



### SEN/Behaviour Graduated Response

All staff will follow the following procedures for any SEN or behaviour concerns within their class. Once this list has been trialed and completed, referrals will be made to external agencies.

Name of child:			
Class:			
Class teacher:			
Date of graduated response start:			
Background information:			
Have you had support previously for other children showing similar needs?	Y	N	
What advice were you given?			
Have you tried those strategies for this pupil?	Y	N	
What was the impact?			



Action	Date started	2 week review- Is the action supporting the child? If not, why not?	Next steps	Signature Class teacher/ parent/SENCO/ Head
Completed good practice strategies checklist and shared with SENCo Appendix 1				
Completed behaviour checklist and shared with SENCo Appendix 2				
SENCo Observation				
SENCo meeting- minutes to be taken and saved				
Meeting with parents- minutes to be taken and saved				
Behaviour chart- red, yellow, green with inbuilt rewards- Keep all copies				
Visual timetable with inbuilt rewards				
ABC trigger chart with analysed information				





**External Agencies**

Action	Date started	2 week review- Is the action supporting the child? If not, why not?	Next steps	Signature Class teacher/ parent/SENCO/ Head
SENCo feedback with external agency- minutes to be taken and saved				
Fortnightly meetings with parents to review progress- minutes to be taken and saved				
Advice from agency to be adhered to. Any changes to be clarified with SENCo and agency				
<b>Next steps agreed with SENCo</b>				
<p>Signed _____ Class teacher _____ SENCo _____ Date _____</p>				





## Appendix 1- General Good Practice Copy to file/Copy to parents

Strategies	What do I need to consider?
<p><u>Knowing the child</u></p> <ul style="list-style-type: none"> <li>Identify, celebrate, and build on the child's strengths.</li> <li>Get to know the child well through careful observation, and reflecting on what went well/didn't go well and why.</li> <li>Consider the child's basic needs (environment, food, drink, toilet, sleep, medical etc.)</li> <li>Pre-empt situations which individual children may find difficult – avoid problems happening.</li> </ul>	
<p><u>Environment</u></p> <ul style="list-style-type: none"> <li>Provide a quiet, calm, safe place to go to when needed.</li> <li>Remove distractions (Sensory – lighting, temperature, noise, visual distractions – cluttered displays, clutter. Social – people)</li> <li>Be organised – have appropriate resources ready, (visual, kinaesthetic and auditory).</li> </ul>	
<p><u>Routines</u></p> <ul style="list-style-type: none"> <li>Keep things predictable, have routines which don't change too often.</li> <li>Allow for "sensory breaks" between activities.</li> <li>Provide transition activities to support the children to transfer their focus from one set of expectations to another eg when coming into school/after play.</li> <li>Visual, regularly referred to, reward systems – what would the children value as a reward?</li> <li>Regular reminders of rules, rewards and consequences – have visual displays and refer to them regularly.</li> <li>Timers – give a countdown to changes of activities.</li> <li>"Catch 'em being good" – reward the positives. OFTEN.</li> </ul>	





**Appendix 2- Behaviour Checklist- Copy to file/Copy to parents**

	Y	N	What do I need to consider?
Does the child know how I expect them to behave? If not, how can I help them learn?			
Does the child have the skills needed to meet those expectations? If not, which skills do I need to teach them? How will I do that?			
Do I always let them know when they are “getting it right”?			
How do I let them know if they are “getting it wrong”?			
What do I do to help them correct these mistakes?			
Which pro-active strategies do I employ to stop it happening again			
If it does happen, which strategies am I using to de-escalate the situation? Am I using the most appropriate language to deal with the situation?			
What do I think might be causing this behaviour?			
What is the child gaining or avoiding by using this behaviour? Do I need to keep ABC records to help me find out?			
How do I feel about this behaviour? Am I the best person to deal with it right now			
There’s still room for improvement. What else can I change? Do I need to get extra help or more information?			
<b>Next steps agreed with SENCo</b>			
<p><b>Signed</b> _____ <b>Class teacher</b> _____ <b>SENCo</b> _____ <b>Date</b> _____</p>			

