|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Stage** | **Provision required** |  | **Support and provision** | **Assessment, recording & monitoring systems** | **Monitored by** |
| 1 | Universal Provision  | 1.11.21.3 | Targeted observations for behaviour carried out and recorded.Recorded on incident log and ABCC sheet. Use of motivation assessment scale for specific behaviours to help aid understanding of communicative function. Subject engagement analysis to support bespoke planning  | * Reviewed alongside Pupil Progress meetings
 | Class Teacher |
| 2 | Early intervention support | 2.12.22.3 | Use of Risk assessment to determine problem behaviours, frequency and severityInclusive Teaching Checklist used to support access to classroom access reinforcement (rewards and motivation) and environment (group settings, classroom set-up) to be reviewed to support with managing behaviour**A cause for concern recorded**  | * Reviewed at Pupil Progress and Phase Review meetings with Leadership Teams
 | Class TeacherPhase/Year Leaders |
| 3 | Targeted, additional support – Staff specific responses | 1.13.13.23.3 | Continue to collect behaviour incident logsBehaviour response plan to be written – alongside Inclusion Lead. Detail staff responses to specific behaviours, and share as a whole school response (those who come into contact with pupil) Emergency protocols for positions of dangerSchool ELSA Support / Nurture intervention support (Referral form needed)**Consider multi- agency support / TAF / TAC / LA referral** | * SENCo involvement
* Reviewed at Pupil Progress meetings with SENCo
* Intervention records
 | Class TeacherSENCo |
| 4 | Targeted,intensive additional supportPupil placed on the SEND register | 4.14.24.34.44.5 | IBP written with SENCo support - Targeted new (behaviour) skills teachingPersonalised behaviour targets – Tracked using TME (targeted, monitoring, evaluation system)Pupil profiling – identifying pupil strengths and needs in line with EHCP criteria areasUse of pupil specific provision map using individual checklistInclusion of parents/carers, child as part of a Plan-Do-Review cycle of targeted assessment and interventionIndividual modifications to the curriculum to support engagement**Consider request for statutory assessment and EHC Plan** | * SEN Register
* Pupil Passport
* Individual Education Plan
* IBP Progress Forms
* SENCo – TME monitoring provision
 | Class TeacherSENCoSLT |
| 5 | Provision over and above Stage 4 |  | In addition to Stages 1 – 4:Education, Health and Care Plan (EHCP) reviewed annually Multi-professional support Individual Education Plan Identified on school provision map Multi-professional planning and coordinated support e.g. E.P. Service, Outreach Services, Health colleagues, and CAMHS. | * Annual Review Meeting and Report
* Pupil Passport
* Individual Education Plan
* IEP Progress Forms
* SENCo monitoring provision
 | Class TeacherSENCoSLT |

**To access additional support at a higher stage, Class Teacher needs to evidence that pupil is not making progress despite consistent provision at current stage of support.**

 **3 Training sessions written and available for Level 1-2 / Level 3 / Level 4**