

A GRADUATED RESPONSE FOR SUTTON



**SUTTON LOCAL AREA WORKING
TOGETHER TO MEET SOCIAL,
EMOTIONAL AND MENTAL HEALTH
NEEDS TO PREVENT EXCLUSIONS**

AIMS AND PRINCIPLES

- To have a consistent approach and common language across all Sutton Schools and the local area to meet social, emotional and mental health needs and to prevent exclusions
- To enable every child and young person to benefit from high-quality education that supports them to fulfil their potential
- To enable the learning of all children who are disengaged

**“WE ARE COLLECTIVELY AMBITIOUS
FOR OUR CHILDREN AND YOUNG
PEOPLE.
TOGETHER WE WANT TO PROVIDE THEM
WITH THE BEST CHANCES TO ACHIEVE
THE BEST OUTCOMES IN LIFE,
WHATEVER THEIR STARTING POINT,
AND PREPARE THEM EFFECTIVELY FOR
ADULTHOOD”**

PHILOSOPHIES

- Every child, regardless of their characteristics, needs, or the type of school they attend, deserves a high-quality education.
- An unwanted behaviour may be as a result of unmet need, SEND, social and/or environmental factors.
- Individualised responses are necessary to support each child or young person's individual circumstances.
- Reasonable adjustments will need to be made as necessary to support individual needs.
- A multi-agency approach is required to understand and address the complex underlying needs that children and young people may have.
- Staff need the opportunity to develop skills to provide support where children and young people need it.
- Particular consideration should be given to pupils from groups who are vulnerable to exclusion.

HOW TO USE THIS DOCUMENT

- Each child's circumstance is different, and progress is not linear. A situation may escalate or de-escalate quickly, resulting in movement across stages.
- Interventions should not only be used at a specific level, for example a child may be at stage 3 but the expectation is that staff would continue using strategies from stage 1 or 2.
- Intervention used should be approached using the Assess, Plan, Do, Review model, ensuring that clear outcomes are identified, are monitored and tracked for impact.
- This is a model that is underpinned by the recommendations made in the Timpson Review and the 2019 Ofsted framework. As these recommendations become practice, this framework and model will continue to develop. This model will also be aligned to the outcomes of the High Needs Block review.
- Where learning needs are identified, schools should continue to follow the guidance of the SEND Code of Practice to ensure that appropriate steps are taken to support the child's access to education.
- This is a positive model that aims to keep children and young people accessing a mainstream education.
- The Graduated Response is intended to support schools to work with children and young people who have ongoing concerns. One off, serious incidents in schools would continue to be dealt with as deemed appropriate by the Headteacher on an individualized basis.
- Whilst there is reference to MASH in this document, usual LA guidelines for use of MASH for immediate safeguarding concerns should continue to be followed.

STAGE 1 – SCHOOL

Intervention		Aim	Notes
Advance planning & Assessment	Staff training programme	To provide staff the required skills	Identify CPD needs. Ensure trauma and attachment awareness.
	Root cause analysis	To understand the underlying reasons for the behaviours	Internal / external factors explored. Talking to child and key adults. Are child's basic needs being met?
	SEND discussion	To address any learning needs	Progress data and teacher input reviewed SENCO uses information to help explore and resolve need
	Liaison between primary and secondary schools	To ensure that there early and ongoing communication between schools	Information sharing can support schools to understand the underlying reasons for behaviour
Home / school development	Team around the child Internal	To ensure a consistent approach between home and school	Solution-focused meeting that brings teachers, family and other professionals together Development of a plan to support positive change
	Family Support	To build capacity within the family to support the child	Pastoral lead or family support worker engages with family Specific strategies provided to family
	Positive parental engagement	To empower parents to support a 'one voice' approach to supporting the child	Early contact is made by school to family Meeting with family helps gain fuller understanding of the child both in / out school.

