


LONGWILL SCHOOL FOR DEAF CHILDREN

SEND POLICY

October 2018



Approved by:	Approved by Longwill Governing Body
Next review date: October 2020	24 months from last approval date

Longwill is a special primary school for deaf children who may also have learning or physical difficulties and other complex needs including autism. **Longwill School draws on** the Special Educational Needs and Disability (SEND) Code of Practice January 2015 when taking decisions relating to our Deaf pupils.

Main Principles:

A Rights Respecting School;

As a Right Respecting School Longwill School do their best to ensure that all pupils are aware of their rights to maximise their potential. This is outlined in several articles of the Rights of the Child e.g. Article 23 You have the right to special care and education if you have a disability so that you can live a full life.

- **All pupils at Longwill, including those with additional educational needs, are entitled to high quality teaching, which makes learning challenging, accessible and enjoyable and is designed to enable them to be active members of society.**
- Pupils with SEND are entitled to an equality of educational opportunity and the greatest possible access to the National Curriculum and a broad and balanced education.
- All pupils to take an increasing responsibility for their own learning
- All pupils will be supported to develop their personalities, skills and abilities.
- All pupils, including those with SEND, are entitled to a full assessment of their needs, in accordance with the SEND Code of Practice January 2015.
- Provision for pupils with SEND will be matched to the nature of the child's special needs. We aim to raise aspirations and expectations for all pupils with SEND
- Parental involvement is vital. We work in partnership with parents.
- Pupils with SEND, over and above their deafness will have and Individual Educational Plan (IEP) or an Individual Behaviour Plan (IBP).

Objectives of the Policy:

- To enable pupils to access a broad, balanced curriculum appropriate to their individual needs and to achieve their full potential.
- To outline the duties and responsibilities of every member of staff in relation to SEND
- To promote education in a safe and secure environment within a happy atmosphere where children can learn effectively, improve their confidence, build up their self-esteem and develop their independence as individuals within the community.
- To outline the statutory rights of parents.
- To actively seek ways of helping and involving parents and guardians in the care, development and education of their child. At Longwill, we adhere to a family-centred approach ensuring that where appropriate both pupils and parents are involved in discussions and decisions about the support or provision provided.
- To give information about school procedures.
- To give information about assessment differentiated provision and record keeping

Role of the Special Educational Needs Co-ordinator (SENDCO):

The SENDco for our school is **Alison Jackson**.

The SENDco is responsible for:

- Taking the National Award in Special Educational Needs Co-ordination within three years of appointment
- overseeing the day-to-day operation of the SEND policy
- co-ordinating of specific provision for children with SEND, including those who have EHC plans.
- assisting the Headteacher and Governing Body in planning SEND policy and provision
- providing professional guidance to those colleagues supporting pupils with SEND
- helping to identify barriers to learning, within the school context and developing means of overcoming these restrictions
- ensuring there is liaison with parents and other professionals in respect of children with SEND.
- Annually publicising the Local Offer and being able to work with professionals providing a supportive role to families to ensure that pupils with SEND receive appropriate support and high quality teaching.
- ensuring that the school keeps the records of all pupils with SEND up to date
- contributing to the CPD of the staff
- ensuring that appropriate IEPs or IBPs are in place, that relevant background information about children with SEND is collected, recorded and updated
- liaising with the relevant Designated Teacher of the Deaf where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with external agencies including health and social services, and voluntary bodies and outreach support.
- All staff are responsible for children with SEND in their class but additional practitioners, learning mentors and teaching assistants (key workers) share this responsibility for a few children within school.
- that policy and practice result in an inclusive school for all members of the school community.
- instigating and co-ordinates policy. The policy is evaluated and amended following discussion from all the relevant parties involved.
- being a key point of contact with multi-disciplinary/inter agency support to ensure provision meets the needs of the children with SEND.
- liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies and the LA.
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- being the Designated Teacher for looked after children and will ensure that the implications of a child being both looked after and having SEND are fully understood by relevant school staff
- ensuring the school's local SEND offer is a true reflection of our provision and displayed on the school website.

