agency support services to plan and regularly review impact/outcomes Encouragement and inclusion in extracurricular activities. Identification of 'key worker' with clear specification of role 	<ul style="list-style-type: none"> Modify level/pace/amount of teacher talk to pupils' identified need. Individual targets within group programmes and/or 1:1 Teaching approaches should take account of the difficulties in the understanding of social rules and expectations within the classroom Emphasis on increasing differentiation of activities and materials and take account of individual learning styles Regular small group work with an increasing emphasis on relationships, emotions, social skills, conflict resolution Consideration of an alternative curriculum that allows flexibility to teach according to emotional needs i.e. play, creative activities, drama, calm room At least 2 of the above 	<p>The use of positive targeted strategies that might include:</p> <ul style="list-style-type: none"> Further learning assessments and support if necessary e.g. Nurture Provision; LSU; Learning Mentor Programmes Use of Calm Room Behaviour targets: Sticker chart charts: Additional planning and arrangements for transition Home school diary Involvement of School Nurse Restorative practice <p>Possible next step (AIP & TSL)</p> <ul style="list-style-type: none"> Referral to Support & Guidance for holistic support Referral to AIP for local support intervention – this could be based on advice from PDC/GW or the need to discuss LEVEL 2 AIP intervention i.e. <p>KS1 – Gateway, KS2 Orchard/L2L, KS3 (see www.nwaip.com)</p> <p>KS2,3,4 PRU</p> <ul style="list-style-type: none"> Up to 3 of the above should be tried before moving to STEP 4. <p>Single reference for support identified</p> <p>AIP Level 2 referrals can include request for support from the cluster. This can be achieved by completing a Pupil/Family Passport.</p> <p>Request access via Project director or Inclusion manager.</p> <p>http://www.nwaip.com/our-process/</p>



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<p style="text-align: center;">4</p> <p style="text-align: center;">Targeted Support</p>	<ul style="list-style-type: none"> Significant and persistent levels of social, emotional behavioural needs Pupil continues to be at risk of fixed term exclusion/ absence from school Increased frequency/high intensity of social/emotional behaviours, (withdrawn or disruptive) which affect their learning and relationships with adults/peers Significant difficulties with social interaction, social communication, social understanding Will lack understanding in social context and therefore be socially vulnerable Isolated or prone to outbursts 	<p>Assessment</p> <p>As per STEP 3 plus ensure previous STEPS have been implemented</p> <p>Planning</p> <ul style="list-style-type: none"> Behaviour and curriculum plan closely tracks levels of achievement and all IEP targets are individualised, short term and specific More frequent involvement of parent/carer to engage pupil. Access to additional resources are accurately accounted for Prevention placement: managed through joint school/LSC/NW KS3/PRU support programme CAF Multi-agency planning processes specify contribution of individual services and Lead Practitioner. Inter-agency CONVERSATIONS established and maintained <p>Information gathered/collated to support FFI application</p> <p>EHC plan must be considered or started via CONVERSATION with E.P and SENCO</p>	<ul style="list-style-type: none"> Mainstream class, predominantly working on modified curriculum tasks Frequent opportunities for small group work based on identified need Daily opportunities for 1:1 support focused on specific SEBD/learning targets LSC/KS3 or PRU placement offers intensive individual and small group support 	<ul style="list-style-type: none"> Main provision by class/subject teacher with support from SENCO and advice from AIP & E.P, as appropriate Daily access to staff in school with experience of SEBD, e.g. behaviour support worker, HLTA, Learning Mentor, SENCo Additional adult, under the direction of the teacher, supports pupil working on modified curriculum tasks Increased access to a combination of individual, small group and whole class activities 	<ul style="list-style-type: none"> Teaching focuses on both curriculum and SEBD outcomes throughout the school day Tasks and presentation personalised to pupil's needs. Learning style determines teaching methods 1:1 teaching for the introduction of new concepts and the reinforcement of classroom routines and expectations Small steps/ targets within group programmes and/or 1:1 work tasks Targets are SMART and monitored with frequent review of impact Accessing mainstream lessons for most of the time with complimentary access to local LSC or other internal support arrangements 	<p>Strategies might include:</p> <ul style="list-style-type: none"> Further learning assessments and support if necessary e.g. Nurture Group; LSC; Learning Mentor Programmes Behaviour targets: Sticker chart charts: Observation schedules Enhanced report cards and reward systems involving regular monitoring and support Behaviour monitoring diaries Use of behaviour targets within the classroom/playground, prompt cards Visual systems/timetables Regular small group work/concentration skills/social skills/listening skills/conflict resolution. Short-term individual support Support that use solution focused/re-tracking/motivational approaches Access to additional circle time activities Access to ICT and specialist equipment <p>Possible next step (AIP and/or TSL)</p> <ul style="list-style-type: none"> Managed move External mentoring via AIP or VCFS More intense Parenting work AIP or SENIT team used to support integration from LSC One:One external support Up to 5 of the above All additional resources invested in the student.



