**A GRADUATED RESPONSE FOR SUTTON**



**SUTTON LOCAL AREA WORKING TOGETHER TO MEET SOCIAL, EMOTIONAL AND MENTAL HEALTH NEEDS TO PREVENT EXCLUSIONS**

Version 4

Last reviewed: November 2019

**AIMS AND PRINCIPLES**

* To have a consistent approach and common language across all Sutton Schools and the local area to meet social, emotional and mental health needs and to prevent exclusions
* To enable every child and young person to benefit from high-quality education that supports them to fulfil their potential
* To enable the learning of all children who are disengaged

**“WE ARE COLLECTIVELY AMBITIOUS FOR OUR CHILDREN AND YOUNG PEOPLE.**

**TOGETHER WE WANT TO PROVIDE THEM WITH THE BEST CHANCES TO ACHIEVE THE BEST OUTCOMES IN LIFE, WHATEVER THEIR STARTING POINT, AND PREPARE THEM EFFECTIVELY FOR ADULTHOOD”**

**PHILOSOPHIES**

* Every child, regardless of their characteristics, needs, or the type of school they attend, deserves a high-quality education.
* An unwanted behaviour may be as a result of unmet need, SEND, social and/or environmental factors.
* Individualised responses are necessary to support each child or young person’s individual circumstances.
* Reasonable adjustments will need to be made as necessary to support individual needs.
* A multi-agency approach is required to understand and address the complex underlying needs that children and young people may have.
* Staff need the opportunity to develop skills to provide support where children and young people need it.
* Particular consideration should be given to pupils from groups who are vulnerable to exclusion.

**HOW TO USE THIS DOCUMENT**

* Each child’s circumstance is different, and progress is not linear. A situation may escalate or de-escalate quickly, resulting in movement across stages.
* Interventions should not only be used at a specific level, for example a child may be at stage 3 but the expectation is that staff would continuing using strategies from stage 1 or 2.
* Intervention used should be approached using the Assess, Plan, Do, Review model, ensuring that clear outcomes are identified, are monitored and tracked for impact.
* This is a model that is underpinned by the recommendations made in the Timpson Review and the 2019 Ofsted framework. As these recommendations become practice, this framework and model will continue to develop. This model will also be aligned to the outcomes of the High Needs Block review.
* Where learning needs are identified, schools should continue to follow the guidance of the SEND Code of Practice to ensure that appropriate steps are taken to support the child’s access to education.
* This is a positive model that aims to keep children and young people accessing a mainstream education.
* The Graduated Response is intended to support schools to work with children and young people who have ongoing concerns. One off, serious incidents in schools would continue to be dealt with as deemed appropriate by the Headteacher on an individualized basis.
* Whilst there is reference to MASH in this document, usual LA guidelines for use of MASH for immediate safeguarding concerns should continue to be followed.

**STAGE 1 – SCHOOL**

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| **Intervention** | | **Aim** | **Notes** |
| **Advance planning & Assessment** | **Staff training programme** | To provide staff the required skills | Identify CPD needs.  Ensure trauma and attachment awareness. |
| **Root cause analysis** | To understand the underlying reasons for the behaviours | Internal / external factors explored.  Talking to child and key adults. Are child’s basic needs being met? |
| **SEND**  **discussion** | To address any learning needs | Progress data and teacher input reviewed  SENCO uses information to help explore and resolve need |
| **Liaison between**  **primary and secondary**  **schools** | To ensure that there early and ongoing communication between schools | Information sharing can support schools to understand the underlying reasons for behaviour |
| **Home / school development** | **Team around the child**  **Internal** | To ensure a consistent approach between home and school | Solution-focused meeting that brings teachers, family and other professionals together  Development of a plan to support positive change |
| **Family Support** | To build capacity within the family to support the child | Pastoral lead or family support worker engages with family  Specific strategies provided to family |
| **Positive parental engagement** | To empower parents to support a ‘one voice’ approach to supporting the child | Early contact is made by school to family  Meeting with family helps gain fuller understanding of the child both in / out school. |

