

Graduated Response



Personal Development: Bespoke Offer

The Tithe Farm Way:

Resilient pupils who have a life-long love of learning and are ready, respectful and safe in their choices.



Tithe Farm Primary School's approach recognises that emotional health and wellbeing, is everyone's responsibility, not just the SENDCo or pastoral team; it should be embedded in the culture and ethos of the whole school. Staff, pupils and parents should recognise the wealth of opportunities available to positively impact on children and young people's wellbeing. At Tithe Farm Primary School we strive to ensure that a high-quality pastoral support system is available within the school.

At Tithe Farm Primary School, all staff take responsibility for identifying young people who may be "struggling". Class based adults are well placed to spot the early signs that a child requires additional support through the early identification of, for example: changes in behaviour, appearance, attendance, attainment or engagement.

All staff are trained to be attachment aware and to use trauma informed approaches. They have been trained to use emotion coaching which enables the school to support children to self-regulate. Some children, however, will need additional support. In order to support our children's needs, at Tithe Farm Primary School we use a graduated support approach in the identification of needs. This process supports identifying the needs of our children who may require selected or targeted support to meet their emotional health and wellbeing needs. In addition to the universal support already delivered by the school through our personal development programme we ensure that those who require further support have appropriate and timely intervention.

Advantages of school-based emotional health and wellbeing programmes and services include:

- providing an enhanced access to services, through a single location which means the majority of children can be reached.
- delivering programmes at school reduces barriers to treatment and intervention such as cost and transportation.
- offering services in a familiar setting reduces the stigma around looking for help.
- families are able to frequently consult with class teachers about their child and the support they are receiving/require. As a consequence, this enhances the quality of advice provided to families.

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Tithe Farm Primary School is committed to developing pupils' confidence and resilience so that they can keep themselves mentally healthy. This can be achieved by:

1. Developing a whole school approach to emotional and mental health needs
2. Quantifying the level of behavioural and emotional difficulties in the school so that effective measures can be put in place to support young people and improve behaviour.
3. Using existing structures and staff within the school to promote emotional and mental wellbeing
4. Provide additional support for young people with behaviour and emotional difficulties
5. Using external support services, for example: other agencies such as CAMHs, MHST or voluntary sector organisations, to provide additional targeted support and interventions.

Tithe Farm graduated response

In accordance with the Special Educational Needs and Disability Code of Practice (2015). Social, emotional and mental health difficulties are identified as a broad area of need within the document. The Code of Practice states that a graduated response, " should take the form of a four- part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress and securing good outcomes."

The four parts of this cycle are: Assess, Plan, Do and Review

The implementation of the Assess, Plan, Do and Review cycle in relation to emotional health and wellbeing has three key stages:

Stage 1 – Universal Support

Stage 2-Selected Support

Stage 3- Targeted Support

Throughout the graduated response, the focus is on high quality formulation to inform the key stakeholders' understanding of the reasons underlying the children's behaviour. Only through high quality formulation can appropriate and holistic adjustments, intervention and support be identified and implemented.

In order to ensure that children and young people receive timely, joined up, and holistic support, it is important that a team, including a member of the Senior Leadership Team, Special Educational Needs Coordinator (SENDCo) and a pastoral staff member (DSL) should be responsible for embedding the graduated response throughout the school.

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How are children identified?

At Tithe Farm Primary School, Leaders use CPOMs as an early indicator of pupils who are finding social situations difficult, have experienced an adverse traumatic event, and therefore may need support for their social, emotional and mental health.