The role of the governing body:

The governor with responsibility for SEND is **Claire Hayward**.

The governing body should:

- must ensure that there is a qualified teacher designated as SENDCO for the school.
- Ensure that provision is made for pupils who have SEND
- Ensure that the needs of pupils with SEND are made known to all who are likely to teach them
- Ensure that teachers are aware of the importance of identifying, and providing for, those children with SEND
- Ensure that a pupil with SEND joins with all pupils in the activities of the school together, as far as is reasonably practical.

- Ensure resources for SEND are used efficiently and effectively.
- Report to parents on the implementation of the school's policy for pupils with SEND.
- Have regard to the Code of Practice when carrying out its duties to pupils with SEND.
- Ensure that parents are notified of the decision of any extra provision being made for their child.
- Governors are involved in developing and monitoring the policy.
- The quality of SEND provision is continually monitored, evaluated and reviewed.
- SEND provision is an integral part of the School Development Plan.

Resources:

- A proportion of our budget is allocated for resources, which include identified materials for use to support children who need additional or different activities.
- The provision of additional support is made as appropriate from the delegated SEND budget.
- Some additional/external funding is obtained from time to time if a particular child requires specialist resources.

Admission Criteria:

The criteria for admission to Longwill are that:

- The child has a diagnosis of profound deafness.
- The child's first or preferred language is BSL.
- The child needs BSL to access the curriculum.
- The child needs to learn English as a second language.
- Any additional needs, such as cerebral palsy, challenging behaviour, vision impairment or learning difficulties that can be effectively supported by the school.
- We recognise that these needs may change over time and that the appropriacy of our provision will be reviewed regularly with parents and the local authority at the child's annual EHCP review or before if appropriate.

Whole School Graduated Approach to SEND Support

Identification and Assessment:

- The Code of Practice makes clear that class teachers are responsible and accountable for the progress and development of all pupils in their class. The Code emphasises the expectation that high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.
- We are committed to the early identification and intervention of children who may have SEND.
- If further assessment is required we may involve the LA or other agencies such as Deaf CAMHS, to help us to determine the child's strengths and areas to be developed. We can then identify and implement the appropriate strategies for the child.
- The graduated response, adopted in the school, recognises that there is a continuum of needs. This is recommended in the SEND Code of Practice through assessing, planning, delivering, reviewing and recording of information, to ensure that all children achieve their potential.

The graduated approach

SEND support is implemented and regularly reviewed using the 'graduated approach', outlined below. You should be involved at every stage of this/her process:

1. **Assess:** the class teacher and SENDCO should clearly analyse a pupil's needs before identifying a child as needing SEND support
2. **Plan:** the class teacher and SENDCO should agree the support to be put in place. Parents must also be notified and consulted. The support will usually be set out in a school-based SEND support plan
3. **Do:** the class teacher remains responsible for working with the pupil on a daily basis. Pupils may also receive additional interventions outside the main curriculum, but the focus should be on integrating all pupils and continuing to use high-quality, differentiated teaching.
4. **Review:** the class teacher and SENDCO should review the effectiveness of the support regularly and agree any changes where needed. Parents will be involved in this process and meet to review their child's progress at least three times per year.

SEND Support-

SEND Code of practice- If a pupil has been identified as having SEND, it is likely that they will receive 'SEND support'. SEND support is the new system for supporting pupils who have SEND but do not have a statement or EHC plan. It replaces the previous categories of School Action (SA) and School Action plus (SA+)

