



## **SUPPORTING CHILDREN WITH SPECIFIC NEEDS**

- Discussions between all relevant staff sharing knowledge of the child's background, difficulty and need (one page profiles to be used)
- Re-appraise teacher techniques/strategies or tasks (with advice from our behaviour support provider if required)
- The involvement of parent/carer to discuss strategies
- Keep a log of events and involve the child e.g. Restorative/Reflective Conversation,
- Special focus on positive reinforcement of appropriate behaviour,
- Use a range of pictorial charts to reward positive behaviour and monitor with the child over a period of week or longer,
- Children with behavioural difficulties are also supported by class teachers/teaching assistants/pastoral team. This involves the use of home-school liaison or adapted targets and charts to monitor progress with linked positive outcomes for positive choices,
- Friendship work for small groups of children who are lonely, excluded or continually falling out,
- Reinforce positive behaviour through stories in assembly and in class,
- Share or involve a colleague including Senior Leaders to discuss the issue,
- Removing child from the activity/situation i.e. quiet time to reflect and reinforce from second colleague,
- Withdrawal of specific extra-curricular activity/privilege,
- The development of an Individual Behaviour Plan (IBP) to support the child, any underlying reasons for challenging behaviours are considered,
- Children with more complex behaviours may need an Individual Behaviour Management Plan (IBMP),
- Referral of child to outside agencies, e.g. Inclusion Service, School Counselling Service or Healthy Young Minds, with involvement of parents/carers