

Behavioural, Emotional and Social Development: Behavioural, Social and Emotional Needs

Range 1 (Quality First Teaching and arrangements within classroom setting)	Range 2 (Additional support from outside agencies increased level of support)	Range 3 (Higher level of support in school and additional support from outside agencies)
<p>Assessment</p> <ul style="list-style-type: none"> Part of normal school and class assessments. SENCO and other 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 <p>Planning</p> <ul style="list-style-type: none"> Individualised programme of support related to assessments implemented. Parents involved regularly and support targets at home Pupils involved in setting and monitoring their targets <p>Grouping for Teaching</p> <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 Time limited mainstream classroom programme of support, which relates to assessments 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 <p>Human Resources/Staffing</p> <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 liaison and common approach with parents/carers <p>Curriculum &Teaching Methods</p> <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/carer 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 Opportunities for skill reinforcement/revision/transfer and generalisation 	<p>Assessment</p> <ul style="list-style-type: none"> As range 1 plus More detailed and targeted observation 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 <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: consideration of adapted timetable 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>Grouping for Teaching</p> <ul style="list-style-type: none"> In addition to the provision at range 1 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 Ongoing opportunities for 1:1 support focused on specific IEP targets <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> Main provision by class/subject teacher with advice and support from SENCO and/or NPSLBA lead as appropriate 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 IEPs PSP Encouragement and inclusion in an extracurricular activities. <p>Curriculum &Teaching Methods</p> <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 Short term individual support focusing on listening, concentration, social skills, solution focused approaches Regular small group work with an increasing emphasis on relationships, emotions, social skills, conflict resolution 	<p>Assessment</p> <ul style="list-style-type: none"> As Range 2 plus more systematic application of assessment tools Involvement of education and non-education professionals as appropriate through CAF processes <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/PRU support programme Prevention placements co-ordinated by Secondary Panel CAF Multi-agency planning processes specifies contribution of individual services and lead practitioner. Inter-agency communication established and maintained <p>Grouping for Teaching</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 <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> Main provision by class/subject teacher with support from SENCO and advice from education and non-education professional as appropriate Daily access to staff in school with experience of SEBD 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 <p>Curriculum &Teaching Methods</p> <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. Individualised level/pace/ amount of teacher talk. 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 monitored with the pupil daily targets Accessing mainstream lessons for most of the time with complimentary access to LSU or other internal support arrangements