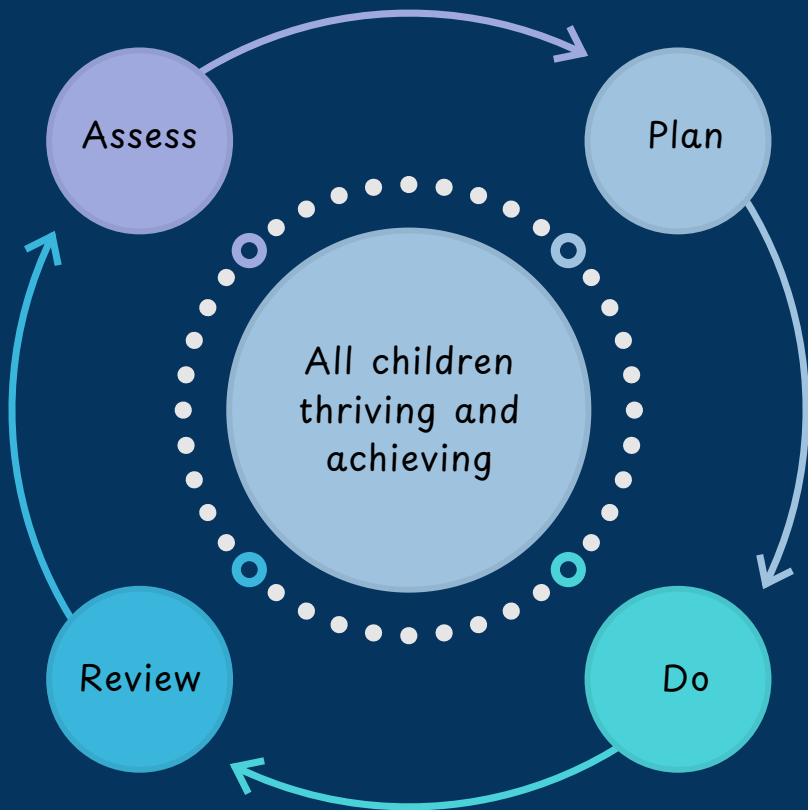


LDST

Graduated Approach Toolkit





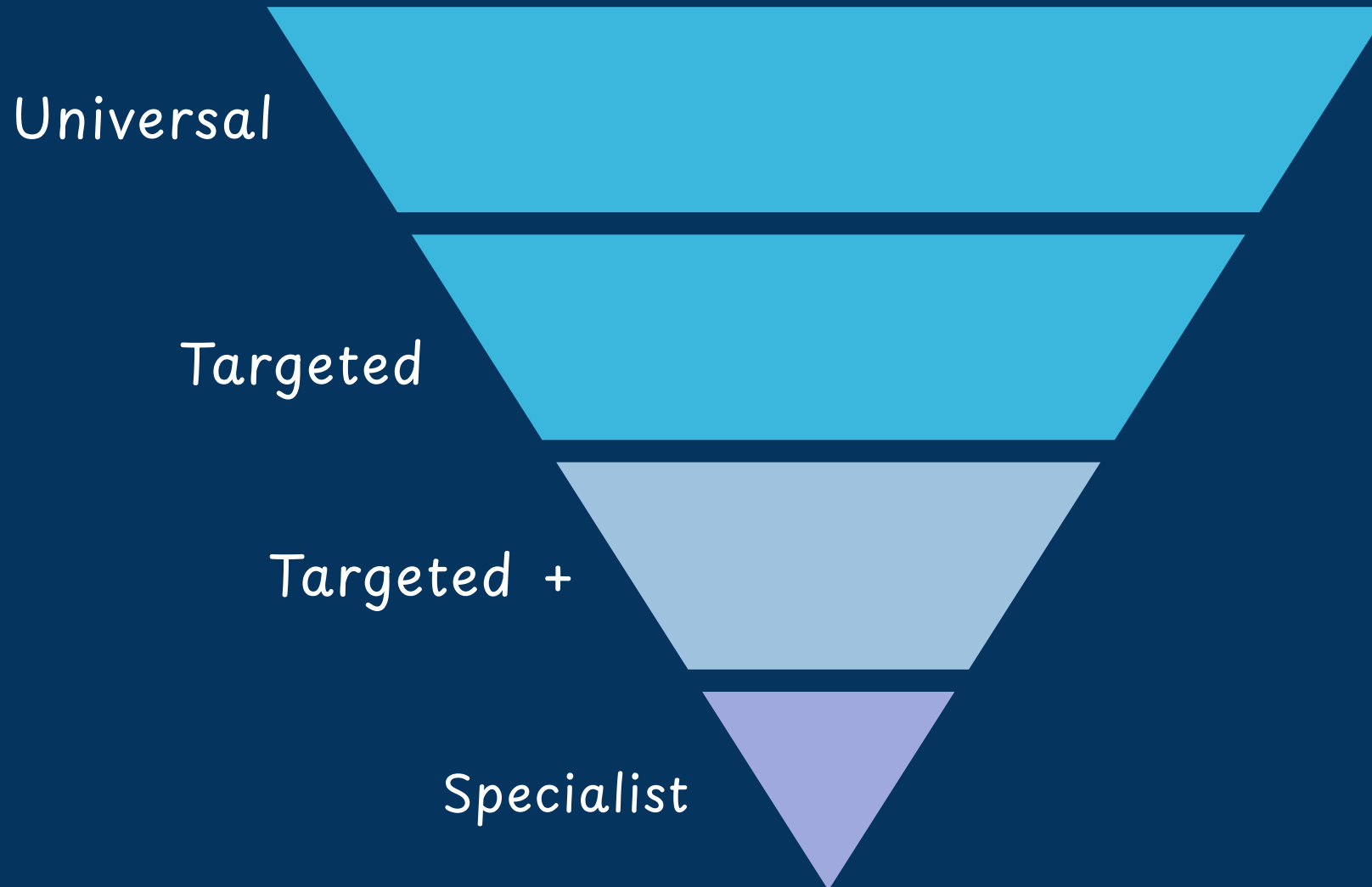
This guidance is rooted in the vision and values of LDST, where every child is recognised as uniquely created and valued. It is designed to support all staff in nurturing and enabling children and young people aged 0-25 to flourish within our schools, particularly those with Special Educational Needs and Disabilities (SEND).

