



HEARTS ACADEMY TRUST

# SEND Policy

**Date reviewed:** September 2023

**Next date to be reviewed:** September 2024

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HEARTS Academy Trust is committed to providing a happy, caring and safe learning environment for all within a values led context, where everyone feels valued and grows in confidence and independence.

We promote **HAPPINESS** through a creative, exciting and practical curriculum, which generates a love of, and interest in, learning and a resilience and hope which supports us through challenging times.

Great value is placed on pupils' self **ESTEEM** which is developed through a positive and motivated attitude to learning, a healthy lifestyle, good social skills, self-discipline and a positive self-image.

We promote the highest standards of **ACHIEVEMENT** in all areas of the curriculum and help all pupils to fulfil their potential regardless of gender, race or ability.

We foster **RESPECT and RESPONSIBILITY** for all by establishing good relations between the school, home and community. Pupils are taught respect for themselves, others and the environment. They are also taught to take full responsibility for their own choices and responsibility for themselves and their community.

We encourage **TRUTH** and honesty in all aspects of school life – relationships, work and the curriculum and learn to trust and accept others' individuality and uniqueness.

We develop **SPIRITUALITY and SERVICE** so that calm, quiet, reflective times which support deep thought are part of school life and beauty is appreciated. We promote a service culture that reflects our duty to support and show compassion to all members of the community and not just ourselves.



*Children at the HEART*

Everyone in our schools will work together in a nurturing environment to provide each pupil with challenging opportunities that encourage a desire for life-long learning

### **Aims**

All schools within the HEARTS Academy Trust, share the same values and an ethos and belief that all pupils have an equal right to a full and rounded education, that every pupil matters. Our support for all pupils within our care, extends to those pupils with additional needs that require assistance to help them fulfil their full potential.

Each school within the HEARTS Academy Trust shall ensure that:

- the special educational needs of pupils will be addressed and pupils will not be labelled or disadvantaged by any policy or procedure operated within the Trust;
- it works in partnership with parents and appropriate external agencies to support students with special educational needs and will use its best endeavours ensure that appropriate provision is secured for any student with special educational needs in order to achieve agreed outcomes;
- it has a Special Educational Needs and Disability Co-ordinator (SENDCo). The SENDCo will maintain and regularly review the SEND record held in respect of an individual pupil and co-ordinate support. However, it will be the responsibility of all staff to support individual pupils, to implement strategies suggested by the SENDCo and be responsible for ensuring that pupils receive provision appropriate to their needs and agreed outcomes; and
- pupil and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.

All support provided and decisions taken have regard to these general principles as well as the legal framework set out in the Pupil & Families Act 2014, the SEND Regulations 2014 and the SEND Code of Practice 2015.

### **Inclusion**

Educational Inclusion is about equal opportunities for all pupils. It pays particular attention to the provision for, and achievement of different groups of pupils.

We believe that all pupils have the right to learn together. We are committed to giving all of our pupils every opportunity to achieve the highest standards. This policy aims to ensure that this happens for everyone who attends this school.

All pupils and their parents are entitled to be treated with respect and to have their views considered. Arrangements for supporting pupils with diverse needs are made to protect and enhance the dignity of those involved. Inclusion is a process not a state and its success relies on all members of the school community having a shared philosophy and valuing all of the pupil equally. School SEND teams are available daily and have an open-door policy and are the first port of call for any concerns that parents wish to discuss.

### **Definitions**

Under the Pupil and Families Act 2014, a pupil/young person will have SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A pupil or young person will have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age; or
- A disability that prevents or hinders them from making use of facilities that are generally provided for others of the same age in mainstream schools in England.

Special Educational Provision is education or training that is additional to, or different from, that made generally for other pupil/young people of the same age by mainstream schools.

The SEND Local Offer is a resource which is designed to support pupil and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Essex that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors

The implementation of this policy will be monitored by the Trust Board and remain under constant review by the Head of Schools and SENDCos. The Lead Practitioner for SEND & SEMH across the trust is: Nicola Rainford.

