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
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|  | **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
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