Within our Trust, the graduated approach reflects our commitment to inclusive, compassionate and high-quality education. It begins with excellent teaching for all, where staff continually reflect on and adapt their practice to ensure every pupil is supported to succeed. For pupils with SEND, this approach becomes increasingly personalised, shaped by a deep understanding of each child as an individual.

In living out our shared responsibility, all adults across LDST schools contribute to a cycle of support: assess, plan, do and review. This process is not simply procedural, but relational—built on knowing our pupils well, listening to their voices, and working in partnership with families and professionals. Through this ongoing reflection, we strengthen our understanding and provide provision that enables every child to grow in confidence, make meaningful progress and achieve their potential.

SEND Support within LDST is therefore a dynamic and responsive cycle. Approaches are continually revisited, refined and strengthened, ensuring that provision remains purposeful, effective and aligned with our commitment to enabling every child to flourish.

At LDST we offer a four-tier approach to Special Educational Needs and Disabilities (SEND) support which children may move into during their time in our schools.



The **Universal offer** refers to High Quality Teaching for all children and young people regardless of their level of need, this is sometimes referred to as Ordinarily Available Provision. This encompasses a range of resources, practices and support systems which are designed to promote the development and well-being of children and young people. It involves creating a nurturing and stimulating environment that supports the holistic development of everyone and ensures that everyone feels they can belong, thrive and achieve. This provision should be structured to ensure that all children/young people, including those with additional needs, can access high quality education and care.



Targeted support should be considered when a child or young person fails to make expected progress; their potential needs are impacting on their ability to access the curriculum; they are not thriving; work needs to be adapted and reasonable adjustments put in place. Schools will work closely with parents/carers to put in place interventions and further adaptations to the universal offer captured through their Individual Support Plan (ISP). No formal assessment or diagnosis is needed to access this support, this is extra support for children who need it.



Having followed the graduated approach, it is recognised that the child or young person at **targeted support plus** requires support that is above the targeted level. At this stage, there will be a need for enhanced support for children with more complex needs that are not met by standard targeted intervention. When identifying their primary need, consideration should be taken of any formal diagnosis, co-occurring difficulties and/or the needs that are having the greatest impact at that time on the child or young person. There will be a move intensive, multi-professional support with clear collaboration between school, health and care. Some children will have an Education, Health and Care Plan (EHCP) with clear outcomes for progress included as well as individualised provision needed.

At this level the child is experiencing persistent and significant difficulties despite previous reasonable adjustments, strategies and appropriate interventions being put in place. The child/young person continues to experience barriers to learning which impact on their ability to make progress against appropriate targets. Specialist Provision Packages will be underpinned by an Education, Health and Care Plan (EHCP) which will include support from outside agencies and further assessments. These packages can be delivered in our mainstream settings or may require alternative provision settings.

Assess

- Informal assessments including observations and work scrutiny
- Standardised assessments by SENDCo
- Potential specialist involvement
- Consideration for EHC needs assessment
- Use LDST Pupil Support form to gather parent/carer/staff voice

Plan

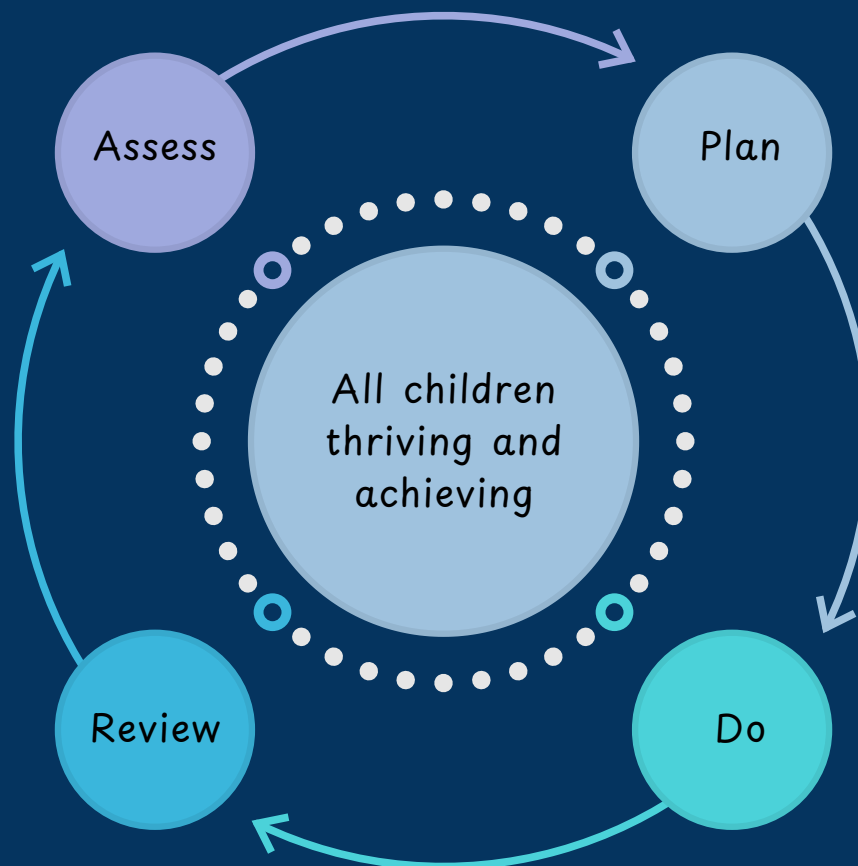
- Adaptive teaching
- Plan appropriate interventions
- Plan SEND Support/EHCP targets
- Plan group and individualised timetable
- Plan a personalised curriculum
- Use LDST Individualised Support Plan