The Lead Practitioner

- will oversee the SEND provision for the trust and will ensure the policy is accurate and reflective of all school practice.
- Each school will appoint a member of the Local Advisory Board (LAB) with responsibility for SEND. The SEND LAB member will raise SEND issues at LAB meetings; monitor the quality and effectiveness of SEND provision within the school and work with designated senior leaders to develop the SEND policy and provision.
- The Head of School will work with the SENDCo and SEND LAB member to develop the SEND provision within the school. The head of school has overall responsibility for the provision and progress of learners with SEND.
- The SENDCo will co-ordinate the approach to SEND provision within the school and will undertake those duties set out in chapter 6 of the SEND Code of Practice 2015.
- Class teachers are responsible and accountable for the progress and development of every pupil in their class and will work with the SENDCo and TAs to ensure the “assess plan do review” cycle is appropriately implemented to support any pupil with SEND.

‘Every teacher is a teacher of pupils with SEND’

All class teachers understand that learning is a complex process and no single approach can be applied to all pupils. Some pupils will need more re- enforcement, more support, more frequent opportunities for revision/ recall and additional long/ short term intervention beyond the classroom. The support may be through resourcing, breaking down the learning task, questioning, scaffolding and prompting. It is the responsibility of the class teacher to ensure that there is a balanced curriculum offered to all pupils. In addressing the needs of the child, the class teacher must ensure that they have the opportunity to achieve across the curriculum.

The schools will work in partnership with pupils, teachers, parents and, where appropriate, other external agencies to ensure that individual learning needs are addressed within the context of the school curriculum.

### **Identification & Assessment of SEND**

The SEND Code of Practice 0-25 describes the 4 broad categories of need:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and/or Physical Needs

These four broad areas give an overview of the range of needs that will be planned for. The purpose of identification is to consider what action the school needs to take to meet a pupil's individual needs. The purpose is not to fit a pupil into a category.

The schools in the HEARTS Academy Trust; identify the needs of pupils by considering the needs of the whole pupil which will include, not just the special educational needs of the pupil or young person but will also include other factors that may impact on progress and attainment, for example:

- Disability (The SEND Code of Practice outlines the “reasonable adjustment “duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND);
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of the Pupil Premium Grant
- Being a Looked After Pupil
- Being a pupil of Serviceman/woman
- Other identified groups of pupils within the school.

Community cohesion is vital in any society in order to protect and safeguard the core values which we promote as a trust. These values, when embedded in principle and practice develop peoples' ability to work together happily, constructively, confidently and with respect and honesty in order to continually improve our community at all levels, as well as prevent extremism and discord between groups with differing views and opinions. HEARTS schools are part of local head teacher groups; work closely with Local Authority SEND inclusion partners and have good links with partner secondary schools.

Any concerns relating to a pupil or young person's behaviour is an underlying response to a need. The school will seek to recognise the need, identify it clearly and take appropriate action in order to support the emotional well-being of the pupil.

### **On entry to the school**

Information about a pupil's educational need will usually accompany pupils upon entry to the school and this will be used by the SENDCo to make sure appropriate provision is continued. This information is collated from the transfer of school files from the previous school or early years setting and during transition meetings, which are held with all the feeder schools, or early years settings, in the summer term, before students start at the school. If necessary, a meeting with parents will be requested and this information gathering process will form part of the school 'getting to know your pupil'.

The school will assess each pupil's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the pupil's pre-school years/experience prior joining their school. On entry to EYFS, all pupils are screened using Welcomm and Talk Boost assessments, in order to identify those children who require further support with their language and communication development. Interventions will then focus on the key elements of language: attention and listening, vocabulary, building sentences, telling stories and conversations.

### **A Graduated Approach to SEND Support:**

Identification: see definition of Special Educational Needs at the start of this policy.

### **High Quality Teaching, universal provision at classroom level**

- HEARTS strategy of establishing 2/3-year-old provision in all primary/infant settings as well as employing a dedicated speech and language therapist to address speech, language and communication need (SLCN) supports early identification, assessment and support of this most common SEND support need presenting nationally.

Children who attend our preschools and nurseries are more likely to meet a good level of development than non-attending pupils. This is due to early support and intervention in the crucial ages between 2 and 5.

- High quality teaching, with support and challenge for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for lack of quality first teaching.

HEARTS Academy Trusts recognises the importance of timely and accurate identification of children with SEND, in line with the Code of Practice (DfE,2015) and further supported by The Ofsted reviews of 2010 and 2021:

***“We also recognise that as many as half of all pupils identified for School Action would not be identified as having special educational needs if schools focused on improving teaching and learning for all, with individual goals for improvement.” The Ofsted review of 2010 (The Special Educational Needs and Disability Review - a statement is not enough).***

***“Research suggests that early identification of SEND is crucial. Timely, effective provision can help to narrow the educational gaps between pupils with SEND and those without (The Ofsted review of 2021 (supporting SEND)).***

Teachers are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching is the first step in responding to pupils who have or may have SEND. Some pupils may experience delays in their learning and may not be making expected progress for a variety of reasons. They will have adapted resources prepared for them by their teacher in conjunction with the support staff and their progress monitored carefully as well as the impact of reasonable adjustments. All pupils are included in all lessons.