School policy and practice	Monitoring	To develop an anticipatory approach to behaviour management.	Themes and trends identified (times of day/days of week/teacher specific/subject specific/peer groups) Outline of behavioural pattern achieved
	Rewards	To ensure a child understands how to gain positive attention	Individualized targets and rewards Creative approaches to support behavioural change
	Consistent approach to child's behaviours agreed and understood by all staff	To ensure that all staff respond with 'one voice' to provide constructive consistency for the child	Coordinated articulation of information to staff Monitoring ensures consistent understanding and application by staff.
	In lesson support	To ensure that teacher planning is directed towards to meeting individual need	SENCO to coordinate support for teachers Differentiated content/approach
	Adapted timetable	To create flexible ways of supporting the child	This may involve regular support in place of a lesson Monitored, time-limited Ongoing access to high quality education.
	Timeout (lessons / breaktimes)	To develop an anticipatory approach to prevent behaviour escalation.	To give time limited opportunities for calm and reflection Planned and strategic with clear aim
	Reflective practice	To ensure reflective learning Is common place amongst professional	All services to support each other as critical friends Adopting a high challenge/high support approach to ensure practice continually develops.
	Specialised behavioural support groups	To address the needs of pupil groups	Pastoral programmes put in place Anger management/ELSA/talk and draw etc
	School EHCP review	To ensure provision identified in EHCP is being applied appropriately.	Schools carry out own EHCP review

Specialist in school support	School nurse	To identify whether there is an unmet health related need	Nurse drop-in takes place in school
	Adult mentor	To provide an opportunity for the child to find ways to move forwards	For the child to identify a trusted adult that can be their go to if they feel they are struggling. Opportunity to have regular check ins.
	Counselling	To support the child emotional needs	ELSA or equivalent / pastoral support / school counsellor

STAGE 2 – OUT REACH

	Intervention	Aim	Notes
Advance planning and Assessment	Root cause analysis 2	To review whether the underlying reasons for behaviour have been accurately identified	Further discussion with the child, family and teachers
	<u>EHAT</u>	To complete a holistic assessment of a family's needs and to identify a coordinated response from other necessary services as part of a timely action plan	<p>An EHAT should be undertaken when: a child is at Tier 2 of the LSCB Threshold document</p> <p>a family are displaying 2 or more Early Help indicators</p> <p>more understanding is needed about a family's situation</p> <p>to bring professionals together with a TAF approach</p>
	Team Around the Child External Support	To create a collaborative approach with external professionals	<p>Agencies/professionals share knowledge</p> <p>Develop a package of support</p>
	Teacher forum	To ensure a consistent application of strategies identified by professionals	<p>Professionals attend school based meeting</p> <p>Inform teachers of key strategies to support the child</p>
	School Early Help support	To access support at the earliest stage	School Early Help Offer to access support

Out reach interventions	Targeted Youth Support groups	To provide group-based support to students causing concern	A 4 week programme delivered in the school Accessed through School Early Help Support
	Targeted Youth Support Reaching Out	To provide 1:1 support to the child both within and outside school	Bespoke support addressing root causes for behaviour Supporting child to stay in mainstream education
	Early Help Change Up Project	Targeted preventative work for children in years 6, 7 and 8 identified as at risk of exclusion	(For years 7 & 8) 'Step up' enrichment sessions - one day per week for 6 weeks off school site at the Quad. (For years 5, 6, 7 and 8) 1. One to one support 2. Whole family support 3. Restorative support in schools 4. Specialist advice and consultancy 5. IDM Project support
	Outreach work with other provisions	To provide mainstream schools support from other provisions with challenging children and young people	APs become involved in working with children and schools at an early stage Sharing of expertise and strategies
	SEND Support	To provide SEN Support Guidance	Sutton SEN Support are engaged to provide strategies to help the school support the child
	Educational Psychology	To identify strategies to support child	School engage EP services to identify any further needs and provide strategies to support the child
	Therapies (SALT/OT)	To identify strategies to support child	School engage SALT/OT services to identify any further need and provide strategies to support the child
	CAMHS	To support the mental health of a child	A CAMHS referral is made to access specialist mental health support
	Paving the Way	To identify and address root causes of behaviour which may include the identification of further need. To empower schools & families to support	Bespoke support for each child. Support offered will vary depending on the individual needs of the child and family. The PTW team work within school and externally with families where necessary

		the child more effectively, and enable the child to have a better understanding of their own behaviours with strategies for self-regulation	and appropriate to ensure a holistic approach aged 5-11 years
	Early Years SEND Advisory Team	To give advice, support and practical help to our early years colleagues in any Ofsted registered childcare / early education 'settings'	<p>Training for SENCo</p> <p>Other training, including 'bespoke' where requested, on all sorts of SEND issues.</p> <p>Help practitioners to develop and improve their inclusive practice and support where there are challenges.</p> <p>Help to draw up an IEP</p>
	<u>MASH referral</u>	To engage social care support	Where a child continues to cause concern over time a MASH referral may be relevant
	<u>Positive Parental Engagement (Limes support)</u>	To engage parents more strongly in supporting the school	School communicates with Limes to find approaches for achieving positive parental engagement
	Domestic Abuse Support	To provide a range of support services for families who are living with or have experienced Domestic Abuse	<u>Transform Sutton</u>
	<u>Vulnerable Pupil Panel</u>	To clarify progress and next steps	<p>Discussion takes place to help the school review current progress with child.</p> <p>Opportunity for further intervention to be gained</p>
	Youth Offending Team	To provide support for young people who may be vulnerable to being led into crime	<u>YouThink prevention support</u>
	School nurse	To provide medical support and signposting for a range of issues	School makes referral to school nurse

