



Children's Services - Education

The Graduated Response

Supporting Children with Behavioural, Social and Emotional Issues	Supporting Children with Special Educational Needs
Initial Concerns	
<p>Key Worker raises initial concern re: behavior with Behavioural Environment Co-ordinator (BECo).</p> <p>Behaviour causing concern is baselined by the Key Worker e.g. ABC charts and frequency charts.</p> <p>Behavioural Environment checklist (BEC) carried out.</p> <p>Behavioural Environment Plan discussed, written and implemented.</p> <p>Key Worker raising concern is supported by BECo.</p> <p>BEP is implemented for four weeks minimum.</p> <p>Behaviour baseline is reviewed.</p> <p>Successful strategies identified.</p> <p>BEP is reviewed by BECo, Key Worker and room staff.</p> <p>Decision made re: further action.</p>	<p>Key Worker raises initial concern, re: learning difficulties with Special Educational Needs Co-ordinator (SENCo).</p> <p>Key Worker observes and assesses child's learning needs e.g. developmental profile, summative overview.</p> <p>Initial concerns support strategies identified.</p> <p>Key Worker is supported by SENCo.</p> <p>Strategies implemented for minimum of four weeks.</p> <p>Progress is reviewed.</p> <p>Successful strategies identified.</p> <p>Initial concerns review.</p> <p>Decision made re: further action.</p>
Next Steps/Outcome	Next Steps/Outcome
<ul style="list-style-type: none"> • No further action. • Continue monitoring behaviour issues for six weeks. • Parental agreement to move to level one (direct intervention). • Parental agreement to refer to external agencies for advice. 	<ul style="list-style-type: none"> • No further action. • Continue monitoring progress for six weeks. • Parental agreement to move to Early Response. • Parental agreement to refer to external agencies for advice.

Level One	Early Response
<p>Trigger for level one presents persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the setting. (Consider if this is impacting on child's access to the curriculum and learning - see Early Response).</p> <p>Decision taken at initial concerns review for the need for specific individual intervention.</p> <p>Individual Behaviour Plan (IBP) written to support child by BECo, Key Workers and parents.</p> <p>Add this child to Inclusion and Intervention record.</p> <p>IBP reviewed after minimum of four weeks. BECo takes the lead and chairs review.</p> <p>Parent's and child's views added to documentation.</p> <p>Outside agencies may be contacted/involved in an advisory capacity.</p>	<p>See triggers for intervention at Early Response (Code of Practice).</p> <p>Decision taken at Initial Concerns review to move to Early Response and plan specific individual intervention.</p> <p>SEN Support Plan written to support the child. (Additional to and different from peers) by SENCo, Key Worker and parents.</p> <p>Add this child to Inclusion and Intervention record.</p> <p>SEN Support Plan reviewed after minimum of four weeks (usually half term). SENCo takes the lead and chairs review.</p> <p>Parent's/Carer(s) and child's views added to documentation.</p> <p>Outside agencies may be contacted/involved in an advisory capacity.</p>
Next Steps/Outcome	Next Steps/Outcome
<ul style="list-style-type: none"> • Level 1 no longer necessary, BECo to monitor six weeks. • Level one continues. • Parental agreement to refer to external agencies for advice. • Consider movement to level two. 	<ul style="list-style-type: none"> • Early Response no longer necessary. SENCo to monitor for six weeks. • Early Response continues. • Parental agreement to refer to external agencies for advice. • Consider movement to SEN Support (see triggers for intervention - Code of Practice).

Level Two	Early Response Plus
<p>Decision taken at level one review or exceptionally when BECo, staff and parents recognise an immediate or extreme need at initial concern stage.</p> <p>Parents involved in the decision and agreement sought and recorded at review.</p> <p>BECo normally takes lead responsibility. Consults with Key Worker/child/parent/outside agencies.</p> <p>Target behaviour is baselined.</p> <p>IBP written and implemented for a minimum of 4 weeks prior to next review.</p>	<p>Decision taken at Early Response review or when SENCo, staff and parents agree that a pupil has not made sufficient progress at Early Response and requires involvement of outside agencies.</p> <p>Parents involved in the decision and agreement sought and recorded at review.</p> <p>SENCo takes overall responsibility. Consults with Key Worker/child/parents/outside agencies.</p> <p>Learning needs assessed.</p> <p>SEN Support Plan written and implemented in consultation with support services for a specified length of time prior to next review.</p>
Next Steps/Outcome	Next Steps/Outcome
<ul style="list-style-type: none"> • Level two no longer necessary. • Level two to continue. • Parental agreement after discussion with BECo and external agencies to refer to Educational Psychology Service or Team Around the Child Panel at Walsall Child Development Centre for Clinical Psychology Services. 	<ul style="list-style-type: none"> • SEN Support no longer necessary. • SEN Support continues. • Parental and agreement after discussion with SENCo and external agencies to refer to Educational Psychology Service for involvement. • Discussions regarding SEN Inclusion Fund to support additional learning needs or Education, Health and Care Plan request once two cycles of SEN Support have been completed