



## Behavioural, Emotional and Social Development Behavioural, Social and Emotional Needs

<p style="text-align: center;"><b>Range 1 Quality First Teaching plus: Share of an additional adult in class SEND friendly classroom strategies Flexible grouping for teaching</b></p>	<p style="text-align: center;"><b>Range 2 As Range 1 plus: Access to small group support in class Wave 2 'Catch Up' Interventions</b></p>	<p style="text-align: center;"><b>Range 3 As Range 1 and 2 plus: My Support Plan (MSP) Some individual support to address outcomes in MSP Wave 3 targeted group support Outside agency involvement</b></p>
<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Part of normal school and class assessments. SENCo/other trained staff may be involved in more specific assessments and observations.</li> <li>Records kept, to include observations, assessment of context, frequency and triggers.</li> <li>Progress should be a measured change in their behaviour and learning following each review cycle.</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>Individualised programme of support related to assessments implemented.</li> <li>Parents involved regularly and support targets at home.</li> <li>Pupils involved in setting and monitoring their targets.</li> </ul> <p><b>Grouping for teaching</b></p> <ul style="list-style-type: none"> <li>Mainstream class with attention paid to organisation and pupil groupings.</li> <li>Opportunities for small group work based on identified need.</li> <li>Time limited mainstream classroom support programme of support, which relates to assessments.</li> <li>Small group work to learn appropriate behaviours and for associated learning difficulties.</li> <li>A quiet area in the classroom may be useful for individual work.</li> </ul> <p><b>Human resources and staffing</b></p> <ul style="list-style-type: none"> <li>Main provision by class teacher, resources usually available.</li> <li>Support/advice from SENCo with assessment and planning.</li> <li>Additional adults used to support flexible groupings.</li> <li>Close liaison and common approach with parents/carers.</li> </ul> <p><b>Curriculum &amp; teaching methods</b></p> <ul style="list-style-type: none"> <li>In class differentiation of the curriculum and support.</li> <li>Strategies developed shared with school staff, parent/carer.</li> <li>Increased differentiation by presentation or outcome.</li> <li>Simplify level, pace, amount of teacher talk.</li> <li>Increased emphasis on identifying and teaching to preferred learning style.</li> <li>Opportunities for skill reinforcement/revision/transfer and generalisation.</li> </ul>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>As Range 1, plus more detailed and targeted observation.</li> <li>Assessment related to intervention strategy.</li> <li>More detailed recording, monitoring of frequency &amp; intensity.</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>Curriculum plans reflect levels of achievement and includes individually focused targets.</li> <li>Additional steps taken to engage pupils and parents as appropriate.</li> <li>Requires effective communication systems enabling all involved to provide consistent support.</li> </ul> <p><b>Grouping for teaching</b></p> <ul style="list-style-type: none"> <li>In addition to provision at Range 1, identified daily support to teach social skills/dealing with emotions to support behaviour learning targets.</li> <li>Mainstream class with regular targeted small group support.</li> <li>Time limited programmes of small group work based on identified need.</li> </ul> <p><b>Human resources and staffing</b></p> <ul style="list-style-type: none"> <li>Main provision by class teacher with advice and support from SENCo.</li> <li>Additional adult, under the direction of teacher, provides sustained targeted support on an individual/group basis.</li> <li>May include withdrawal.</li> <li>Additional support provided within school to support learning and behaviour.</li> <li>Increased parent/carer involvement.</li> <li>Encouragement and inclusion in extra-curricular activities.</li> </ul> <p><b>Curriculum and teaching methods</b></p> <ul style="list-style-type: none"> <li>Modify level/pace/amount of teacher talk to pupil's identified need.</li> <li>Individual targets within group programme.</li> <li>Teaching approaches should take account of the difficulties in the understanding of social rules and expectations within the classroom.</li> <li>Emphasis on increasing differentiation of activities and materials and take account of individual learning styles.</li> <li>Regular small group work with an increasing emphasis on relationships, emotions, social skills, conflict resolution.</li> </ul>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>As Range 2, plus more systematic application of assessment tools.</li> <li>Involvement of education and non-education professionals as appropriate.</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>Behaviour and curriculum plans closely track levels of achievement and all targets are individualised, short-term and specific.</li> <li>More frequent involvement with parents/carers to engage pupil.</li> <li>Multi-agency planning process specifies contribution of individual services. Inter-agency communication established and maintained.</li> </ul> <p><b>Grouping for teaching</b></p> <ul style="list-style-type: none"> <li>Mainstream class, predominantly working on modified curriculum tasks.</li> <li>Frequent opportunities for small group work based on identified need.</li> <li>Daily opportunities for 1:1 support.</li> </ul> <p><b>Human resources and staffing</b></p> <ul style="list-style-type: none"> <li>Main provision by class teacher with support from SENCo and advice from education and non-education professionals as appropriate.</li> <li>Daily access to staff in school experienced with SEBD.</li> <li>Additional adult under the direction of the teacher, supports pupil working on modified curriculum tasks.</li> <li>Increased access to a combination of individual, small group and whole class activities.</li> </ul> <p><b>Curriculum and teaching methods</b></p> <ul style="list-style-type: none"> <li>Teaching focuses on curriculum and SEBD outcomes throughout the school day.</li> <li>Tasks and presentation personalised to pupil's needs.</li> <li>Individualised level/pace/amount of teacher talk.</li> <li>Learning style determines teaching methods.</li> <li>1:1 teaching for the introduction of new concepts and the reinforcement of classroom routines and expectations.</li> <li>Small steps targets within group programmes and/or 1:1 work tasks.</li> <li>Targets are monitored with the pupil daily.</li> <li>Accessing mainstream lessons for most of the time with access to other internal support arrangements.</li> </ul>