HEARTS use the Engagement Model as an assessment tool to help the schools support pupils who are working below the level of the national curriculum. This support is varied and child specific but may involve pupils using technology to communicate and control what is happening around them. Some of these pupils will have access to a sensory room and activities/breaks from the classroom. These are undertaken with a higher level of adult support. The school improvement team and SENDCos from the trust, support teachers in breaking the curriculum down into small steps and personalising it in a way that is specific to pupils' individual needs.

- Any pupil who is falling significantly behind the expected academic achievement, in line with predicted performance indicators, will be monitored closely to gauge their level of learning and possible difficulties.
- Ongoing identification is also completed alongside the academy reporting process as data is collected and analysed, this might include information from:
  - the outcomes of school entry assessments and observations
  - performance of the pupil monitored by staff as part of ongoing observation and assessment
  - Progress against the objectives specified in the National Curriculum
  - Standardised screening or assessment tools.

All staff will use the 'High Quality Teaching Checklists'. These will enable the teacher to better understand the provision and teaching style that needs to be applied. Essex County Council's Ordinarily Available provision document (including EYFS) will also be referred to.

- The SENDCo will be consulted as needed for support and advice and may observe the pupil in class;
- Through the above actions it can be determined which level of provision the pupil will need;
- Parents will be fully informed of every stage of their pupil's development and the circumstances under which they are being monitored, they may receive a Provision Outline, indicating where support is going to be targeted, the frequency and by whom. The aim of this is to quickly provide early intervention, pulling together all stakeholders in support of the pupil.

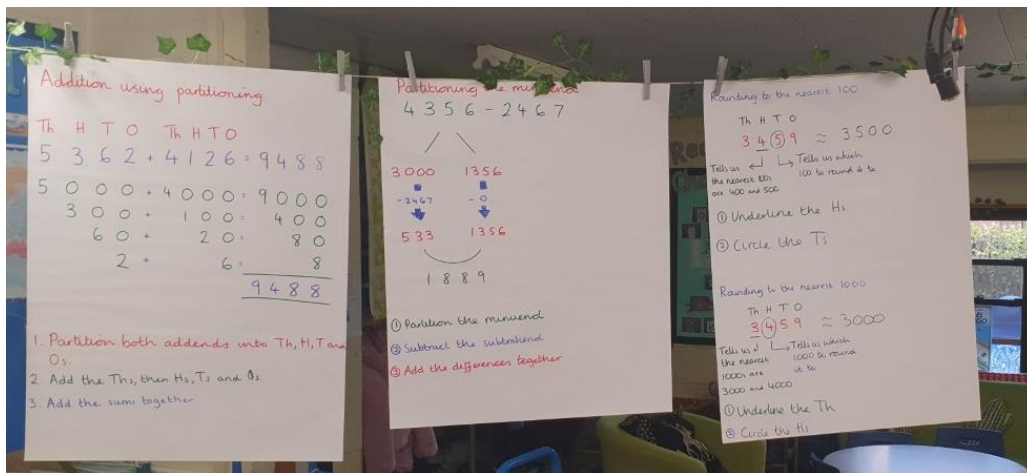
- Parents are encouraged to share information, there is a place to do this on the Provision Outline document.
- Pupil progress review meetings and parent evenings are used to monitor, assess and share the progress being made by all pupils. Meetings will be held termly for pupils identified with SEND and, if necessary, additional meetings will be held to monitor progress.
- If a pupil has recently been removed from the SEND Register they may still need continued monitoring.

All HEARTS schools have high expectations of all pupils. Pupils with additional needs are enabled to achieve as all pupils are expected to. Additional needs are not a barrier to achievement and success. All pupils are provided with the resources, appropriate levels of independence and support needed to allow them to thrive. HEARTS curriculum is ambitious for all pupils including those with SEND.