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<p style="text-align: center;">5</p> <p style="text-align: center;">Targeted to Specialist</p>	<ul style="list-style-type: none"> Severe, persistent and complex levels of social, emotional and behavioural need Pupil is at increased risk of exclusion and is at risk of permanent exclusion Student does not have the social and emotional skills needed to cope in a mainstream environment Significant and increasing difficulties with social interaction, social communication and social understanding Student is increasingly isolated and cannot maintain positive relationships with adults or peers Student learning cannot be stabilised without significant modifications to mainstream providers 	<p>Assessment</p> <ul style="list-style-type: none"> As STEP 3/4 with increased involvement of a range of professionals Prevention assessment period at PRU where appropriate CAF processes define nature and extent of support needs E.P involved <p>Planning</p> <ul style="list-style-type: none"> IEP/IBP detailing provision and strategies with appropriate short term targets Planning meetings include parents, offsite providers and multi-agency where appropriate P ex prevention placements managed through joint school/PRU support programmes CAF processes determine contribution of additional Children's Services E.P to be involved <p>EHC plan/statutory assessment in progress</p>	<ul style="list-style-type: none"> Student taught for a significant amount of the time in small groups outside of the mainstream curriculum Some opportunities for mainstream but these are limited Phased integration to school (if appropriate) <p>One or more of the following will have been tried and discussed:</p> <p>Opportunities for student to engage in alternative provisions for part of the week and/or KS1/KS2/KS3 programme</p> <p>Managed move where appropriate</p> <p>PRU (Pex) prevention placement.</p>	<ul style="list-style-type: none"> Main provision is outside of the mainstream curriculum with some access to mainstream classes Daily access to staff with experience and training in meeting the needs of students with S.E.N Increased access to specialist S.E.N provisions such as preventative placements in the PRU and /or alternative provisions for part of the week. Managed move may have been tried or at least considered at Inclusion sub group (for secondary) or between Heads (if Primary) 	<ul style="list-style-type: none"> Significant aspects of the curriculum are taught out of mainstream in either small groups or 1:1 Students curriculum is personalised and students may be dis-applied from some aspects of the curriculum (KS3/4) Activities focus on key skills and SEBD outcomes throughout the school day Balance shifts to most lessons outside mainstream timetabling with increasing access to LSU/LSC and/or part time alternative programme managed by the school and AIP 	<ul style="list-style-type: none"> Targeted intervention employing a range of strategies Individual programme 1:1 and small group teaching Restorative practice All additional resources and exceptional arrangements are referenced in documentation necessary evidence for requesting statutory assessment <p>Possible next step (AIP & TSL)</p> <ul style="list-style-type: none"> Managed move upon exit from PRU Alternative provision appropriate to need for part of the week



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6 Specialist	<ul style="list-style-type: none"> Requires access to specialist EBD learning environment. 	<ul style="list-style-type: none"> Student has been assessed as not appropriate for mainstream following discussion with E.P/SENSAP & AIP and as a result of one of more of the following; <ul style="list-style-type: none"> Breakdown of part-time curriculum with off-site placements More than one failed placement following managed moves At risk of more than one permanent exclusion for persistent, disruptive behaviour despite implementation Assessed as inappropriate for mainstream setting following assessment at a PRU SEN Statutory Assessment determines future placement 	Student is on roll at specialist school	<ul style="list-style-type: none"> To be determined by specialist provision. 	<ul style="list-style-type: none"> Pupil requiring an alternative to mainstream education Learning experiences address significant social, emotional and behavioural needs 	<ul style="list-style-type: none"> Personalised to the specific needs of the student Advice available from relevant specialist services EHC plan in place clearly identifying roles & responsibilities for all agencies/personnel EHC plan is reviewed with consideration for a return to mainstream in KS3 or progression routes from KS4 to post 16.

KEY

STEP 1:	SCHOOL WITH POSSIBLE LEVEL 1 A.I.P SUPPORT (Early Intervention)	STEP 2:	SCHOOL WITH LEVEL 1 A.I.P SUPPORT & POSSIBLY CLUSTER (Early Intervention)
STEP 3:	SCHOOL WITH LEVEL 2 A.I.P SUPPORT & CLUSTER	STEP 4:	SCHOOL, LEVEL 2 SUPPORT, CLUSTER LEADING TO PRU
STEP 5:	COMBINATION OF PRU AND SCHOOL	STEP 6:	SPECIALIST L.A PROVISION

AIP LEVEL 1 SUPPORT = STEP 1 & 2

EARLY INTERVENTION (PDC, GATEWAY I.M P.D), TRAINING PROGRAMMES, GROUP WORK PROGRAMMES, MENTORING & CLASSROOM STRATEGIES, NURTURE PROVISION, 1-2-1,

AIP LEVEL 2 SUPPORT = STEP 3

OBSERVATION LEADING TO PLACEMENT AT LOCAL AREA KS1 (GATEWAY), KS2 (ORCHARD OR L2L), KS3 (NW PROVISION), SUPPORTING C.A.F'S (Early Help)

AIP LEVEL 3 = STEP 4 & 5

ADVICE RE NEXT STEPS AFTER LEVEL 2 SUPPORT i.e. ACCESS TO PRU PLACEMENT/SPECIALIST PROVISION/COMPLEX NEEDS