- If a teacher identifies a child as having SEND it may be necessary to devise an Individual Education Plan; in the form of a Risk Assessment/ Risk Reduction plan- Individual Behavioural Plan (IEP/IBP). This sets out any arrangements that are additional to and different from the usual curriculum. The teacher liaises with the SENDCO, parents/carers and, if necessary, assistant learning mentors and involves them in setting targets and strategies. These are shared with the child and reviewed each half-term/term, or as appropriate. (see appendices for our Individual behaviour plans, Risk Reduction plans and Individual risk assessments)
- Further advice and professional support is sought and implemented as is considered necessary.
- Identifying behaviour as a need is **not** an acceptable way of describing SEND. Any concerns relating to a pupil's behaviour will be described as an underlying response to a need which we will be able to recognise and identify clearly.
- If adequate progress is not made after a substantial period of intervention and review, the teacher in consultation with the parents/carers, may conclude that further support and advice is needed. In some cases, outside professionals from health, social services, support services or the education psychological service may be involved with the child. A new IEP/IBP will be drawn up in consultation with the parents/carers.
- The IEP/IBP is continually under review to ensure that the appropriate targets set provide success for the child and progress is made. The parents/carers and children are always involved.
- Identification of any SEND is carried out throughout school by teacher observation, school based tests, monitoring of target setting of pupils, End of Key Stage Assessments and through close professional dialogue between teachers, assistant, Deaf Adults, and other professional working within school (SLT, Physiotherapy, audiologist...)
- A "**Changing Teacher Form**" is issued by the SENDCO each summer for each child with SEND. Teachers complete these forms and then SEND them to the next teacher. The forms explain current need and provision (a child wears glasses, or has weekly physiotherapy, for example).
- Records of SEND are kept by class teachers, SENDCO and on pupil files in the school office.
- The SENDco has a **liaison meeting** with the Deputy Head teacher / SENDco at the secondary feeder school to ensure that transition between Y6 and Y7 is as smooth as possible (see transition policy) and that the receiving school understand the needs of all pupils, especially those with additional SEND.
- Pupils files are all transferred at this point via the common transfer file system.

- SENDsitive SEND records are SENDt by secure transfer to the feeder school and signed for by the receiving school.

Curriculum entitlement:

- All children are entitled to a broad, balanced and relevant curriculum, including both the National Curriculum as well as our local Longwill Curriculum. Progress is continually monitored using a range of assessments including: observations/baseline assessment/level descriptions in the National Curriculum at the end of the key stage/statements
- All information gained is used to support planning in order to aid progress.

Inclusion:

- We strive to create a sense of community and belonging for all our pupils. We have an inclusive ethos with high expectations and suitable targets, a broad and balanced curriculum for all children and systems for early identification of barriers to learning and participation.
- As pupils progress in their spoken English, it may be appropriate for them to spend some time with hearing children. Suitable placements will be sought, but this/her is dependent of finding a suitable placement/school/club. Funding will be needed to provide 1:1 support for the child.
- Phase groups build up close links with mainstream schools to provide sustained opportunities for deaf and hearing pupils to mix and learn effectively with each other.

Review of Statement of Special Educational Needs:

- Statements and Education Health and Care plans (EHCP)
- Most pupils with SEND or disabilities will have their needs met through SEND support. Pupils with more complex needs may need additional provision, which is set out in a statement or EHC plan. Statements have been phased out and are replaced by EHC plans.
- An EHCP needs assessment can be requested by the school or parents and will be carried out by the local authority's Special Educational Needs Assessment Review (SENDAR) team.
- Most pupils who attend Longwill already have an EHC plan as a direct result of their deafness. Some pupils attend our setting on an assessment place.
- As part of a statutory process, this is reviewed annually.
- The SENDco and/or class teachers chair this review or transfer process.
- If a child has needs in addition to their deafness and other agencies are involved then the SENDco or member of the management or leadership team may be asked to chair the review meeting.
- Teachers will chair the review and transfer to EHC plan process for all other reviews.
- Parents are encouraged to share their aspirations for their child and have a say in both short term and long term outcomes.
- Other involved professionals are asked to share a report on the child's progress before the meeting.
- Parents and pupils are invited to express their views, wishes and aspirations and are encouraged to be part of the decision-making process.

