

The background features a large white circle in the center, partially overlapping a light blue rectangle on the left and a light pink rectangle on the right. A dark blue shape, resembling a stylized arch or a large letter 'C', is positioned at the bottom, framing the white circle.

SUPPORTING SEND/ BEHAVIOUR

AGENDA

- OUR APPROACH
- WORKING TOGETHER
- SUPPORT FOR FAMILIES OUTSIDE OF SCHOOL

OUR APPROACH TO MANAGING AN INCLUSIVE SCHOOL

- A trauma informed staff
- All staff engaged in provision for SEND training
- Relational policy
- Shared vision on approach to deescalating dysregulated behaviour – with the child at the centre
- We believe there is no such thing as a ‘naughty’ child but a child who is struggling to communicate an unmet need.



SPECIAL EDUCATIONAL NEEDS IN MAINSTREAM SCHOOLS

Summary of recommendations

1

Create a positive and supportive environment for all pupils, without exception



- An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. Schools should:
- promote positive relationships, active engagement, and wellbeing for all pupils;
- ensure all pupils can access the best possible teaching; and
- adopt a positive and proactive approach to behaviour, as described in the EEF's Improving Behaviour in Schools guidance report.

2

Build an ongoing, holistic understanding of your pupils and their needs



- Schools should aim to understand individual pupils' learning needs using the graduated approach of the 'assess, plan, do, review' approach.
- Assessment should be regular and purposeful rather than a one-off event, and should seek input from parents and carers as well as the pupil themselves and specialist professionals.
- Teachers need to feel empowered and trusted to use the information they collect to make a decision about the next steps for teaching that child.

3

Ensure all pupils have access to high quality teaching



- To a great extent, good teaching for pupils with SEND is good teaching for all.
- Searching for a 'magic bullet' can distract teachers from the powerful strategies they often already possess.
- The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils.
 - flexible grouping;
 - cognitive and metacognitive strategies;
 - explicit instruction;
 - using technology to support pupils with SEND; and
 - scaffolding.

4

Complement high quality teaching with carefully selected small-group and one-to-one interventions



- Small-group and one-to-one interventions can be a powerful tool but must be used carefully. Ineffective use of interventions can create a barrier to the inclusion of pupils with SEND.
- High quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress.
- The intensity of intervention (from universal to targeted to specialist) should increase with need.
- Interventions should be carefully targeted through identification and assessment of need.
- Interventions should be applied using the principles of effective implementation described in the EEF's guidance report *Putting Evidence to Work: A School's Guide to Implementation*.

5

Work effectively with teaching assistants



- Effective deployment of teaching assistants (TAs) is critical. School leaders should pay careful attention to the roles of TAs and ensure they have a positive impact on pupils with SEND.
- TAs should supplement, not replace, teaching from the classroom teacher.
- The EEF's guidance report *Making Best Use of Teaching Assistants* provides detailed recommendations.