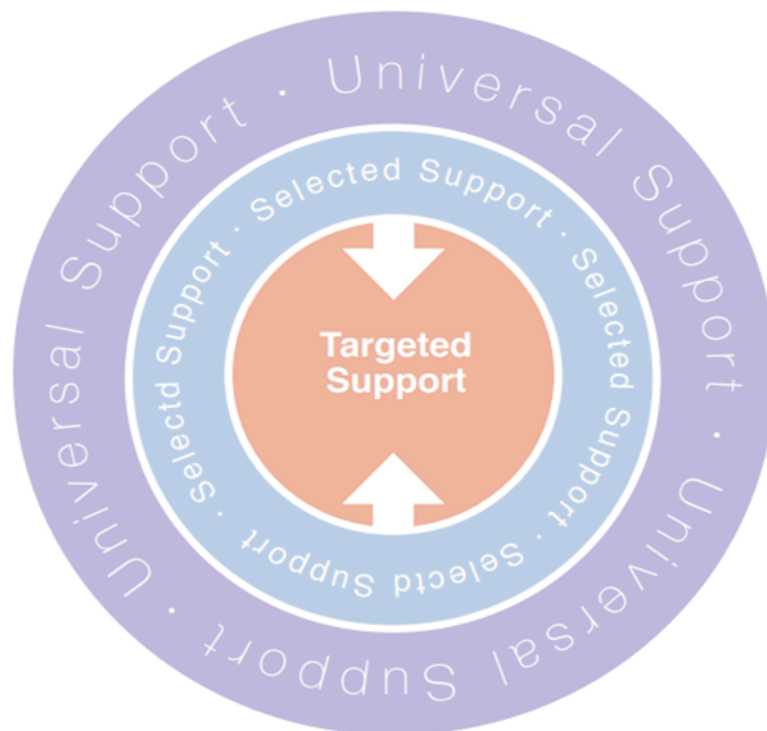
All staff members can refer pupils who they feel need additional support to the Deputy Headteacher (Inclusion and SEMH). Then along with any pupils with a social worker or who have previously had a social worker needs will be assessed using the graduated response.

What are Group Profile or Individual Profiling Plans?

Group and individual profile plans are generated from information ascertained through diagnostic assessment. These assessments allow for a clear and holistic plan for appropriate adjustments, intervention and support.

Group and individual profiles recognise that children operate within a complex network of systems and therefore single interventions delivered in isolation can have only limited impact. Instead group and individual profiles provide multiple indications of where interventions and adjustments can be planned and implemented, taking into account environmental, individual, and social factors.

At Tithe Farm Primary, we implement our support through three stages of universal support



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What is Universal Support?

Universal Support refers to adjustments, interventions and support which is accessible to all children and young people, delivered at a whole-school level and by a staff member either in a group or as an individual need.

What is Selected Support?

For the purposes of the approach detailed within this document, Selected Support refers to support and interventions delivered using the educational setting's resources, and led by a staff member.

What is Targeted Support?

Targeted Support refers to support and interventions for children who have more complex and enduring emotional trauma or mental health needs who generally require some level of involvement from an appropriately qualified professional in addition to ongoing adjustment, intervention and support delivered from the setting's resources.

How do we meet the needs of the children in need of support?

At Tithe Farm we use an identification process to support us to target a response to the needs of the children. In order to do this we use our Graduated Response.

The Graduated Response

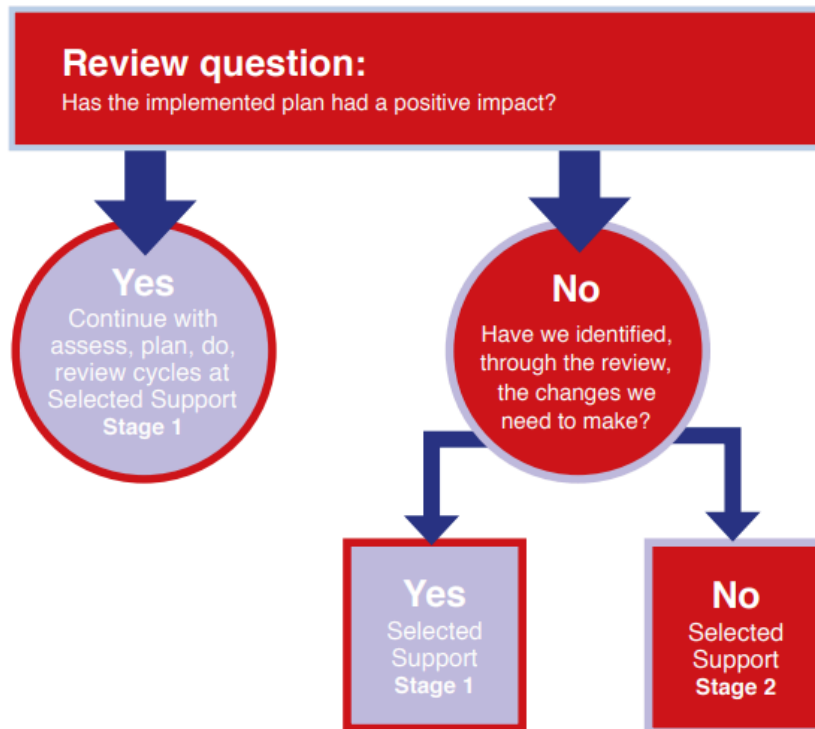
The following describes how we use assess, plan, do, review cycles to deliver selected and targeted support to children with emotional health and wellbeing needs.