	Limes Outreach	Assess support and advice from Limes	Accessed through VPP
	Turn Around / Nurture	To provide group interventions that address behaviours that are challenging for schools.	Referral via VPP Nurture – Age 5-11 TurnAround - Age 11-16
	Personal Support Plan	To provide targeted support and review for child	Schools may choose to start this either earlier or later depending on approach
	Restorative Justice Framework		Refer through Early Help
	Off the record	Mental and emotional health support services	(Support starts at age 11 but can vary for different services) Face to face counselling Drop in sessions Online support Support for parents and carers

	Autism services	<p>Autism services works to support young people aged 4-18 with social communication differences or an autism diagnosis.</p> <p>Through supporting the school, family and the young person themselves.</p>	<p>Advice and strategies to support the young person in school.</p> <p>Training for school staff.</p> <p>Parent programmes and one-to-one support for the young person, including support to understand their diagnosis.</p>
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STAGE 3 – EXTENDED OUT REACH

	Intervention	Aim	Notes
Advance planning and adjustments	Root cause analysis 3	To understand the underlying reasons for the behaviours	A further review whether there are further causes for ongoing behaviours.
	Personal Support Plan	To provide targeted support and review for child	Schools may choose to start this once there has been a
	Adjusted/Reduced timetable	To support the child to respond more positively to situations at school	Schools may suggest for parental consideration changes to the pattern of learning across specific days for a time-limited period with clear outcomes
	EHCP Coordinator engagement (for child with EHCP)	To review the EHCP plan needs of the child	To review the EHCP and decide whether an emergency annual review is called.
	Turn Around Plus	Turn Around with additional Targeted Youth and Limes Outreach	Referral through VPP
Engaging with other educational providers	Respite to another mainstream school	To support the child emotionally with a break from current situation	A collaborative approach with other schools A child is moved for a short period of respite to a different setting.
	Managed move	To offer a fresh start to children and young people in education	A collaborative approach with other schools A child is moved for a 3-month trial to a potential new mainstream school
	Alternative Provision (Vocational option dual registered with school/ two days at AP c o-ordinated and supported by The Limes)	To offer an alternative curriculum and provide a break from a challenging situation	AP usage should be used in connection with other support
	Dual registered placement (2 days Limes + 3 days school)	To provide a flexible blended learning approach between two provisions	Referral through VPP (KS4 only) Evidence of multi-agency work and support to access these places.

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Name	School/Service
Amy Cavilla	Nonsuch High School for Girls
Caroline Ekoku	Youth Offending Team
Catherine Kane	SEN Commissioning Consultant
Catherine Lester	Cheam Fields Primary Academy
Charlotte Perry	Early Help Team
Craig Edmunds	Targeted Youth Support
Elisabeth Broers	Robin Hood Junior School
Emma Bradshaw	The Limes College
Emma Morris	Abbey Primary School
Fiona Phelps	Assistant Director Education/SEND
Heidi Westley	Muschamp Primary School
Helen Gasparelli	Head of Inclusion, Cognus
Jackie McCarthy	Family Support, Care Planning and Early Intervention
Jane Knowles	Sutton Parent Carer Forum
Jon Davey	Carew Academy
Kate Leyshon	Virtual School for Looked After Children
Laura Noulton	Integrated Youth Service
Lynda Wallace	Greenshaw High School
Natalie Robins	Hackbridge Primary School
Partnership of Sutton Primary School Headteachers	
Partnership of Sutton Secondary School Headteachers	
Partnership of Sutton Special School Headteachers	
Paula Harrison	Devonshire Primary School
Peter Naudi	Cheam High School
Sali Goodrich	The Limes College
Simon Vines	Sherwood Park School

APPENDICES

- Appendix A – AP framework (under review)
- Appendix B – Success criteria (under review)
- Appendix C – Intervention grid (under review)

If there are changes that need to be made to this document, please contact VPP@cognus.org.uk