Parental Involvement:

- All of our parents are encouraged throughout their child's journey at Longwill to take an active role in the decision-making process. **Article 3: All children have the right to expect that adults will do what is best for them.**
- The Longwill School SEND Information Report gives clear guidance to parents/carers and visitors of our provision. Parents can access this in written English or British Sign Language on the school website.
- The school is in regular contact with parents of all pupils with SEND. Each pupil has a home school book.

- Parents/carers are notified early if we have any concerns and there is always a willingness to listen to issues brought forward for discussion.
- Information about the school's SEND policy is available in the school handbook and on the school website www.longwill.bham.sch.uk.
- Parents are involved in all aspects of assessment of additional SEND.
- Parents are informed about local and national voluntary organisations for Deaf children, by the Information, Advice and Support Services before they enter school.
- Parents are kept up to date with their child's progress during home visits by home-school link worker, Families team, Parents Communication Groups, school newsletters which are sent home.
- We share information with parents/carers in informal conversations and individual meetings as well as keeping a dialogue in our home/school record books.
- Children with additional SEND may have interim Reviews if necessary. Parents are always invited.
- Parents/carers are invited to EHC review meetings to discuss progress and to be involved in setting outcomes with appropriate intervention strategies to help the child both in school and at home. Their views are requested before the meeting. Our Home Link Worker may attend the review with parents.
- Parents/Carers will receive a copy of the EHC plan to read over prior to the meeting.
- We promote a culture of co-operation between parents, schools, LAs and others. This is important in enabling anyone with SEND to achieve their full potential.
- Interpreters are provided for parents for whom English is not their first language including parents who are deaf.
- A home-school link worker supports parents in a variety of ways.

Pupil participation:

- Children, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the children in school are given due weight according to their age, maturity and capability. **(Rights Respecting article 12 &13)**
- Pupils participate where possible, in all the decision making processes, including setting targets and contributing to their IEP/IBPs, discussing their choices, assessment of needs and in the Education and Health Care Plan process.

Access to the curriculum

All pupils:

- have an entitlement to a broad and balanced curriculum, which is differentiated to enable pupils to:
- experience, are engaged in, and/or gain skills and understanding of the purpose of learning activities,
- Experience rates of progress that brings feelings of success and achievement appropriate to their levels of attainment and understanding.
- Teachers use a range of strategies to meet pupils' individual SEND.
- Lessons have clear learning objectives and outcomes; differentiated work and use formative assessment to inform the next stage of learning.
- IEPs/IBPs contain a small number of specific targets, between three and five, designed to enable the pupil to progress.
- Wherever possible pupils are not withdrawn from their class. This/her reflects the schools' inclusive philosophy and acknowledges that all pupils have an entitlement to share the same learning experiences as their peers.

- There are times however, when, to maximise learning, we ask the pupils to work in small groups or in a one to one situation.

LA Support Services:

- For children who have additional SEND other than deafness, LA support services may be contacted for advice and assessment. Parents are always informed before support services are involved and are kept up to date on any developments. Parents are given a copy of any reports which arise from LA support.
- We collaborate with support services such as the medical team, physiotherapists, Occupational Therapists, Speech and Language Therapists, Deaf CAMHS, Children's Disability Team, Early Help, Forward Thinking and Autism Outreach Services.
- We believe that effective action on behalf of children with SENDs depends upon close co-operation between the school and other professionals, e.g. the LA, SEND support services, health services, social services, etc.

Links with Health, Social Services and Voluntary Organisations:

- The school has close links with the social care team. Any referrals to social workers, which are always made with the parent's permission (in line with Safeguarding and Child Protection procedures), are made with parental permission where possible.
- We strongly encourage social care workers and other professionals to co-work with other colleagues in their field who have an understanding of deaf awareness and good communication through sign language.
- All pupils receive an annual medical with the school's consultant paediatrician, who liaises with our school nurse, based at Victoria. Parents are encouraged to attend.
- We follow statutory guidance on supporting pupils with medical needs at school (See our Supporting Pupils with Medical Needs Policy).