Stage 1- Universal Support

Assess	<ul style="list-style-type: none">● CPOMs incidents● Referrals from staff members and families● Use Emotional Literacy Skills Profile to identify what pathway within the Hamish and Milo programme
Plan	<ul style="list-style-type: none">● Group plan profile or individual plan created with the areas identified within the assess process.
Do	<ul style="list-style-type: none">● Implementation of agreed intervention and support.
Review	<ul style="list-style-type: none">● Evaluation of the impact and quality of the intervention and support● Collection of the views of young person

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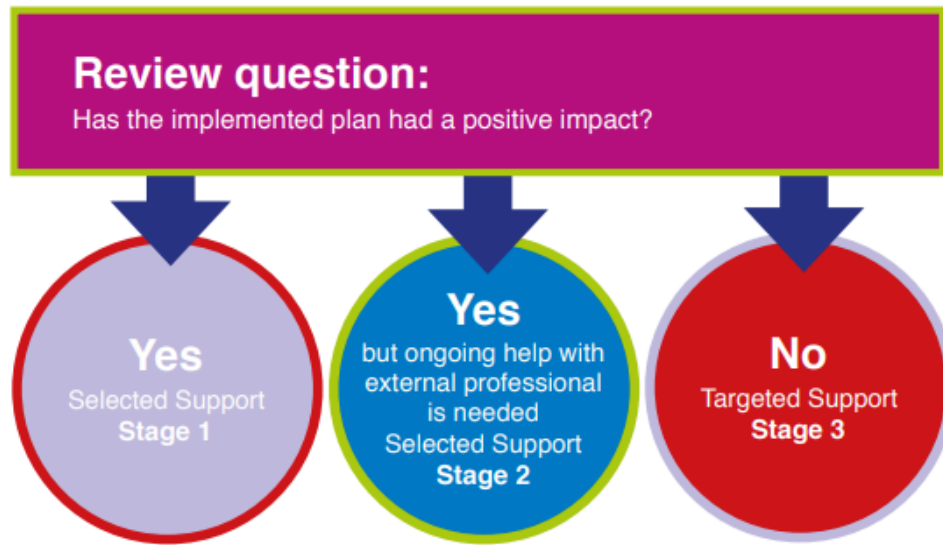


Stage 2 – Selected Support

Assess	<ul style="list-style-type: none">• CPOMs and referral from staff members to identify pupils.• Use of a range of assessment tools for example:SDQ , Spencer Scales, RCADS to support identification of needs.
Plan	<ul style="list-style-type: none">• Group plan profile or individual plan created with the areas identified within the assess process
Do	<ul style="list-style-type: none">• Implementation of agreed intervention and support.
Review	<ul style="list-style-type: none">• Evaluation of the impact and quality of the intervention and support• Collection of the views of young person

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Stage 3 – Targeted Support

When it is agreed through consultation with relevant professionals and the family at Selected Support – Stage 2 that, alongside the adjustments, interventions and support provided by school, additional support from an external provider is appropriate, the ‘assess, plan, do, review’ cycles move to the Targeted Support level.

It is important to note that despite the involvement of external professionals, the school retains ‘ownership’ of the provision given to support the child and young person and continues to coordinate the response to the child through continuing ‘assess, plan, do, review’ cycles, with input from other professionals to shape appropriate adjustments, interventions and support.

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Stage 1		
Identified Needs	Diagnostic/Assessment	Provision
Friendship Issues Bereavement Anger Anxiety Self Esteem Changes Conflict Resolution Celebration Resilience Calm Finding Me	Hamish and Milo Compass Emotional Literacy Skills profile SDQ	Hamish & Milo Think Good, Feel Good Draw and Talk Emotion Coaching Making Me
Stage 2		
Identified Needs	Diagnostic/Assessment	Provision
Evidence of Trauma Completed Stage 1 but still has needs support	SDQ Spencer Scales RCADS	ELSA Referral to MHST
Stage 3		
Identified Needs	Diagnostic/Assessment	Provision
Where a child needs further support after completing Stage 1 and 2. Where a child has been affected by a traumatic event/significant event. Where a child has been through Virtual School at any point. Abuse or Domestic Abuse	SDQ Spencer Scales RCADS	2 Can Counselling Music Therapy CHUMs CAMHs Play therapy Sorted