Review

- Consider the following
 - Are they making progress?
 - Are the strategies working?
 - Are their needs being met?
- Seek further support from specialists
- Consider or review EHCP assessments

Do

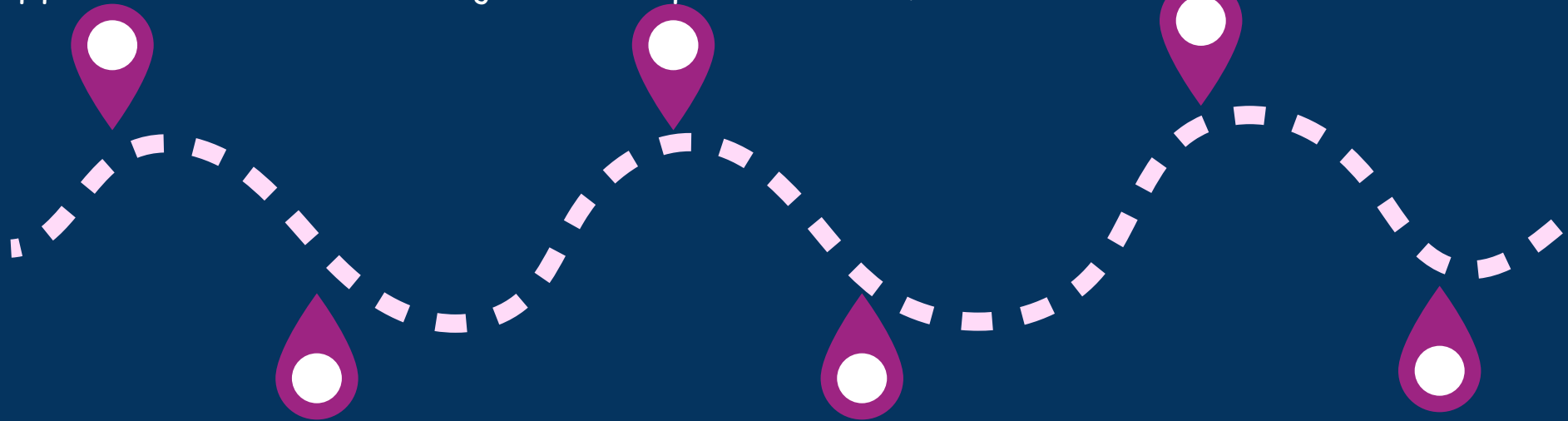
- Put adaptive teaching resources in place to meet needs
- Implement interventions
- Ensure consistent approach to teaching and interventions
- Implement individualised approaches and curriculum adaptations



Ensure trust QFT toolkit is implemented offering shared strategies to support individuals

Use 'Pupil Support form' to request support for individuals (completed by staff or parent/carer)

Identify support needed and complete Individual support plan (ISP)



In class adaptations to support learners tried over a period of time

Any additional needs identified using 4 broad areas of need

Regular review sessions planned 3 times a year for all children

These processes ensure that all pupils have an equitable offer and access to the right support through a graduated approach.

Within LDST schools, we recognise that some children and young people with Special Educational Needs and Disabilities (SEND) may need additional support to fully access learning and flourish within their school community. This support is thoughtfully planned to meet individual needs and may be provided at different points throughout the day. Additional provision may include targeted support from an adult, whether through personalised one-to-one guidance, small group work, or assistance with personal care, always delivered with dignity, respect and a focus on independence. Decisions about the level and type of support are guided by the graduated approach. Through ongoing reflection—assess, plan, do and review—staff ensure that support is carefully tailored, regularly reviewed and responsive, enabling each child or young person to grow in confidence, participate fully and achieve their potential.

Universal offer - At this level, all needs are met through our universal offer and no additional adults are required. High quality teaching in the inclusive environment will meet individuals needs.