(HEARTS non-negotiables) is inclusive practice as universal practice. All HEARTS schools incorporate the following strategies into their teaching:

Visual support systems such as visual timetables, targets on the desk, targets shown on the whiteboard, prompt cards (for example a card, with a picture, to remind a child to listen for their name) and photos. We provide core knowledge organisers, topic webs and 'Why this, Why now?' slides. Individual learning packs contain various visual aids that are specific to the needs of the child

A calm classroom environment that is not too cluttered and where equipment is clearly marked with a label saying what it is as well as displays showing the sequence of learning built up over the week, vocabulary displayed and the teachers modelling.



Teaching that incorporates use of visual and tactile approaches including use of real objects, practical activities, pictures and video.





Can you show numbers using

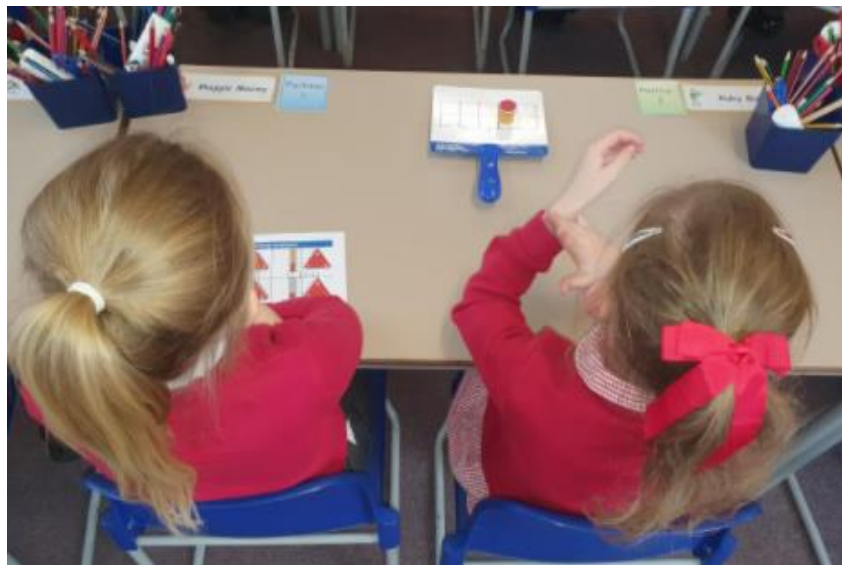
digits	words	dots	number lines	money	arrow cards	partitioning
23	Twenty three					$20+3$
35	Thirty five					$30+5$ $30+3+2$
32	Thirty two					$30+2$ $30+2+2$
49	Forty nine					$40+9$

*well done you could do this*

Staff using non-verbal communication to support what they are saying, for example gesture, pointing – or signing.

Careful seating arrangements that allow a child with speech, language and communication needs (SLCN) to sit near the front and facing the teacher, for example tables placed in a horseshoe shape or tables that can be easily moved around.

Children given time to respond to allow time for thinking. Pupils work with partners and are given time to talk to discuss and rehearse answers. Partner work is structured clearly and pupils know who is partner 1 and who is partner 2, and they know what they have to do at each point in the lesson.



Strategies are used to ensure a child is paying attention. Doug Lemov's techniques from Teach Like a Champion are used to ensure 100% engagement at all times of the lessons. These include; cold call, right is right, no opt out and tracking, not watching




Additional resources are available if needed, for example IT software, alternative recording sheets with less information or where less writing is needed, work planning sheets. The example below shows how a resource has been adapted, in this case a word bank added, to support a specific child.

**When we write one and seven**  
 as a decimal we put the  
 in the ones place and the  
 tenths in the  place.

*Use these words to fill the blanks*

tenths  
 one  
 seven

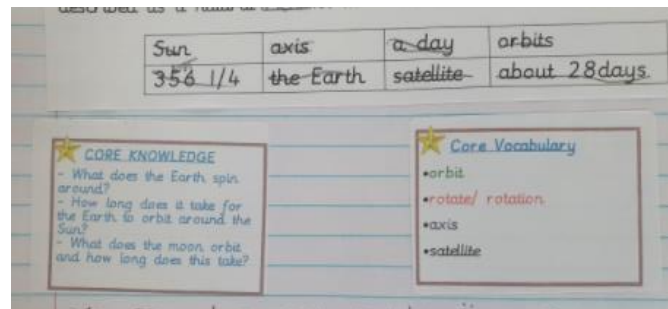
Match the word to its definition.

<b>Sift</b> 	separate what is useful from what is not
<b>Sprout</b> 	To begin to grow
<b>Plain</b> 	A large area of flat land

Pictures are added to vocabulary here as extra scaffold to support understanding.

