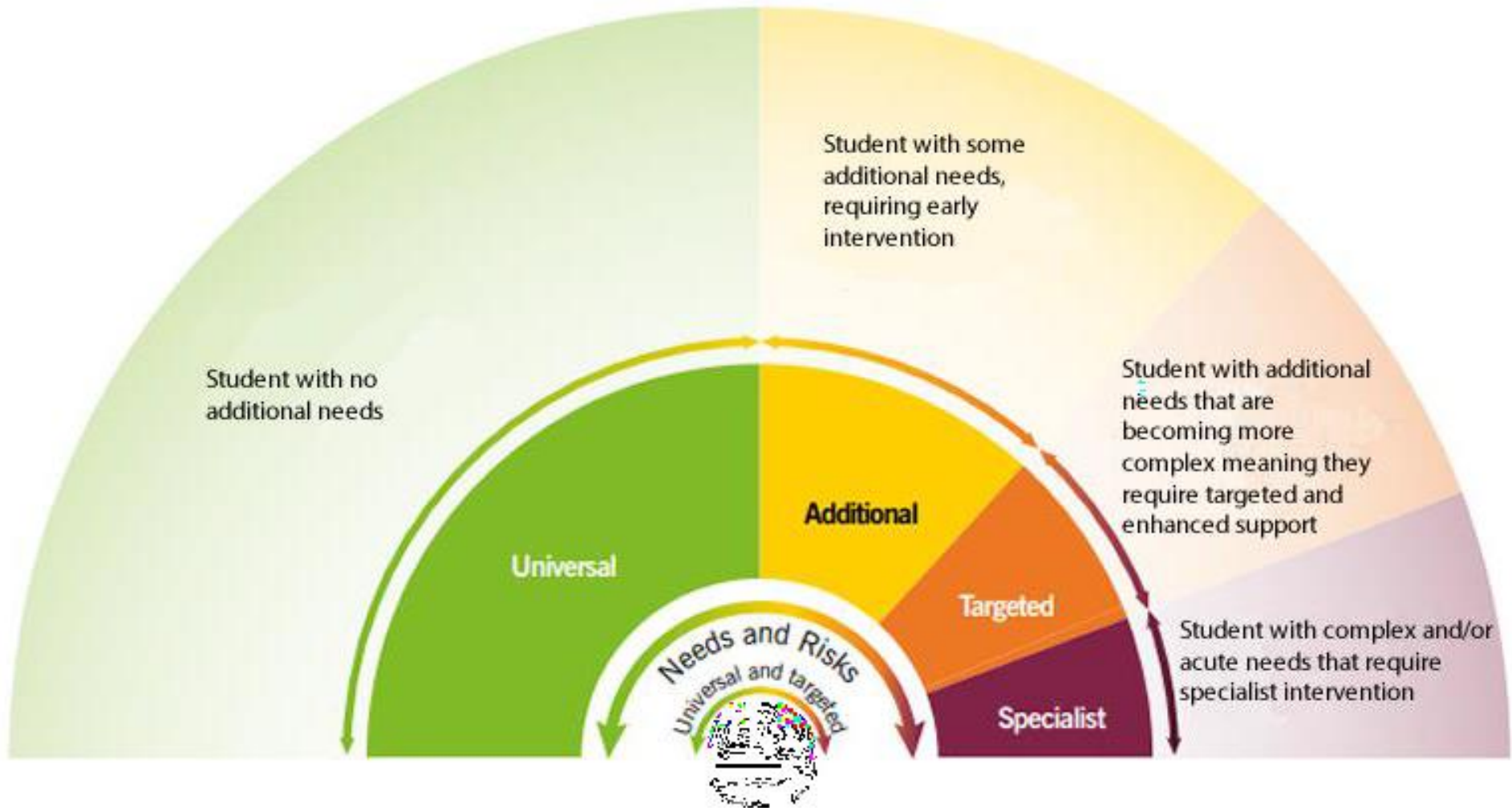


Continuum of Support for Behaviour, Emotional and Educational Well-Being

Must be read alongside THE THRESHOLDS FOR ACCESS TO SERVICES FOR CHILDREN AND FAMILIES IN LEICESTER, LEICESTERSHIRE & RUTLAND

