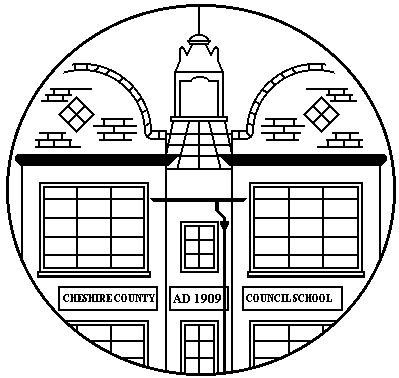
Cambridge Road C P & N School



Core Offer & Graduated Response

for those children with SEMH needs

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| **What all pupils should be getting:**  **Quality First Teaching/Whole Class Approach:**   * Class visual timetables * A class set of expectations – developed together, displayed and referred to regularly * Behaviour Charts * Jewel Jamboree Jar * All adults knowing their children and use this to adapt provision * Positive, respectful culture created where all are valued * Year 6 Buddies supporting Reception * Recording on C-Poms * Positive communication home: TEAMS, Newsletters, Kindness Book, Star of Week, Phone Call Home, Golden Postcards and Achievement Book | | | | |
|  | **Reasonable Adjustments** | **Intervention** | **SEN Support** | **SEN Support/EHC** |
| **Core offer** | * Conversation with the child and anyone else involved to identify issues, key triggers, patterns including any home issues * Analysis of academic needs including communication needs/skills or trigger points * Individualised reward chart (approx. 2-3 weeks) * Task Sheets. * Teacher to seek subject leader support if required to adapt curriculum * Respond to trigger point analysis * Cloakrooms * Lunchtimes/playtimes e.g. 5 minute warning * Weekend * Good communication & shared expectations with staff for lunchtime/PPA cover/Duty at break * Additional communication with parents e.g. ‘……… is struggling with concentration I English so I’ve set up a reward chart’. | * Class teacher completes Initial Concern form * SENDCO gathers evidence   + ABC   + Termly Behaviour Audit   + Targeted Strategy plan formulated * Meeting with Class teacher, LSA, LM/FIW, SENDCO. Discuss issues and complete SDQs (Strengths & Difficulties Questionnaire) * Decision made for appropriate intervention * Invite parents in to discuss issues, gain parental consent for intervention and complete SDQs * Provide parents with MHST referral email for Anxiety/Behavioural Parenting Courses. Signpost to GP for Anxiety concerns * Run interventions for given time * Re-do SDQs * Re-evaluate either back on reasonable adjustments or SEN support. | \* Child added to register  \* Assess Plan, Do, Review- Evidence gathered forms main focus for support for IEP and smart targets  \* Record any incidents on CPOMS  \* Capture pupil voice – what strategies are working well  \* Evaluate targets – when and if not time based  \* Re-do:   * ABC * Behaviour Audit * Targeted Strategy plan   \* Seek support from outside agencies, MHST, Outreach support, The Autism Team, SPOTTs  \* Assess Plan, Do, Review recommendations showing impact. | Using information from Intervention and SEN support to write SEN profile.  Include numerical data  Timed behaviour observations |
| **Responsibility** | * Class teacher / PPA Cover teacher * LSA * MDA | * Class teacher * LSA * Learning Mentor/ FIW * SENDCo | * Class teacher * Learning Mentor/FIW * SENDCo | * Class teacher * SENDCo * SEND Hub * CWAC |