Any teaching assistant has the necessary skills and knowledge to support pupils with SLCN. This means they will have received some training about support for pupils with this type of difficulty and have been given information about SLCN in the classroom by a speech and language therapist. All teaching and support staff have had training from our HEARTS Speech and Language Therapist.

- Evidence that teaching staff are aware of speech and language therapy (SLT) targets and these are incorporated into lessons wherever possible, for example, science vocabulary that a child finds difficult is practised before the lesson and repeated as part of the activities during the lesson.



Provision for pupils with SEND is a matter for the whole school.

### SEND Support

Where it is determined that a pupil does have SEND, parents will be advised of this before inclusion of the pupil on the school's SEND Register. The aim of formally identifying a pupil with SEND is to help the school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process called the 'Graduated Approach' as indicated below:

- Assess · Plan · Do · Review

This is an ongoing cycle, reviewed termly, to enable the provision to be refined and revised as the understanding of the pupil grows. The aim of the cycle is to enable the identification of those interventions, which are most effective in supporting the pupil to progress.

### Referral for an Education, Health and Care Plan (EHC Plan) Education, Health and Care Plans (EHCP)

1. Following Statutory Assessment, an EHCP will be provided by Essex County Council, if it is decided that the needs of a pupil are not being met by the support that is ordinarily available. Both staff in school, parents and pupils will be involved in developing and producing the plan, including the right to request a personal budget.

2. Parents have the right to appeal against the content of the EHCP. They may also appeal against the school named in the Plan if it differs from their preferred choice.
3. Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents/carers and the pupil. The Annual Personal Review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, including the request for a personal budget.

### **Supporting Pupils and Families:**

The school will support for pupils and families and in return we ask that all families work in partnership with the schools. This is vital to ensure:

- Early and accurate identification and assessment of SEND leading to the correct intervention, provision and positive outcomes, including pupil progress and wellbeing;
- Continuing social, emotional and academic progress of pupils with SEND to enable personal success;
- Parental views are considered and valued.

In identifying a pupil as needing SEND support, the teacher working with the SENDCo should carry out a clear analysis of the pupil's needs. This should draw on high quality accurate formative assessments, teacher observations, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The opinion and feelings of the pupil (where appropriate) and advice from external support services will also be considered. Any parental concerns will be recorded and compared with the school's information and assessment data on how the pupil is progressing.

Where a pupil may need more input, advice may be sought from professionals to support individual assessment. Consultation and/or referral may take place with external agencies and practitioners where appropriate. A formal cycle of assess, plan, review and do may be in place (e.g. One Plan).

In all cases, where internal support is not effective in supporting the pupil, a referral to the Educational Psychologist or other relevant specialist will be completed with the parents' permission and information and strategies for support shared with all staff.

### **Other reasons for a pupil being added to the SEND Register may include:**

- The pupil presenting persistent emotional or extreme behavioural difficulties as a result of an underlying response to a need - which are not alleviated by the behaviour management techniques usually employed in the school. In these cases, pupils will have an ARP (adult response plan) **Appendix 1** in place and positive handling training will be evoked as required - read in conjunction with HEARTS Behaviour Policy and Safe Touch and Physical Intervention Policy.
- The pupil has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment.
- The pupil has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a supported curriculum with reasonable adjustments being made. Guidance is given from outside professionals.
- When intensive support from professionals is sought to develop individual interventions.

Improving teaching in the classroom is the key to effective learning. Drawing upon specialisms within HEARTS and expertise elsewhere, our SENDCos ensure teachers are supported with addressing the needs of pupil with additional needs. All staff teaching pupils on the SEND record will be made aware of the individual needs.

## **Reviewing**

All pupils, regardless of needs are set targets. Data collated during the academy's reporting process is analysed and strategies are put in place to support when a child are not achieving as expected. All interventions have Specific, Measurable, Achievable Targets (SMART) set to ensure that progress is made. These are recorded using Provision Plans, or One Planning and are monitored and reviewed termly. If expected progress is not made, then the SENDCo may refer to a specialist services such as an Educational Psychologist.

If a pupil has an Educational Health Care Plan, an annual review is held in accordance with legal requirements.

If, as a result of appropriate progress, a pupil is removed from the SEND Register. The pupil will continue to be monitored through the academy's structured reporting programme by the pupil's teacher, SENDCo or Head of School.