REVISED AUGUST 2022



Student with no additional needs (UNIVERSAL)	Student with some additional needs, requiring early intervention (ADDITIONAL)	Student with additional needs that are becoming more complex meaning they require targeted and enhanced support (TARGETED)	Student with complex and/or acute needs that require acute intervention (SPECIALIST)
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Exhibiting Factors</p> <ul style="list-style-type: none"> • Responds to policies and procedures • Making academic progress • Attendance =>95% • The student is healthy and well • The student can cope with the challenges they face • The student can form positive relationships with adult and peers • The student can manage their emotions with the challenges they face • Parents/Carers are supportive of the school • Parents/carers are engaged with the school 	<ul style="list-style-type: none"> • Responds to policies and procedures inconsistently • Not on track to meet age related/ academic targets • Learning difficulties may be specific to one aspect of learning • Behaviour sometimes prevents themselves and peers learning • Attendance 90 – 95% • The student has received a number of sanctions, • At times the student finds it difficult to manage their emotions with the challenges they face • At times the student demonstrates anxieties about difficult situations • At times the student comes into conflict with their peers • At times the student comes into conflict with adults • At times the student appears to be self-contained and struggles with interaction with peers and or adults. • The student is healthy and well most of the time • The student suddenly appears unkempt outside of normal expectations. 	<ul style="list-style-type: none"> • Rarely responds to policies and procedures • Not on track to meet age related/ academic targets and falling significantly behind peers • Difficulties with pace of curriculum delivery and retention of knowledge in all subjects. • Behaviour commonly prevents themselves and peers learning • Attendance 85-90% • The student has received a significant number of sanctions including Suspensions • The student has a diagnosed health condition • The student is a bully or is being bullied • The student cannot manage their emotions with the challenges they face • The student struggles to manage anxieties which impacts their ability to function in school. • The student finds it difficult to form positive relationships with adults and/or their peers 	<ul style="list-style-type: none"> • Does not respond to policies and procedures • Not making any academic progress and significantly behind their peers • Graduated response has been ineffective (at least 1 cycle of APDO) • Profound, complex lifelong learning difficulties have been identified that require specialised provision not available on site. • Behaviour consistently prevents themselves and peers learning • Attendance <85% • At risk of permanent exclusion • Student has an acute diagnosed health condition • The students personal care/daily living skills are severely lacking. • Bully or being bullied • Requires more than one layer of support to manage their emotions • Is unable to form and maintain positive relationships with adults/peers • Levels of anxiety prevent the student from attending lessons and is severely affecting their daily life. • Absconds from home

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	<ul style="list-style-type: none"> The student sometimes displays challenging behaviour at home The student sometimes displays challenging behaviour in the community <ul style="list-style-type: none"> Parental engagement is sometimes difficult 	<ul style="list-style-type: none"> The student displays challenging behaviour at home The student displays challenging behaviour in the community <ul style="list-style-type: none"> Parental engagement and support of the school is not consistent and often difficult. 	<ul style="list-style-type: none"> Violent behaviour at home Anti-social/criminal behaviour in the community <ul style="list-style-type: none"> Parental support is non-existent and is a cause for concern
<ul style="list-style-type: none"> Student will be able to access the school's curriculum, respond to care & guidance, enrichment and have no additional need. <p>For a complete list of actions that school's might consider at all levels of need go to https://resources.leicestershire.gov.uk/sites/resource/files/field/pdf/2019/5/1/SEM_H_Guidance_Leicestershire_2019.pdf</p>	<ul style="list-style-type: none"> Teacher/HOD interventions (teaching strategies, parental involvement, catch-up) Tutor intervention (parental involvement, target setting, report) Refer to Care and Guidance Gather more information Complete SDQ Identify Lead Professional in school Refer to Triage & Navigation SEND learning assessments (if appropriate) 	<ul style="list-style-type: none"> AS ADDITIONAL, PLUS... Complete Boxall Complete additional SEN assessments Complete statutory assessment for an Educational Health and Care Plan (EHCP) Liaison with parents Complete an Individual Health and Care Plan (IHCP) Complete a Mental Health Assessment Refer to Inclusion Forum for early help advice Consult SEIPS in school action check list – eg: <ul style="list-style-type: none"> Counselling Small group work 1:1 Intervention Personalised curriculum Complete Risk Assessments Refer to Attendance Improvement Officer 	<ul style="list-style-type: none"> AS TARGETED, PLUS... Refer to Inclusion Forum / Core /Panel at Local Partnerships for an Alternative Provision Programme Statutory assessments Mental Health Assessments Refer to Joint Action Group Team Around the Family

ACTIONS

Must be read alongside THE THRESHOLDS FOR ACCESS TO SERVICES FOR CHILDREN AND FAMILIES IN LEICESTER, LEICESTERSHIRE & RUTLAND

How do the Thresholds for Access link with Leicestershire SEND thresholds for intervention?					
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SENA Levels	Group 1 Emerging Needs	Group 2 School based interventions	Group 3 SEND Support (external professionals involved)	Group 4: Children or Young people with an EHCP and / or Programme Managed by Partnerships	Group 5: Specialist Provision

How can I check that my School is doing all it should for learners with additional needs and targeted needs?

We recommend you use the Leicestershire SENA Guidance for EHC Needs assessment/EHCP/top-up funding:

Social, Emotional and Mental Health Guidance for meeting needs through a graduated response

https://resources.leicestershire.gov.uk/sites/resource/files/field/pdf/2019/5/1/SEMH_Guidance_Leicestershire_2019.pdf