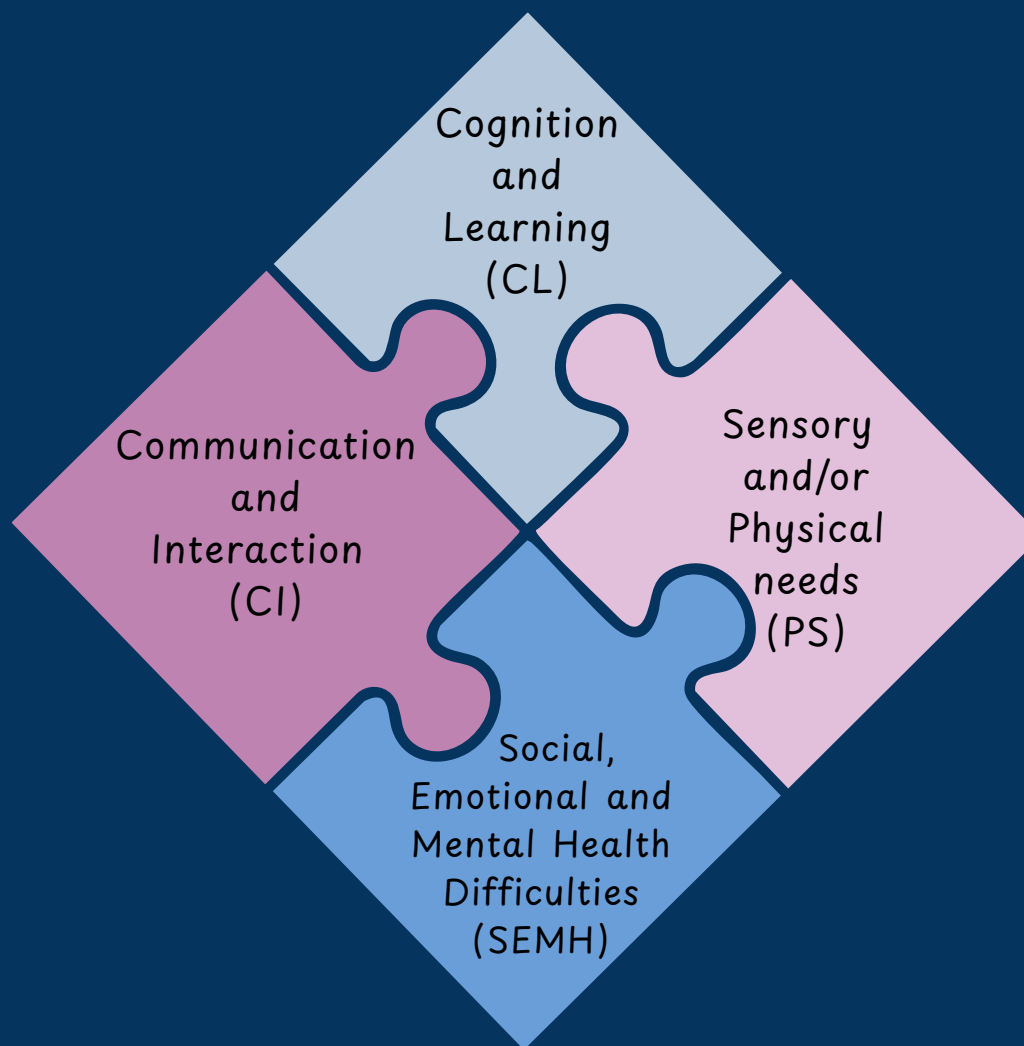
Targeted support - At this level, the graduated approach is being used to ensure needs are met through reasonable adjustments, adapted small group work and interventions led by staff in the inclusive environment.

Targeted plus support - At this level, an additional adult may be required to deliver some specific support such as interventions, lessons or activities. This adult may also be working with other children.

Specialist Support - At this level, an additional adult may be required to deliver a significant amount of support across parts of the day to ensure a child is able to make progress and meet individual targets.

As you begin to consider if a child or young person has a special educational need, you should refer to the Four Broad Areas of Need as identified in the SEND code of practice: 0-25 years (2015).

The four broad areas of need are a way to consider the impact on a child or young person's learning. It is important to remember that the needs of children and young people may be within more than one area and may change over time



Children with this area of need may fall into the following areas;

Speech Language & Communication Needs - Language refers to the ability to understand and use vocabulary, sentence structures and grammar. This can include spoken, signed or pictorial [symbol supported] language.

Receptive Language - Difficulty in understanding and processing language.

Expressive Language - Difficulty with the use of spoken language or non-verbal communication.

Speech sound difficulty - Difficulty with phonological skills or articulation skills. The difficulty may not be restricted to one area and may be demonstrated at different levels. Early language difficulties may lead to difficulties with literacy skills, social communication, and emotional development.

Social communication & interaction - Difficulties with social interaction and social communication may include: reading or interpreting social situations; comprehending non-verbal communication such as body language, tone of voice or facial expressions; making or retaining friendships; personal space; two-way conversations. Difficulties in these areas may form part of the profile of Autism.

Universal offer

- Language rich environment and communication friendly spaces
- Modelling appropriate language and include opportunities to extend the child or young person's vocabulary
- Encourage and develop communication in a range of different situations with both peers and staff
- Effectively promote engagement and extend focus of attention through own interests
- Stories, rhymes and texts are chosen carefully to suit the developmental level of the child or young person
- Staff will use a variety of ways to communicate with children with clear expectations, instructions and transitions
- Staff will allow children and young people time to process information
- Visual prompts such as objects of reference; whole class timetables; visual props or puppets are used
- Modelling, role play, storytelling and drama used to develop imagination, interaction and communication
- Tasks are chunked into smaller steps matching the needs of the child
- WellComm or other language interventions are used to assess language and communication in the Early Years, and in later years

Targeted Support

- Provide opportunities to develop social interactions and model appropriate social behaviour
- Encourage verbal expression through games, songs and storytelling at an age/stage appropriate level
- Incorporate effective listening guidelines – optimise listening conditions using appropriate volume, pacing and animation
- Consider seating position and orientation of the child or young person
- Reduce visual, auditory and other sensory distractions
- Increase use of visual supports/objects of reference to support communication
- Increase use of non-verbal communication such as gesture, body language and signing to maintain attention and support understanding
- Provide additional time for processing, recapping and checking understanding
- Ensure time is given for modelling and rehearsal
- Learners are encouraged – and shown – how to seek clarification
- Teach emotional vocabulary and model appropriate ways to express feelings
- Encourage the use of home languages alongside learning a second language and celebrate diverse communication styles and provide culturally relevant materials