## **Further support**

Additional measures may be needed to allow a pupil with Special Educational Needs to access the curriculum. This enables some pupils with more severe needs to be planned for more appropriately and their progress to be monitored more effectively. When the attainment of a pupil falls significantly below the expected level for their age or stage, teachers enable the pupil to succeed by planning work that is in line with that pupil's individual needs. Flexible groupings allow pupil's learning needs to be met in individual, small group or whole class contexts. Teaching Assistants liaise with class teachers regularly to review and plan for the needs of individuals.

HEARTS Academy Trust, based on research from the DISS Project and Education Endowment Foundation, ensure pupils with SEND are taught by the highest quality teaching staff. Therefore, support is provided from a team of people (not one person) with the necessary skills and knowledge needed to support pupils' progress. Well trained staff including teachers, learning mentors, support staff therapists are employed by the trust and a range of these highly trained staff will support pupils within classroom settings to universally receive high quality teaching and deliver brief but structured interventions/support. This enables pupils to achieve to their highest potential with high expectations from all the adults involved in the pupil's support.

The Education Endowment Foundation (Making Best Use of Teaching Assistants: Guidance Report) states 'TAs can encourage dependency. It has been argued that over-reliance on one-to-one support leads to a wide range of detrimental effects on pupils, in terms of interference with ownership and responsibility for learning, and separation from classmates.'

The Trust supports the work of R Webster, shared at the LA conference on 30.6.21; "Interactions with TAs should not cut across, replace and reduce interactions with teachers and peers".

The findings of Pinkard (2021) mirrors that of the HEARTS Academy surrounding the planning and deployment of teaching assistant support, questioning the provision leading to good pedagogical experience. Our schools consider the impact of balancing the role of the TA when supporting the access to the curriculum for pupils with SEND.

## **Greater Depth**

Our schools prioritise depth of understanding and mastery, over acceleration through the curriculum. We fundamentally believe that there is always a greater depth to explore and explain.

Our curriculum is designed so knowledge is progressive. It is sequenced so that new knowledge and skills build on what has been taught before and pupils can work towards clearly defined end points. We make judgements on progress based on how much of the curriculum pupil have learned and retained; our curriculum expectations.

Some pupils in our school will, at some points in the year, and for some topics/units of work, exceed our curriculum expectations. They will remember more and be able to do more. In school, teachers use the following sources of information to determine this through:

- Teacher observation and assessment
- Testing, including baseline assessments on entry
- Discussions with pupils and examples of outcomes
- Assessment for learning (questioning, work in books, discussion, feedback)

We identify these pupils so that we can provide effectively for them and so that teachers can plan appropriate work and stimuli for them.

HEARTS curriculum provides opportunities to extend and deepen learning for pupils. This applies also to homework tasks. All children are challenged within subject areas. HEARTS planning and the teacher's adaptation of resources supports the provision of:

- activities that enable all children to achieve.
- enrichment activities that broaden or extend a child's interest in a specific skill or knowledge area.
- an individual activity or task within a common theme that reflects a greater depth of understanding.

### **Access**

Access arrangements are made for pupils with SEND to ensure that they are able to access exams and other assessments. This will be based on individual need. The class teacher will be responsible for ensuring that all exams and assessments are inclusive.

### **Facilities and Equipment**

Some pupils in our schools need additional support and resources. The school are committed to providing an environment that allows these pupils full access to all areas of learning. Reasonable adjustments are made to cater for individual needs

When building projects have been carried out, the opportunity to improve access has been considered. See Accessibility Plans for full details.

### **Dealing with Complaints**

There is a procedure established by the trust and adopted by the Board of Directors to deal with complaints. Details of the formal process are available from the school offices and on the Trust website.

### **Training and resources**

The trust invests in all staff, ensuring that staff receive relevant training in teaching practice and in relation to the needs of pupils with SEND. The trust utilises the support of the expert practitioners, from within the trust, including the Lead Practitioner for SEND & SEMH, Thrive Licensed Practitioners, Speech and Language Therapist and PRICE trained positive handlers so that expertise extends beyond the school setting.

When a need for specialist training is identified, we seek the expert knowledge of our Local Educational Psychology Service, Inclusion Partners, Engagement Facilitators, Specialist Teachers or other relevant training providers. The SENDCo attends relevant SEND courses, family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff. All Teaching Assistants are offered training opportunities through a range of local agencies working with specific pupils as well as in-school training as needs arise.