Evaluation procedures:

- The SENDior management team/governing body, will on an annual basis, consider and report on the effectiveness of the work and if any amendments to the SEND Policy need to be made.
- The broad principles and objectives set out in the policy lay the foundation for the criteria by which we evaluate the success of our policy.
- We continually review and report on the effectiveness of the policy. This includes the numbers of children identified and their progress, the levels of parental/ carer involvement, materials and equipment used, resource allocation, liaison with other educational establishments, details of the staff's continual professional development and our priorities for the year.
- The SENDCO and subject co-ordinators monitor classroom practice/analyse pupil tracking data and test results/identify value added data for pupils with SEND.

Procedures for concerns:

- We endeavour to do our best for all children but if there are any concerns we encourage those concerned to approach the class teacher in the first instance, then the SENDCO, the head teacher or the SEND Governor. Responses will be made as soon as possible.
- Parents/carers are informed about the Parent Partnership Service so that they can obtain support, advice and information if they wish.
- If you feel that your complaint has not been resolved after contacting the class teacher or SENDco, then the school does have a formal complaints procedure.
- A copy of this/her is on our School website, or can be obtained from the School office at any time.

Professional development for staff:

Our school aims to provide appropriate training for governors, teaching and non-teaching staff, so that they have the knowledge and confidence to develop their own skills in helping our pupils with a range of special needs

We aim:

- To support the development of the school
 - To meet our pupils' needs
 - To meet the targets of the School Evaluation File.
 - To inform our CPD programme
 - To identify future resources
 - To support delivery of the curriculum
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- We have a plan for all staff and the SENDCO to be involved with further training in line with the priorities identified in the School Development Plan.
 - We have regular staff meetings where SEND issues are discussed. These are related to specific concerns relevant to the needs identified or in ensuring that staff keep up to date with information and legislation.
 - The SENDCO attends relevant training and disseminates the details to all the staff as is appropriate or individuals can access training that is necessary for their professional development.
 - There is an induction procedure for NQTs and new staff into the school's policy and procedures for SEND.