Targeted Plus Support

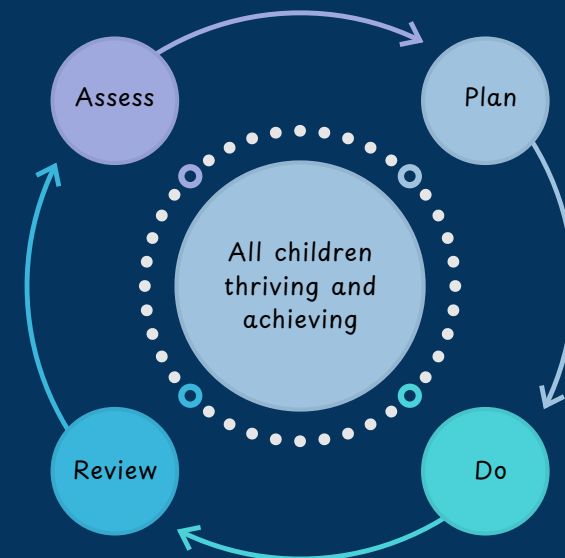
- Explicitly teach active listening skills e.g. how to support recall and how to use new learning
- Consideration given to the child or young person's developmental level of language, the complexity of vocabulary and the amount of information carrying words used when giving instructions
- Use of Blank Levels to ensure that questions are pitched appropriately
- Use sabotage techniques to encourage intentional communication and develop problem solving, critical thinking and communication skills
- Develop the use of personalised alternative and/or augmentative communication strategies to allow access to learning opportunities
- Develop the use of an individual workstation
- When additional time or other access arrangements are provided, ensure the child or young person is supported to use them effectively
- Develop the use of personalised visuals e.g. visual timetable/schedule, toilet card etc.
- Use small group activities to teach conversational skills
- Use small group activities to teach non-verbal skills e.g. body language
- Use small group activities to teach social skills
- Develop the use of comic strip conversations, social stories and emotion scales
- Consider how pupils are supported to aid communication with peers who have communication and interaction needs
- Provide objects of reference or visual timetables to support moving through the day, ensure visuals are removed when the task or activity is finished
- Use visuals to support understanding of transitions such as a timer
- Teach strategies for coping with unexpected/unpredicted changes
- Build sensory/movement breaks into the timetable
- Develop the use of resources personalised to the child/young person e.g. task management board, checklists
- Consider the use of ear defenders, calming buds and noise cancelling headphones in busy environments
- Provide access to a quiet/calming space
- Provide opportunities for movement breaks/sensory circuits

Specialist Support

Specialist support will be needed to ensure provision is correct for these children, support from one or more of the following agencies should be accessed and form Section F of their EHCP

- Speech and Language Therapy
- SEND Specialist teachers
- ASD Pathway
- ASD outreach services
- Occupational Health
- Educational Psychologist
- Sensory Processing support

Continue to revisit the 'Assess, Plan, Do, Review' model throughout all levels of support to ensure children are accessing the right level



Children with this area of need may fall into the following areas;

- early literacy & numeracy including reading, writing, spelling, comprehension and number
- following instructions, completing tasks in order and problem solving
- understanding new concepts and generalisation
- processing difficulties such as sequencing, inference, coherence and elaboration
- attention & staying focused
- memory
- other types of executive function difficulties such as being able to independently organise their work and plan what they will do next in a task
- working independently, engaging with adults, working in a group

These may be categorised as:

Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD) and Specific Learning Difficulties (SpLD): Dyslexia, Dyscalculia, Developmental Coordination Disorder (Dyspraxia)

Universal offer

- Provide opportunities for children to explore, experiment, and solve problems in a developmentally appropriate way through a balance of structured and unstructured activities
- Educators adjust their teaching approaches based on needs of each child
- A range of concrete resources, within easy reach are organised and uncluttered to promote independence,
- Environments within the setting or school are designed to support different learning, with areas for quiet concentration, active play, creative activities and social interaction
- Give examples or models of the finished task to help children understand the expectations and to plan appropriately
- Appropriate adaptations made to resources e.g. size of font, coloured paper, line spacing, overlays to meet the needs of individuals
- Technology is used effectively to support learning both as a whole class or to support an individual including laptops, tablets, text to speech programmes, immersive readers
- Metacognitive approaches are implemented, allowing learners to use knowledge of the task at hand, knowledge of learning strategies and knowledge of themselves to plan their learning
- There are regular opportunities for active learning, learning through play and learning in the outdoor environment
- Activities are designed to develop skills which will support the children to become independent and resilient learners
- There are regular opportunities for children to develop their self-esteem including celebrating individual's strengths and achievements

Targeted Support

- Modelling - I do, we do, you do, and/or WAGOLL (What a good one looks like)
- Develop the use of alphabet strips, phoneme mats, key word mats, structure strips
- Chunk instructions and information, break tasks into smaller parts and build in movement breaks
- Provide opportunities from working with and learning from peers or adults
- Teach sequencing as a skill
- Provide opportunities to develop skills of waiting, listening and thinking before acting
- Check understanding - learners to repeat back instructions, metacognitive strategies
- Develop the use of visual cues and prompts
- Use stories, songs and rhymes to aid learning at an age/stage appropriate level
- Ensure children understand explicit links to prior learning
- Ensure sufficient processing time is given
- Use multi-sensory approaches to learning and presenting information
- Offer a variety of recording methods
- Use basic scaffolding techniques such as story planners or writing frames
- Provide manipulatives/concrete resources
- Use IT programs and apps e.g. immersive reader
- Develop the use of whiteboards and pens/ jotters to support memory
- Teach and model techniques to support working memory
- Develop the use of dual coding e.g. diagrams and pictures to add meaning
- Carefully consider reading aloud expectations
- Reduce distractions to ensure there is a calm and positive working environment

