



SUPPORTING SCHOOLS WITH BEHAVIOUR MANAGEMENT

Starting Point - A new approach

- One service - the SEND Assessment and Alternative Provision teams have been combined to form one team. The new "Assessment, Inclusion & Review Team" will provide support and guidance to effectively coordinate efforts to further inclusive approaches to education and support the earlier identification of need in Middlesbrough.
- Team Around the School focus
- Joint work with school staff, Inclusion Officers, Educational Psychologists and other support services
- Early Identification
- Curriculum alternatives

1. TEAM AROUND THE SCHOOL APPROACH

Start of year joint planning meetings:

These will develop a shared understanding of the school context, identify school priorities (whole school, smaller group and individual pupil level) and devise a plan to address needs/concerns.

Involvement:

Key school staff (such as member/s of the Senior Leadership Team , SENDCo, Pastoral Lead, Behaviour Support and any other support staff);
Educational Psychologist (EP)
Inclusion Officer.

The Meeting:

The meeting will be facilitated (and recorded) by an EP using information from school staff and information shared within the meeting

Members of the 'Team Around the School' will devise an action plan - this could include actions for:

- the whole school
- small groups / cohorts
- individual pupils

Following the Meeting:

- EPs will share the planning meeting notes with all attendees

- Team Around the School members will carry out agreed tasks - this might include arranging Team Around the Child meetings
- Inclusion Officers will provide weekly support for school staff in overcoming any barriers in meeting the agreed actions
- Half-termly Team Around the School meetings will be held to monitor and review progress

2. TEAM AROUND THE CHILD APPROACH

Each school has an allocated Inclusion Officer.

Inclusion Officers can be initially accessed via the single point of contact. They will gather information and support and advise schools according to evidence of graduated response including support made available by the school at SEN Support stage of Code of Practice .

Inclusion officers will work with schools on an individual case basis:

- to support the school and families in early intervention work to reduce the number of children at risk of permanent exclusion
- meetings to be arranged by agreement with settings to discuss each child and to assess impact of interventions and plan any required actions e.g. involvement of other professionals and other agencies – CAMHS, Social Care etc

3. PUPIL INCLUSION PANEL

If after early identification of need and as part of a graduated response it is felt that a placement in an Alternative Provision is required this may be considered by a request for support into the Pupil Inclusion Panel (PIP).

If at the PIP the panel members believe that a placement at a specific AP setting is appropriate to meet the needs of the young child then this may be actioned. This placement will initially be for a short assessment period with agreed timescales, aims and intended outcomes.

The Pupil Inclusion Panel (PIP) will consider requests for support from schools for pupils, where despite best endeavours, early identification and intervention the pupil continues to display challenging levels of behaviour and are at risk of exclusion.

The Pupil Inclusion Panel will determine an appropriate way forward which could include:

- Recommendations for the requesting school to implement further strategies or access support from LA services.
- A time limited 'ASSESSMENT PERIOD' of up to 12 weeks.
- Longer term co-ordinated Alternative Provision Placement between the school and Alternative Providers.