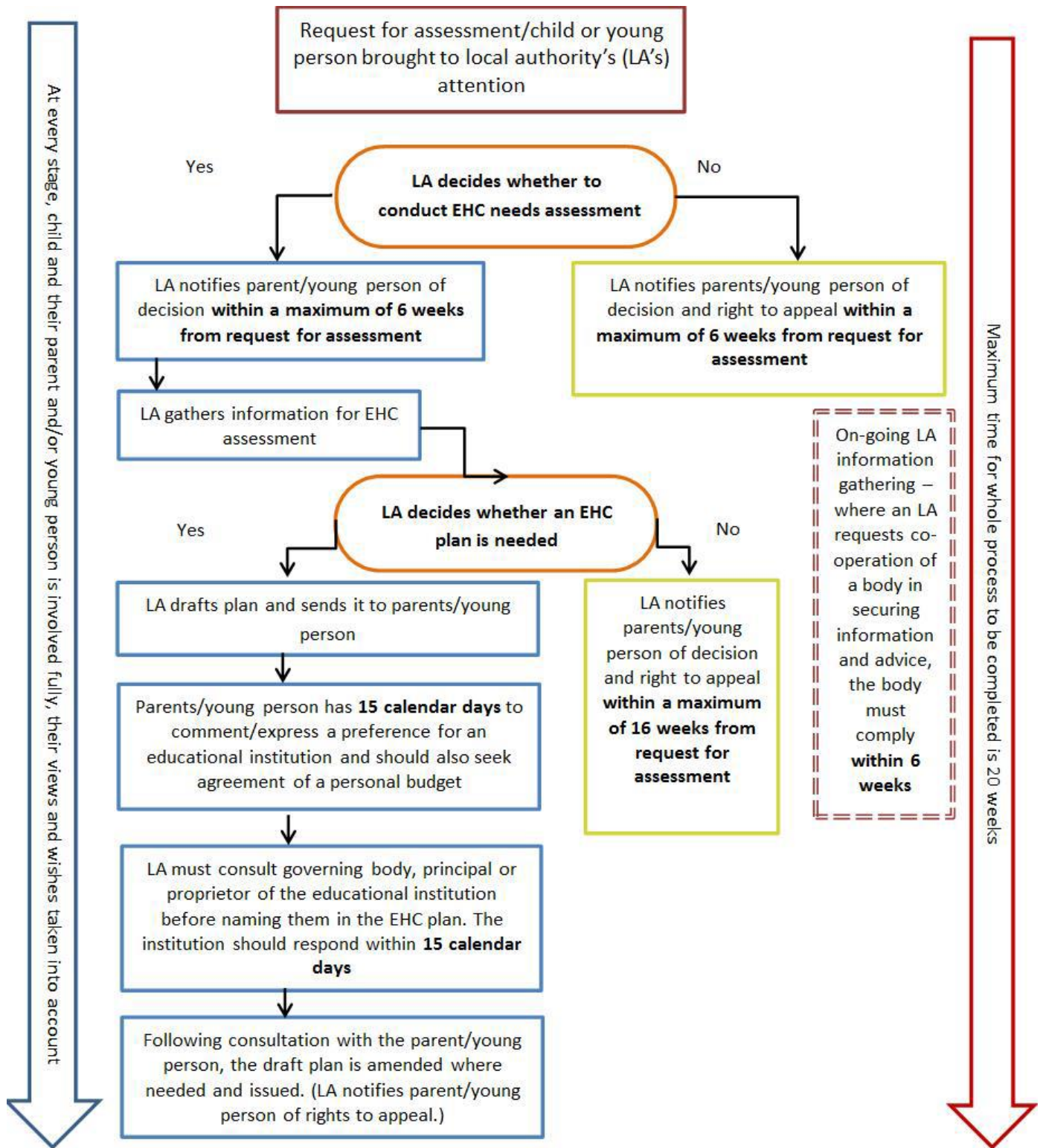
Review of Policy:

- The SEND policy is subject to a regular cycle of monitoring evaluation and review.
- The SEND policy should also be read alongside the Safeguarding, Positive behaviour and Well-being, Transition, Supporting Pupils with Medical Needs and Rights Respecting policy as they are directly linked.
- The SENDCO ensures that all appropriate records are kept and available when needed. These are always available for parents/carers to see and can be a source of invaluable information for teachers in other classes/the next school/further educational establishments.

Alison Jackson

October 2018

Appendix1 Statutory timescales for EHC needs assessment and EHC plan development



Appendix 2

Broad areas of need:

Communication and interaction

6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools – <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

Sensory and/or physical needs

6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health <https://www.gov.uk/government/publications/deafblind-people-guidance-for-local-authorities>

6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Appendix 3

Glossary of terms

Child and Adolescent Mental Health Services (CAMHS): These services assess and treat children and young people with emotional, behavioural or mental health difficulties. They range from basic pastoral care, such as identifying mental health problems, to specialist 'Tier 4' CAMHS, which provide in-patient care for those who are severely mentally ill.

Early Help Assessment: A social care assessment of a child and his/her or her family, designed to identify needs at an early stage and enable suitable interventions to be put in place to support the family.

Education, Health and Care plan (EHC plan): An EHC plan details the education, health and social care support that is to be provided to a child or young person who has SEND or a disability. It is drawn up by the local authority after an EHC needs assessment of the child or young person has determined that an EHC plan is necessary, and after consultation with relevant partner agencies.

Graduated approach:

A model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing.

Information, Advice and Support Services: Information, Advice and Support Services provide advice and information to children with SEND or disabilities, their parents, and young people with SEND or disabilities. They provide neutral and factual support on the special educational needs system to help the children, their parents and young people to play an active and informed role in their education and care. Although funded by local authorities, Information, Advice and Support Services are run either at arm's length from the local authority or by a voluntary organisation to ensure children, their parents and young people have confidence in them.