Targeted Plus Support

- Use resources that are highly motivating and attention grabbing
- Backward chaining may be used to support the teaching of new skills, e.g. child or young person completes the last part of the task so that they feel success and then gradually increase the amount of steps they complete until they are able to do the whole task independently
- Demonstrate how to approach a problem step-by-step. Talk through your thinking process out loud to show how you consider options, make decisions, and evaluate outcomes
- Teach learners how to use post-it notes /whiteboard for questions and ideas
- Develop the use of an individual workstation
- Allow additional time to complete tasks or adapt the task for the time available
- When additional time or other access arrangements are provided ensure the child or young person is supported to use them effectively
- Consider alternative recording options to demonstrate knowledge and skills
- Scaffolding is used to support learning including hand-over-hand support with physical tasks; visual scaffolds such as schedule strips or task planners; verbal scaffolds such as an educator correcting a misconception or written scaffolds such as writing frames or word banks
- Use small group pre-teaching to introduce and post-teaching to embed new learning
- Interventions for specific skills e.g. barrier games, precision teaching
- Develop use of sound buttons/talk tins; colourful semantics; coloured overlays/paper; memory games; speak to text software; read aloud software

Specialist Support

Specialist support will be needed to ensure provision is correct for these children, support from one or more of the following agencies should be accessed and form Section F of their EHCP

- SEND Specialist teachers
- Occupational Health
- Educational Psychologist
- Speech and Language support

Continue to revisit the 'Assess, Plan, Do, Review' model throughout all levels of support to ensure children are accessing the right level



Children with this area of need may fall into the following areas;

Vision Impairment - partial sight through to blindness. Visual loss can affect acuity (ability to see detail both near and far); field of vision (the amount seen in the left, right, upper, lower, central and peripheral fields); colour vision, contrast sensitivity and light sensitivity.

Cerebral Visual Impairment (CVI) - a form of visual impairment caused by the brain not being able to process information from the eyes passing along the visual pathways in the brain.

Hearing Impairment or Deafness - mild through to profound loss, can be unilateral or bilateral, may be fitted with cochlear implants

Conductive Hearing Loss - this is usually a temporary loss such as 'glue ear', some children can have permanent conductive hearing loss

Sensori-neural Hearing Loss - This refers to a permanent hearing impairment arising from damage to the inner ear (cochlea) or to the auditory nerve. Most occur before birth but can occur later due to trauma or illness

Mixed Hearing Loss - If there is an issue with both the outer/middle and the inner ear, a child or young person will have a mixed hearing loss.

Multi-sensory Impairment - an impairment with both their vision and hearing, should only be recorded as MSI if their sensory impairment is their greatest need

Physical Disability including medical conditions that impact on mobility

Universal offer

- Setting or school building and environment is fully accessible and compliant with current UK legislation
- Resources are within easy reach of children and are organised and uncluttered to promote independence, where appropriate they are labelled with images and/or text
- Activities and resources are adapted to meet individual needs, for example, a range of different types of scissors, puzzles, books, IT equipment, outdoor & sports equipment etc.
- Seating and tables are at an appropriate height for the children and young people
- Provision of small support equipment e.g. adapted pencils, pens, ruler, cutlery and scissors
- Adaptations to the way instructions are delivered/shared
- Extended time for completion of task/activities or adaptations to the task/activity to take account the working pace of children and young people with sensory and/or physical needs
- Multi-sensory teaching approaches and resources used to support an inclusive curriculum
- Consideration to audio/visual environment i.e. reduce glare, background noise, avoid adult standing in shadow

Targeted Support

Visual Impairment

- Consider positioning in the classroom
- Cue in the young person using their name
- Ensure that any non-verbal communications and gestures are also verbalised
- Use of magnifiers and low vision aids
- Try out different paper or Smartboard colours to try to find best contrast
- Dark pens, dark lined exercise books
- Consider using a clearer or larger font style and size
- Intersperse short spells of visual activity with less demanding activities
- Eliminate inessential copying from the board
- Where copying is required, ensure appropriate print size is available
- Use multi-sensory activities when possible- use of objects and real experiences
- Alternative ways of recording work
- Provide occasional use of enlarged copies, as advised (Don't just enlarge everything onto A3 as this may not be appropriate)
- Avoid standing in front of windows - your face becomes difficult to see
- Ensure child or young person has own text or monitor

Targeted Support

Hearing Impairment

- Consider positioning in the classroom so child or young person has sight of the teacher and their peers, is near the front of the classroom and is away from external noise sources
- Use of visual clues and practical equipment to aid understanding
- Asking the child to repeat back instructions to ensure they have fully grasped what they need to do
- Ensure that you have child's full attention before talking
- Reiteration of the comments by others during classroom discussions
- Adapt planning/curriculum/outcomes where needed
- Scaffold support using visual prompts where possible
- Staff to be aware of the effects of tiredness due to the demands of listening and concentrating and understanding
- Models of good language applied to any grammatically incorrect comments and incorrect facts
- Increased use of visual aids/practical equipment to aid understanding

Physical Needs

- Consider positioning in the classroom e.g. seating, access routes to toilets, cloakroom, teacher's desk etc. What obstacles are in the way?
- Try different pen grips if the pupil has fine motor control difficulties
- Marker pens, wide lined exercise books
- Consider type of seating and height of tables/chairs
- Intersperse short spells of focused activity with less demanding activities to prevent fatigue
- Eliminate inessential copying from the board, where copying is required, ensure the pupil has their own copy next to them to copy from as some children struggle with the angle of the board in addition to the physical control required to copy
- The pupil may need to write much larger letters than their peers in order to form the letters
- Consider alternative ways of recording work such as the use of laptops and iPads plus photographs and video
- Provide additional resources e.g. sloping board/pencil grip/specialist scissors
- Adapt the pace of learning