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| **School policy and practice** | **Monitoring** | To develop an anticipatory approach to behaviour management. | Themes and trends identified (times of day/days of week/teacher specific/subject specific/peer groups)  Outline of behavioural pattern achieved |
| **Rewards** | To ensure a child understands how to gain positive attention | Individualized targets and rewards Creative approaches to support behavioural  change |
| **Consistent**  **approach to** | To ensure that all staff respond | Coordinated articulation of information to |
| with ‘one voice’ to provide | staff |
| **child’s behaviours** |
| **agreed and** | constructive consistency for the | Monitoring ensures consistent understanding |
| **understood by all staff** |
| child | and application by staff. |
| **In lesson support** | To ensure that teacher planning is directed towards to meeting individual need | SENCO to coordinate support for teachers Differentiated content/approach |
| **Adapted timetable** | To create flexible ways of supporting the child | This may involve regular support in place of a lesson  Monitored, time-limited  Ongoing access to high quality education. |
| **Timeout (lessons / breaktimes)** | To develop an anticipatory approach to prevent behaviour escalation. | To give time limited opportunities for calm and reflection  Planned and strategic with clear aim |
| **Reflective practice** | To ensure reflective learning  Is common place amongst professional | All services to support each other as critical friends  Adopting a high challenge/high support approach to ensure practice continually develops. |
| **Specialised behavioural support groups** | To address the needs of pupil groups | Pastoral programmes put in place Anger management/ELSA/talk and draw etc |
| **School EHCP review** | To ensure provision identified  in EHCP is being applied appropriately. | Schools carry out own EHCP review |

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| **Specialist in school support** | **School nurse** | To identify whether there is an unmet health related need | Nurse drop-in takes place in school |
| **Adult mentor** | To provide an opportunity for the child to find ways to move forwards | For the child to identify a trusted adult that can be their go to if they feel they are struggling.  Opportunity to have regular check ins. |
| **Counselling** | To support the child emotional needs | ELSA or equivalent / pastoral support / school counsellor |

**STAGE 2 – OUT REACH**

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| **Intervention** | | **Aim** | **Notes** |
| **Advance planning and Assessment** | **Root cause analysis 2** | To review whether the underlying reasons for behaviour have been accurately identified | Further discussion with the child, family and teachers |
| [**EHAT**](https://www.sutton.gov.uk/info/200625/support_services/1690/early_help_assessment_tool_ehat) | To complete a holistic assessment of a family’s needs and to identify a coordinated response from other necessary services as part of a timely action plan | An EHAT should be undertaken when:  a child is at Tier 2 of the [LSCB Threshold](https://www.sutton.gov.uk/downloads/file/2817/lscb_sutton_threshold_guidance_final_published_160715pdf) [document](https://www.sutton.gov.uk/downloads/file/2817/lscb_sutton_threshold_guidance_final_published_160715pdf)  a family are displaying 2 or more Early Help indicators  more understanding is needed about a family’s situation  to bring professionals together with a TAF approach |
| **Team Around the Child**  **External Support** | To create a collaborative approach with external professionals | Agencies/professionals share knowledge Develop a package of support |
| **Teacher forum** | To ensure a consistent application of strategies identified by professionals | Professionals attend school based meeting  Inform teachers of key strategies to support the child |
| **School Early Help support** | To access support at the earliest stage | School Early Help Offer to access support |