## **Policy Links**

This policy should be read in conjunction with:

- SEND Information Report (updated annually)
- Equality Policy & Objectives
- The school's Accessibility Plan
- Safe Touch and Physical Intervention Policy.
- Behaviour Policy

## **Monitoring and Evaluation of SEND**

In order to make consistent, continuous progress in relation to SEND provision the school encourages feedback from LAB members, staff, parents and pupils throughout the academic year. Views are also collected at progress review meetings and parent evenings.

Pupil progress is monitored formally on a termly basis, in line with the SEND Code of Practice. The school has an open-door policy where parents can access the SENDCo and class teachers regularly without making an appointment. Further feedback from parents can be given at any time through email/telephone contact through the school office.

The overall evaluation of the service we offer is gathered from different sources such as pupil and parent surveys, teacher and staff surveys, parent evenings, report feedback forms, data analysis, intervention monitoring, learning observations, climate walks and case studies. Schools also engage in external reviews, commission by the trust.

HEARTS constantly review the offer it provides and uses the local authority's SEF document to support the actions that need to be taken. Parents' and pupil's views are sought a regular basis and also help to inform our review and improve cycle.

## Appendix 1 Adult Response Plan (ARP)

### Adult Response Plan in 5 Steps

**Known stressors:**

Too much praise eg moving into the gold zone can lead to self-sabotage behaviours (relationships with others and status earned for being 'good'). This could be due to low self-esteem- I don't deserve it or feeling uneasy (dysregulated) with unfamiliar emotions such as love, pride and happiness. 'I'd rather feel bad because at least I know this feeling'

More creative and open ended lessons and tasks- lack of structure and away from familiar routines is unsettling.

Neuroception (describes the body scanning our environment for cues of safety or danger)-\*\*\*\* is very attuned to body language/tone of voice. They will take it personally or feel that even a general change in tone is aimed at them.

**Known de-stressors (things that can help regulate):**

Special time with adults / being made to feel special and important/looked after by meeting his basic needs and anticipating them. Being given roles and a responsibility /special jobs /monitor etc. Positive touch- He will accept a hug from \*\*\*\*- the wider this circle the better. Shoulder squeeze, fist bump etc

Plan your praise and make it genuine. Try to make it private and when he is already at level one. Monitor this to see if it is a trigger. The more positive feedback we can give the better but if its leading to self-sabotage pull back.

Be aware of your own body language and tone of voice - open and welcoming, smiling and pleased to see him

Use of humour - this can help offer a bit of a distraction and help relieve the stress

Building a sense of belonging and identity - clubs/groups/my class/my school/ethnicity

There is a sense of safety in the same structure and routine so prepare \*\*\*\*\* for any changes

**Unmet needs / what is the behaviour communicating to us? connection seeking behaviours**

love, being looked after and made to feel special and important.

**Low self esteem I don't belong / I'm not like others**

Trauma - children who have experienced a number of ACEs have poorly developed stress response systems - \*\*\*\* will sometimes react in unexpected ways to seemly small things. Through repeated positive experiences, the stress response system can be developed so that \*\*\*\* can remain in their upstairs brain where able to think clearly and make choices. Consider **Reasonable adjustments** from the behaviour policy so only use tools that lead to an improvement in behaviour If \*\*\*\* needs to do something different for a while in another area of the class that's ok too- they can rejoin when 'ready to learn'.

Level 1 <i>Calm and Engaged Upstairs Brain</i>	Level 2 <i>First signs things are going wrong - Alert Stage</i>	Level 3 <i>Moving into Downstairs Brain Becoming dysregulated</i>	Level 4 <i>In Downstairs Brain Dysregulated</i>	Level 5 <i>In fight or flight mode Upstairs brain offline.</i>
<b>BEHAVIOURS (what this looks like)</b>	<b>BEHAVIOURS (what this looks like)</b>	<b>BEHAVIOURS (what this looks like)</b>	<b>BEHAVIOURS (what this looks like)</b>	<b>BEHAVIOURS (what this looks like)</b>
Articulate Respectful / polite Engaged Social Role Model Laughing/Joking Comfortable with being successful Responsible Relaxed Accepts Praise	Self-Sabotage Head down Frowning Head down Folding arms Needing close physical proximity next to a trusted adult  extensive chattering without pause	Asking questions for a reaction. Self-harming. Refusal to work / Giving up. Telling on others.  Refusal to join in – "I'm not doing that, that's boring." Hides/withdraws Moves away to a different area <i>Fixed on wanting something now-inflexible thought.</i>	Complaints of illness/hunger Asking for private conversations with well-being mentor. Self-Sabotage – Highly inappropriate.  Screaming/shouting Crying Refusing to leave to go to the home room Refusing to go home	Running away Self-harm – head butting / banging head on table Kicking Tears Suicidal threats.