Targeted Plus Support

Visual Impairment

- Computer Accessibility Tools: Screen readers, voice-to-text software, and adapted keyboards
- Visual Aids: Magnifiers, braille displays, and screen magnification software
- The environment has a consistent layout with clear routes and areas of learning that are obvious to the child or young person
- Talking books, tactile resources and objects of reference are used
- Use of bold items, well contrasted resources is evident
- Encourage the use of real-life items where possible in play and activities e.g. not plastic fruit
- Use of exploratory play for development of motor skills for both tactile discrimination and use of touch and as part of pre-braille skills
- Bridge any missed learning opportunities due to missing incidental learning that lay foundations for future learning and development
- Activities should take a 'hand under hand' approach at all times when an adult is supporting the child
- Develop visual interest/curiosity building on to visual attention, fixation and then following and tracking
- Adaptations to the way instructions are delivered/shared
- Extended time for completion of task/activities or adaptations to the task/activity to take account the working pace of children and young people with VI
- Alternative formats e.g. providing materials in large print or braille
- Risk assessments and emergency evacuation plans will be in place to ensure the safety of children and young people with VI when moving around the site

Hearing Impairment

- Support to promote full social inclusion and to develop social skills
- Allow the deaf child/young person to see your face and lips when speaking
- Ensure you are not standing with your back to a light source, as a shadow cast across your face can obstruct the deaf child or young person's view
- Manage and limit visual distraction

Targeted Plus Support

Hearing Impairment (Continued)

- Adapt your environment to improve acoustics
- Allow additional time to ensure mastery of new concepts and learning
- Give more time to process information
- Create opportunities for 1 to 1 and group work in good listening environments
- Ensure personal amplification is worn by the child if this is prescribed by Audiology Department
- Provide deaf awareness training for staff
- Daily checking of child's speech processors/hearing aids/BAHAs (Bone Anchored Hearing Aids) and radio aid system by a trained member of staff
- Adaptations to the way instructions are delivered/shared and audio formats used where appropriate
- Extended time for completion of task/activities or adaptations to the task/activity to take account the working pace of children and young people with HI or deafness

Physical Needs

- Educator to facilitate small group interventions and aid learning and organisation within the classroom environment
- Ensure that risk assessments and moving and handling plans are in place
- Resources specific to the needs of the child or young person i.e. ICT programs/apps; fine motor control programmes; physiotherapy/ occupational therapy programmes
- Additional adult to deliver the above support programmes and help with information access and modifying work
- Additional adult to support with physical tasks including dressing and undressing, and toileting
- Allow additional time to complete tasks and consider access arrangements for external tests and exams, and apply for as necessary
- Reduce or provide alternative methods of recording written work
- Allow child or young person to leave early when travelling between classes to avoid busy corridors and to allow more time to get to next class
- Provide handrails on stairs and consider rails (and a step for small children) within toilets or access to an accessible toilet with adult support if appropriate
- Ensure child or young person can reach and use facilities
- Support may be needed to carry food at lunchtime
- Provide option for child or young person to sit on a chair rather than on the floor at carpet time/assembly
- Access to ramps and/or lifts to aid mobility around the site
- Consideration of the layout in classrooms and other spaces to allow mobility around the room

Specialist Support

Specialist support will be needed to ensure provision is correct for these children, support from one or more of the following agencies should be accessed and form Section F of their EHCP

- Sensory Service
- Occupational Health
- Educational Psychologist
- SEND Specialist teachers
- Wheelchair or accessibility support teams
- Independent travel team

Continue to revisit the 'Assess, Plan, Do, Review' model throughout all levels of support to ensure children are accessing the right level



Children with this area of need may fall into the following areas;

Children and young people may experience a wide range of social, emotional and mental health difficulties which manifest themselves in many ways often resulting in a change to their usual behaviour. These changes to behaviour may be caused by a variety of factors such as but not exclusive to:

- underlying mental health problems including anxiety
- sensory overload and sensory processing needs
- emotional responses such as anger, including responses to pervasive life situations, Adverse Childhood Experiences (ACEs) or undisclosed difficulties
- trauma and/or ACEs including disclosed/undisclosed neglect, physical, mental, emotional or sexual abuse
- attachment type difficulties
- frustration due to speech and communication difficulties
- separation anxiety, grief, loss and/or bereavement
- physical pain or discomfort, including hunger
- challenges around environment and or relationships
- Attention Deficit Hyperactivity Disorder (ADHD) and Attention Deficit Disorder (ADD)

Universal offer

- Create an environment which is calm and orderly, where routines are well established, and behaviour is consistently well managed.
- Settings and schools should create a safe and supportive environment where children feel that they belong, are supported and can develop trusting relationships with educators
- Whole setting/school approaches that promote wellbeing and resilience for both children and young people and the staff who work with them.
- The environment celebrates diversity and encourages all children and young people to participate fully, promoting a sense of inclusion and well being.
- Language used by educators demonstrates an unconditional positive regard for all. Educators use Trauma Informed approaches and are mindful of respectful facial and body language when communicating with others and tone of voice is positive
- Schools should identify a trained Mental Health Lead
- create designated 'safe spaces' that children for access when feeling overwhelmed or dysregulated
- Create a culture where mental health can be talked about openly
- Full PSHE curriculum should include explicit teaching of emotions
- Schools should identify key Emotionally Available Adults
- Provide opportunities for physical activity/learning to help children & young people release energy and reduce stress