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| **Out reach interventions** | [**Targeted Youth**](https://www.sutton.gov.uk/info/200625/sen_support/1697/integrated_youth_service)[**Support groups**](https://www.sutton.gov.uk/info/200625/sen_support/1697/integrated_youth_service) | To provide group-based support to students causing concern | A 4 week programme delivered in the school  Accessed through School Early Help Support |
| **Targeted Youth Support Reaching Out** | To provide 1:1 support to the child both within and outside school | Bespoke support addressing route causes for behaviour  Supporting child to stay in mainstream education |
| [**Early Help Change Up**](https://www.sutton.gov.uk/info/200611/suttons_local_offer/1937/early_help_programmes)[**Project**](https://www.sutton.gov.uk/info/200611/suttons_local_offer/1937/early_help_programmes) | Targeted preventative work for children in years 6, 7 and 8 identified as at risk of exclusion | (For years 7 & 8)  ‘Step up’ enrichment sessions - one day per week for 6 weeks off school site at the Quad.  (For years 5, 6, 7 and 8)   1. One to one support 2. Whole family support 3. Restorative support in schools 4. Specialist advice and consultancy 5. IDM Project support |
| **Outreach work with other provisions** | To provide mainstream schools support from other provisions with challenging children  and young people | APs become involved in working with children and schools at an early stage  Sharing of expertise and strategies |
| **SEND Support** | To provide SEN Support Guidance | Sutton SEN Support are engaged to provide strategies to help the school support the child |
| [**Educational**](https://cognus.org.uk/our-services/accessing-education/educational-psychology/)[**Psychology**](https://cognus.org.uk/our-services/accessing-education/educational-psychology/) | To identity strategies to support child | School engage EP services to identify any further needs and provide strategies to support the child |
| [**Therapies**](https://www.sutton.gov.uk/info/200625/support_services/1667/speech_language_and_communication_support) **(SALT/OT)** | To identify strategies to support child | School engage SALT/OT services to identify any further need and provide strategies to support the child |
| [**CAMHS**](https://www.sutton.gov.uk/info/200611/suttons_local_offer/1863/child_and_adolescent_mental_health_services_camhs) | To support the mental health of a child | A CAMHS referral is made to access specialist mental health support |
| [**Paving the Way**](https://cognus.org.uk/our-services/education-advice/intervention-and-identification/) | To identify and address root causes of behaviour which may include the identification of further need. To empower  schools & families to support | Bespoke support for each child. Support offered will vary depending on the individual needs of the child and family.  The PTW team work within school and  externally with families where necessary |

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|  |  | the child more effectively, and enable the child to have a better understanding of their own behaviours with strategies for self-regulation | and appropriate to ensure a holistic approach aged 5-11 years |
| **Early Years SEND Advisory Team** | To give advice, support and practical help to our early years colleagues in any Ofsted registered childcare / early education ‘settings’ | Training for SENCo  Other training, including ‘bespoke’ where requested, on all sorts of SEND issues.  Help practitioners to develop and improve their inclusive practice and support where there are challenges.  Help to draw up an IEP |
| [**MASH referral**](https://www.sutton.gov.uk/info/200235/safeguarding_children/473/what_to_do_if_you_are_worried_about_a_child/2) | To engage social care support | Where a child continues to cause concern over time a MASH referral may be relevant |
| [**Positive Parental**](http://frog.thelimescollege.org.uk/website/)[**Engagement (Limes**](http://frog.thelimescollege.org.uk/website/)[**support)**](http://frog.thelimescollege.org.uk/website/) | To engage parents more strongly in supporting the school | School communicates with Limes to find approaches for achieving positive parental engagement |
| **Domestic Abuse Support** | To provide a range of support services for families who are living with or have experienced  Domestic Abuse | [Transform Sutton](https://www.cranstoun.org/services/domestic-abuse/transform-sutton/) |
| [**Vulnerable Pupil**](https://cognus.org.uk/our-services/education-advice/vulnerable-pupil-panels/)[**Panel**](https://cognus.org.uk/our-services/education-advice/vulnerable-pupil-panels/) | To clarify progress and next steps | Discussion takes place to help the school review current progress with child.  Opportunity for further intervention to be gained |
| **Youth Offending Team** | To provide support for young people who may be vulnerable to being led into crime | [YouThink prevention support](https://www.sutton.gov.uk/info/200625/sen_support/1697/integrated_youth_service) |
| **School nurse** | To provide medical support and signposting for a range of issues | School makes referral to school nurse |

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|  | **Limes Outreach** | Assess support and advice from Limes | Accessed through VPP |
| **Turn Around / Nurture** | To provide group interventions that address behaviours that are challenging for schools. | Referral via VPP Nurture – Age 5-11  [TurnAround](http://frog.thelimescollege.org.uk/index.phtml?d=532436) - Age 11-16 |
| **Personal Support Plan** | To provide targeted support and review for child | Schools may choose to start this either earlier or later depending on approach |
| **Restorative Justice Framework** |  | [Refer through Early Help](https://www.sutton.gov.uk/info/200235/safeguarding_children/473/what_to_do_if_you_are_worried_about_a_child/2) |
| [**Off the record**](https://www.talkofftherecord.org/sutton/) | Mental and emotional health support services | (Support starts at age 11 but can vary for different services)  Face to face counselling Drop in sessions Online support  Support for parents and carers |