Local Offer: Local authorities in England are required to set out in their Local Offer information about provision they expect to be available across education, health and social care for children and young people in their area who have SEND or are disabled, including those who do not have Education, Health and Care (EHC) plans. Local authorities must consult locally on what provision the Local Offer should contain.

Personal Budget: A Personal Budget is an amount of money identified by the local authority to deliver provision set out in an EHC plan where the parent or young person is involved in securing that provision. The funds can be held directly by the parent or young person, or may be held and managed on their behalf by the local authority, school, college or other organisation or individual and used to commission the support specified in the EHC plan.

Personal Education Plan: An element of a Care Plan maintained by a local authority in respect of a looked after child, which sets out the education needs of the child. If a looked after child has an EHC plan, the regular reviews of the EHC plan should, where possible, coincide with reviews of the Personal Education Plan

Speech and language therapy: Speech and language therapy is a health care profession, the role and aim of which is to enable children, young people and adults with speech, language and communication difficulties (and associated difficulties with eating and swallowing) to reach their maximum communication potential and achieve independence in all aspects of life.

Appendix 4 Individual Education Plan
Individual Pupil Targets for _____ 2016

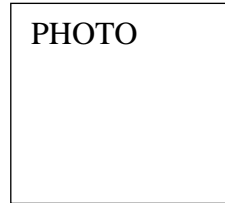
Subject	Target
Reading	
Writing	
Maths	
Speech and Language (termly)	
BSL (termly)	
Personal	

Sent home to parents at the start of each half term.

Displayed on wall in class. Pupil friendly version in the front of each relevant pupil book

Appendix 5 Risk Reduction Behaviour Plan

Pupil Behaviour: Risk Reduction Plan



Pupil Name		Year Group	Y4	Assessor		Date of RRP:	14.10.18	Review of RRP:	November 2018
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Priority Behaviours: Example				
1. In Taxi <ul style="list-style-type: none"> Explain behaviours in taxi/classroom etc where most relevant 	2. In class <ul style="list-style-type: none"> Retaliates to other pupils and staff with extreme aggression Damage to property- throwing objects across the classroom 		3. Outside <ul style="list-style-type: none"> Running off. 	
Target Behaviour	What Pupil's behaviour looks like:	Triggers	Proactive Strategies	Reactive Strategies
1. To support Pupil to be able to	What does his/her/hers behaviours look like? What does child do? .	What are the triggers that fuel his/her/hers behaviours	Strategies we can put in place to avoid behaviours	What will we do when behaviours are displayed?
2. To respond appropriately when		
3.				
Preferred Handling Strategies:	(Describe the preferred holds; standing, sitting, ground, stating numbers of staff, what 'get outs' can be used when holding, etc)			
What has been done so far to remove or reduce these risks?				
Universal Response	<ul style="list-style-type: none"> Whole school staff meetings to make all staff aware of strategies Class routines well established. distraction Recorded the incident Inform parents via phone call or home-school book Clear explanation that staff have a duty to keep child safe. 			
Proactive Response	<ul style="list-style-type: none"> Level of staffing in the classroom has been raised Referral to Deaf CAMHS/ learning mentor Individual Risk Assessment Circle times e.g. understanding the temperature/feelings of anger 			
Re-active Response	<ul style="list-style-type: none"> Social Stories/ Learning Mentor time/Team Teach hold administered 10min timer to calm down 			
What further action is required to reduce the risk	<ul style="list-style-type: none"> Deaf CAMHS involved 		Achieved Y/N	

further?			
WHAT Pupil is going to do to improve his/her behaviour- 1. 2.		Communication with home: • How can school support parents?	
Agreement to be signed by all involved:			
Name		Signature	Date
Pupil:	Pupil		
Parent:			
Class Teacher:			
Head Teacher/SENDCO	Alison Carter		