Responsive Co-Regulation Plan

	State of regulation	Potential displayed behaviour	Agreed Tools	Agreed Responses
Independent/supported Independence	1 'I am as Ok as I can be' Relatively calm for school environment Safe/socially engaged/may be slightly agitated or vigilant	∞ interacting calmly with other children ∞ listening and turn taking with children and adults ∞ focused learning with an adult or a friend	❖ have a pre-decided buddy to work with and have quiet time/play after lunch with them ❖ choice of two or three given activities for timetabled sensory/choices time ❖ recognise good choices with smiley faces chart ❖ visual timetable/now and next board	➤ engage in conversation, talk about interests ➤ affirmed by positive language ➤ praise and reinforce positive choices/behaviours ➤ calm voice/focus on desired behaviours ➤ clear message ➤ consistent approach to child by all adults
Independent/supported Independence	2 'I am starting to find things tricky. I am going to need to use some of my tools.' Mild stress Alert/aroused/agitated/hyper vigilant	∞ restless, unsettled, unable to focus ∞ some initial refusal to follow instructions ∞ starting to become unable to make a choice ∞ begins calling out/trying to attract adult attention	❖ refocus now and next board ❖ fiddle toys ❖ <i>refocus using reward chart(?)</i> ❖ <i>consider an extra sensory break or a personalised activity</i> ❖ <i>remind child of the adult they can talk to</i>	➤ reduce language used ➤ praise and reinforce positive choices/behaviours ➤ calm voice/focus on desired behaviours ➤ clear message ➤ consistent approach by all adults
Adult supported	3 & 4 'I am not ok and I need help to regulate'. Dysregulated Mobilised/immobilised	∞ displaying aggressive behaviours such as: Glaring, Snarling, Pushing, Scratching ∞ shouting out/making loud noises across the class ∞ crying ∞ running from adults ∞ refusing adult requests/instructions	❖ removal from situation, refocusing on another activity/sensory break/physical activity ❖ social story around specific unwanted behaviours ❖ reduce choices and options to a minimum e.g. 'this or that' ❖ time to talk through their frustrations and support to find possible solutions ❖ time in – remove from classroom, adult stay with child and use a sand-timer	➤ calm quiet voice ➤ reduce language to a minimum ➤ direct to time in quiet space for a story or other activity led by an adult ➤ reinforce positive language ➤ work with child to give him a way back in "Ok, I can see you are struggling let's do this and then we will (finish work/follow instruction..."
Adult led	5 'I need help' Crisis Unsafe	∞ unable to follow any requests ∞ displaying aggressive behaviours such as: Hitting, Kicking, Swearing	❖ remove to own space/safe space if possible, (<i>pre-teach the child to follow an instruction</i>) ❖ remove to agreed safe space for time out/sensory break <i>Ensure relationships within the class are restored before child is returned</i>	➤ calm quiet voice ➤ instruct to use space ➤ removal to safe space ➤ five warning to hold/narrate as happens

STRATEGIES TO SUPPORT INDIVIDUAL NEEDS

- High quality inclusive teaching – visual aids, ongoing assessments, pitch and resources to support independence and regulation.
 - Movement breaks/ sensory circuits
 - Scaffolding/ prompts/ toolkits
 - Guided groups
 - Pre teaching and re caps
 - Specific skills focused group or 1:1
 - Emotionally attuned and available adults
 - Mental health and well – being embedded within the curriculum
 - Exposure and experiences across the curriculum to enable every child to succeed and feel successful.
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- 6 week ELSA or TALA provision
 - Individual timetables/ plans
 - Additional resources or equipment
 - Adaptations to spaces and available adults playtimes and lunchtimes and other transitions to support regulation
 - Alternative provision for parts of timetable

WHEN IT'S NOT WORKING?

- Communication first
- Class teacher – compare, share and troubleshoot
- Meet with SENDCO - Are there other avenues to explore resources available?

RESOURCES AVAILABLE TO PARENTS FOR FREE

- Solihull Approach
- NHS
- Families Matter
- **Solihull Approach** - These free online courses offer advice and practical tips to boost your confidence as a parent, help you navigate family life and strengthen your relationships. They have been designed to help you understand your feelings, development and behaviour, as well as focus on your own feelings as you grow as a family. <https://www.hants.gov.uk/solihullapproach>
- **Family Links** provide programmes suitable for parents of children from -9 months to 18 years, underpinned by [the Nurturing Programme](#) and developing an understanding of behaviour in the context of relationships. <https://www.familylinks.org.uk/at-home>
- **Youth Options** provide a free to access course for **Non-Violent Resistance (NVR)** therapeutic intervention. They take referrals for families experiencing child-to-parent violence, aggression, challenging or self-harming behaviours, for focus young people living in Hampshire aged 5 – 17 years. They provide NVR support for families having difficulties with Trauma, ASD, ADHD, SEN and more. You can find more information on their website. <https://youthoptions.org.uk/what-we-do/targeted/family-support/>
- **BRAAIN** support parents and carers of children with Attention Deficit Hyperactivity Disorder (ADHD) and Autistic Spectrum Condition (ASC) or Special Educational Needs (SEN). More information can be found on their website www.Braain.co.uk or they can be contacted at enquiries@braain.co.uk
- **YoungMinds** has practical advice on supporting them with their ADHD and mental health. <https://www.youngminds.org.uk/parent/parents-a-z-mental-health-guide/adhd/#WhatyoucandotosupportyourchildwithADHD>
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**THANK
YOU**