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|  | **Autism services** | Autism services works to support young people aged 4- 18 with social communication differences or an autism diagnosis.  Through supporting the school, family and the young person themselves. | Advice and strategies to support the young person in school.  Training for school staff.  Parent programmes and one-to-one support for the young person, including support to understand their diagnosis. |

**STAGE 3 – EXTENDED OUT REACH**

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|  | **Intervention** | **Aim** | **Notes** |
| **Advance planning and adjustments** | **Root cause analysis 3** | To understand the underlying reasons for the behaviours | A further review whether there are further causes for ongoing behaviours. |
| **Personal Support Plan** | To provide targeted support and review for child | Schools may choose to start this once there has been a |
| **Adjusted/Reduced timetable** | To support the child to respond more positively to situations at school | Schools may suggest for parental consideration changes to the pattern of learning across specific days for a time- limited period with clear outcomes |
| **EHCP Coordinator engagement (for child with EHCP)** | To review the EHCP plan needs of the child | To review the EHCP and decide whether an emergency annual review is called. |
| **Turn Around Plus** | Turn Around with additional Targeted Youth and Limes Outreach | Referral through VPP |
| **Engaging with other educational providers** | **Respite to another mainstream school** | To support the child emotionally with a break from current situation | A collaborative approach with other schools  A child is moved for a short period of respite to a different setting. |
| **Managed move** | To offer a fresh start to children and young people in education | A collaborative approach with other schools  A child is moved for a 3-month trial to a potential new mainstream school |
| **Alternative Provision**  **(Vocational option dual registered with school/ two days at AP c o- ordinated and supported by The Limes)** | To offer an alternative curriculum and provide a break from a challenging situation | AP usage should be used in connection with other support |
| **Dual registered placement (2 days Limes + 3 days school)** | To provide a flexible blended learning approach between two provisions | Referral through VPP (KS4 only)  Evidence of multi-agency work and support to access these places. |

**ACKNOWLEDGEMENTS**

The Graduated Response has been developed through successful collaborative multi-agency working and we would like to thank everyone who has played a part in the development process.

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| Name | School/Service |
| Amy Cavilla | Nonsuch High School for Girls |
| Caroline Ekoku | Youth Offending Team |
| Catherine Kane | SEN Commissioning Consultant |
| Catherine Lester | Cheam Fields Primary Academy |
| Charlotte Perry | Early Help Team |
| Craig Edmunds | Targeted Youth Support |
| Elisabeth Broers | Robin Hood Junior School |
| Emma Bradshaw | The Limes College |
| Emma Morris | Abbey Primary School |
| Fiona Phelps | Assistant Director Education/SEND |
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| Helen Gasparelli | Head of Inclusion, Cognus |
| Jackie McCarthy | Family Support, Care Planning and Early Intervention |
| Jane Knowles | Sutton Parent Carer Forum |
| Jon Davey | Carew Academy |
| Kate Leyshon | Virtual School for Looked After Children |
| Laura Noulton | Integrated Youth Service |
| Lynda Wallace | Greenshaw High School |
| Natalie Robins | Hackbridge Primary School |
| Partnership of Sutton Primary School Headteachers | |
| Partnership of Sutton Secondary School Headteachers | |
| Partnership of Sutton Special School Headteachers | |
| Paula Harrison | Devonshire Primary School |
| Peter Naudi | Cheam High School |
| Sali Goodrich | The Limes College |
| Simon Vines | Sherwood Park School |

**APPENDICES**

* Appendix A – AP framework (under review)
* Appendix B – Success criteria (under review)
* Appendix C – Intervention grid (under review)

If there are changes that need to be made to this document, please contact [VPP@cognus.org.uk](mailto:VPP@cognus.org.uk)