<p><b>What is being communicated:</b></p> <p><i>How is the child feeling?</i>  <b>I know this routine and feel safe with it. Adults are smiling at me and they like me. Other children like me too. I am important and cared for.</b></p>	<p><b>What is being communicated:</b></p> <p><i>How is the child feeling?</i>  <b>Why is everyone else getting more attention than me? Do they still like me? Care about me? I feel restless /I need to move</b></p>	<p><b>What is being communicated:</b></p> <p><i>How is the child feeling?</i>  <b>ARGH I don't want to do this /I don't know what I want /I don't like this feeling  If I feel like this, I want everyone else to feel this way  Why do they get to be happy?</b></p>	<p><b>What is being communicated:</b></p> <p><i>How is the child feeling?</i>  <b>I need to feel close to someone. I don't know how to get them to be with me. I need someone to love me/look after me. No one cares. No one understands  I hate myself/ I hate everyone</b></p>	<p><b>What is being communicated:</b></p> <p><i>How is the child feeling?</i>  <b>I have lost control  No one can help  I hate myself</b></p>
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**Agreed Adult Response**

Level 1 <i>How we support the pupil to remain in their upstairs brain and within their window of tolerance.</i>	Level 2 <i>Strategies to soothe and reassure.</i>	Level 3 <i>Strategies to co-regulate</i>	Level 4 <i>Strategies to co-regulate</i>	Level 5 <i>Strategies to co-regulate and reduce possible harm done</i>
<p>Build a relationship – connect often – notice effort.  Differentiated work with challenges to move onto to give sense of success.  Positive touch.  Give jobs around the classroom / allow time to help.  Explore what roles he could have around the school to give status and feel special and trusted  Regular check-ins.  Try not to surprise with unexpected work/tasks. Show in your body language and tone of voice that you like them.  Anticipate their basic needs and meet them (love, food, warmth, rest, play etc)</p>	<p>Reminder of your clear expectations – in a positive way. Let's get this finished so we can get to play on time today.  Remember if you get this done now we play a quick class game of X before play  Positive touch- shoulder rub as you walk around  Use when then statements  Ask peers to explain how they are completing task.  Time to talk with and adult – Learning support if available  Humour to lower stress and distraction back to task.  If whole class would benefit too have a 5 min fitness break eg Go Noodle  Use language of choice.  <b>Staff:  Check in with yourself- take a deep breath and think before you respond</b></p>	<p>Use four VRFs (Vital Relational Functions)  <b>Attunement</b>  <b>Validation</b>  <b>Containment</b>  <b>Regulation</b>  Offer of time  Distractions  Reminder of calming strategies.  <b>Attune-</b> Argh that must be so frustrating  Repeat back what has been said  Eg It's boring ' Ah you feel like this is really boring right now'  <b>Validate-</b> eg I think I'd be frustrated if I was being asked to do something I really didn't want to. Its ok to feel frustrated, angry etc label emotions for him  <b>Contain-</b> catch and match the mood, show that you understand and can help bear it  <b>Regulate</b> – help bring ***** to a state of calm using know de-stressors. Be mindful of tone of voice and body language  <b>right now.</b></p>	<p>Acknowledge /Attune and validate feelings  Remove the stressor; task, pupil or situation.  Limited talk and instructions  Take a break  Come back when you feel ready to learn  Calm talk –  I understand/appreciate your feeling ____  I'm here for you</p> <p>Some things happened- want to talk about it?  Ok we'll give you some space.  I'm right here if you need me</p> <p>Staff:  Check in with yourself- take a deep breath and think before you respond. Asking for support/help when needed is a sign of professional strength.  You're not on your own</p>	<p>Acknowledge /Attune and validate feelings  Remove the stressor; task, pupil or situation.  Limited talk and instructions  Take a break  Come back when you feel ready to learn  Calm talk –  I understand / appreciate your feeling ____  I'm here for you</p> <p>Some things happened- want to talk about it?  Ok we'll give you some space.  I'm right here if you need me</p> <p><b>Staff:  Check in with yourself- take a deep breath and think before you respond. Asking for support/help when needed is a sign of professional strength. You're not on your own</b></p>

**Linked Interventions from SEMH Provision Map**

Date	Who	What	Impact