Targeted Support

- Ensure clear behaviour expectations are in place and understood
- Promote positive relationships- peer/peer and peer/educator
- Capture the voice of the child or young person
- Identify individual strengths and interests
- Consider using calming music to promote self-regulation
- Provide multi-sensory learning opportunities
- Ensure a trusted adult provides consistent care and emotional support
- Consider seating arrangements (for e.g., for attention, focus, good role models)
- Prepare children and young people adequately for times/events of transitions
- Model calm, clear communication methods
- Keep instructions, routines and rules short, precise and positive
- Teach calming techniques, such as deep breathing or taking breaks during overwhelming situations
- Identify key adult to be available to provide emotional support when needed
- Explicitly teach skills to help children & young people to control impulses and behaviour, learning when to wait, listen, or follow instructions rather than acting impulsively
- Develop the use of a worry box; calm spaces; movement breaks; fidget resources; individual visual timetable (not bespoke); restorative practice
- Validate the child or young person's feelings by labelling the emotion and reinforcing that it is ok to feel that way then model appropriate responses to the emotion
- Maintain a neutral tone and avoid reacting emotionally to the child or young person's dysregulation

Targeted Plus Support

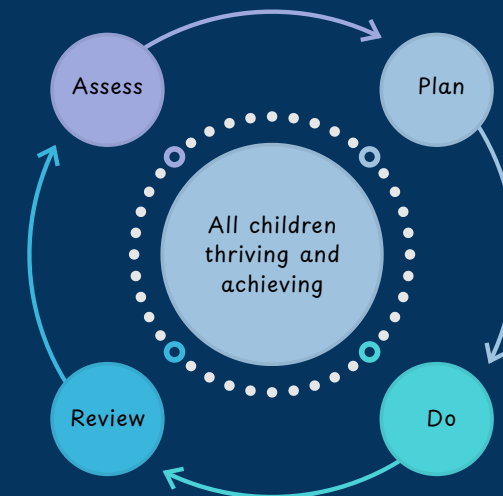
- Use social stories and/or comic strips to help children and young people's understanding of social situations
- Explicitly teach emotional literacy, de-escalation and self-regulation strategies
- Support the child or young person to explore their own trigger points and discuss how they would like to be supported as appropriate to age/stage
- Introduce an individual workstation or quieter workspace
- Develop the use of individual visual timetable (bespoke), now and next/now, next, then, objects of reference as age/stage appropriate
- Develop the use of a visual timer to support transitions/turn-taking e.g. sand timer
- Introduce use of pass card for movement break/time out/toilet pass
- Adapt routines/timings for beginning and end of school day
- Consider use of additional adult to support with transitions throughout the day
- Develop a sensory profile for the child or young person and build in movement breaks/sensory circuits as appropriate
- Offer regular check in opportunities with a key person
- Focused activities or additional adult to support at unstructured times of the day
- Small group or one-to-one interventions such as Lego Therapy, Socially Speaking etc.
- Identify key adult to support at times of crisis
- Consider risk assessment and/or positive handling plan
- Set realistic targets with appropriate level of challenge within Individual Support Plan to promote success and support children & young people's self-esteem

Specialist Support

Specialist support will be needed to ensure provision is correct for these children, support from one or more of the following agencies should be accessed and form Section F of their EHCP

- Behaviour support specialists
- CAMHS
- Counselling service
- Mental Health Support teams
- EBSA Support
- Educational Psychologist

Continue to revisit the 'Assess, Plan, Do, Review' model throughout all levels of support to ensure children are accessing the right level



Pupil Support Form Proforma

LDST
Liverpool Diocesan Schools Trust

Pupil Support Form

This form may be printed off and handwritten or completed electronically. Once completed please share with a member of the inclusion team via email (add email address)

Pupil's Name:		Year Group:		Date:	
Name of Person Recording Concern:					
Description of need: Please include specific examples and/ or relevant assessment information if applicable.					
What has already been put into place? Please ensure that you have referred to QFT pages prior to submitting this form, you may highlight and attach a copy of the pages as supporting evidence. LDST QFT Toolkit.docx Responding to Behaviour - Flow Chart.docx					
To be completed by member of Inclusion Team					
Received on:		By:			
Further Actions:					
Copied to Headteacher/Executive Headteacher <input type="checkbox"/>					

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Liverpool Diocesan Schools Trust

Pupil Support Form

This form may be printed off and handwritten or completed electronically.

Pupil's Name:		Year Group:		Date:	
Name of Person Recording Concern:					
Pupil support that may be needed: Please include specific examples and/ or relevant information you feel will help us support your child.					
What has already been put into place? Please ensure that you have referred to any support already in place or strategies that you have tried at home.					
To be completed by member of Inclusion Team					
Received on:		By:			
Further Actions:					
Copied to Headteacher/Executive Headteacher <input type="checkbox"/>					



Staff
Pupil Support Form



Parent/Carer
Pupil Support Form

Individual Support Plan Proforma

My One Page Profile

Child Name: _____

Year: _____

Age: _____

CHILD PHOTO HERE

What I like about me and what I'm good at

Things I don't like and what I find difficult

What is important to me?

How best to support me

Individual Support Plan for NAME

Teacher: _____ Year Group: _____ Term: _____

Assess → Plan → Do → Review

Description of needs (What are the current concerns?)	Desired Outcomes What do we want to achieve by the end of the term? (SMART Target)	How this will be done (Strategies used to support)	Review and next steps



Individual Support Plan Proforma

