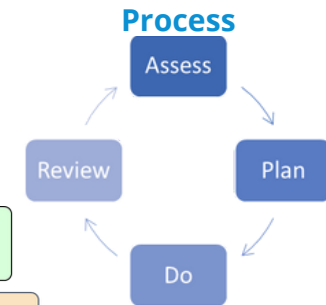
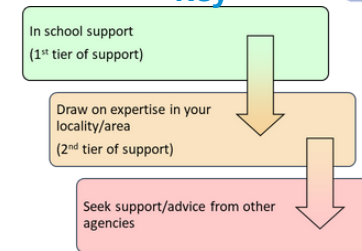


SERVICES TO SUPPORT SCHOOLS REDUCE DYSREGULATED BEHAVIOUR & PROMOTE ENGAGEMENT FOR LEARNING

In school support (1st tier of support) To ensure 'best endeavours' (Chapter 6 of Code of Practice)

- School/parent/carer identifies pupil making less than expected progress due to dysregulated behaviour and/or emotional or mental health concerns at home or in school. School continues to deliver quality first teaching targeted at the pupil's area of need (West Sussex Ordinarily Available Inclusive Practice: OAIIP) including co-production with parent and pupil
- Discuss child with SENCO/Inclusion team and/ or pastoral team
- Consider if the pupil has a disability under the Equality Act 2010. If so, reasonable adjustment must be made
- Consider if a pupil is vulnerable, has physical disabilities or has suffered trauma
- School continues to gather and record evidence, considering level of need and implementing internal mechanisms of support, including early discussion with pupil and parent/carer (to capture the pupil and parent/carer voice)
- Conduct assessment to determine if causal factors (e.g. undiagnosed learning needs, difficulties with communication, sensory needs, social or emotional issues, Adverse Child Experiences (ACEs) or mental health needs) are impacting behaviours
- Identification of staff training needs
- Regular review of whole school approaches and evaluation of the breadth and impact of support in place
- Follow the APDR model (Assess, Plan, Do, Review)

Key



Draw on expertise in your locality/area (2nd tier of support)

Maximise the expertise in your locality/area through engagement with the following parties:

- Other local education providers
- SENCO/Pastoral Network meetings
- Behaviour Forums
- Charities offering appropriate specialist support
- School nurse
- Learning and Behaviour Advisory Team (LBAT) or Autism and Social Communication Team (ASCT) for an Initial Discussion of pupil (CARM)
- Early Help School Link Worker
- Ethnic Minority and Traveller Achievement Service (EMTAS)
- Community Mental Health Liaison Service (CMHLS)
- Education Psychologist (telephone consultation, Annual Planning Meeting (APM))
- Special Needs Officers (SNO)
- Link Adviser (School Effectiveness) including Early Years Adviser
- SEND and Inclusion Link Adviser (Inclusion Solutions)
- Thought-Full (mental health support, area dependent)
- Virtual School for Care-Experienced Children
- Sensory Support Team (SST)
- Safeguarding in Education (SiE)
- General Practitioner (GP)
- Alternative provision

Where a pupil continues to make less than expected progress despite interventions, the school should consider referral to specialists.

Seek support/advice from other agencies

Suggested agencies include:

- LBAT or ASCT: a review, detailed discussion and/or observation (2nd CARM)
- Fair Access (At Risk of Exclusion: AROE)
- Commissioned mental health services West Sussex
- Child and Adolescent Mental Health Service (CAMHS)
- Occupational Therapy (OT)
- Speech and Language Therapy
- Investigation
- Child Development Centre (CDC)
- Alternative Provision College Inclusion Outreach
- Intensive Planning Team (IPT)

- Consideration for referral to Direct off Site (DOS) to WSAPC with evidence of support from relevant professionals.

If, despite specialist interventions and implementation of ordinarily available support following the Assess Plan Do Review model a pupil continues to make less than expected progress or continues to face significant barriers, the setting should consider the suitability of requesting an Education Health and Care Needs Assessment (EHCNA). Please ensure the [EHCNA Guidance](#) is reviewed before making this request.

Whole school support and general guidance

Team / Information	Area of Expertise	Contact Details / Further Information
Fair Access Team	Advice regarding the exclusion/ suspension process from school, managing the admission of unplaced children who meet the Fair Access Protocol criteria, and the commissioning of support by WSAPC	fairaccess@westsussex.gov.uk Fair Access Team Tools for Schools
SEND and Inclusion Link Advisers	Strategic advice and support for SEND including SENCO leadership forums, SEND and Inclusion Reviews, training and SEND Inclusion Solutions (telephone conversations)	SEND and Inclusion Link Advisers Tools for Schools
Educational Psychology Service (EPS)	Advice for whole school issues and/or individual pupils at Annual Planning Meetings and telephone consultations (frequent opportunities for schools to access consultation and advice)	Educational Psychology Service West Sussex Services for Schools
WSCC Local Offer including Tools for Schools (T4Schools)	Website for schools with information including Ordinarily Available Inclusive Practice guidance, Inclusion Framework, and SEND Toolkit	West Sussex Local Offer Tools for Schools
SEN Code of Practice: 0-25 years	Guidance document on special education needs and disability (SEND) system for children and young people aged 0 to 25	SEND Code of Practice: 0 to 25 Years GOV.UK
Emotionally Based School Avoidance (EBSA)	Guidance produced by West Sussex Educational Psychology Service on supporting EBSA	EBSA Toolkit and Appendices
Pupil Entitlement: Investigation	Work with Schools and families to ensure children and young people have access to their entitlement to a suitable education	Pupil Entitlement: Investigation West Sussex Local Offer



Pupil specific advice - first tier of outside support

Team / Information	Area of Expertise	Contact Details / Further Information
Learning and Behaviour Advisory Team (LBAT)	Advice to schools on learning and SEMH, including dyslexia, dyscalculia, attachment, trauma, ADHD, EBSA, Down Syndrome (no diagnosis needed to access support for any area of need)	SchoolsABC@westsussex.gov.uk LBAT West Sussex Local Offer
Autism and Social Communications Team (ASCT)	Advice to schools on Social Communication, sensory processing and Autism (no diagnosis needed)	SchoolsABC@westsussex.gov.uk LBAT West Sussex Local Offer
Early Help (EH)	Support for the family if the child's needs are not being met by routine or 'universal' services and/or they do not meet thresholds for statutory interventions	Early Help West Sussex County Council
Safeguarding in Education (SIE)	Works with all educational settings to support and challenge safeguarding practice and provision	Safeguarding.Education@westsussex.gov.uk Safeguarding in Education West Sussex Services for Schools
Thought-Full	Advice and support to schools for mild to moderate mental health issues (only available in certain areas please see website for latest information)	MHST@westsussex.gov.uk Thought-Full: Mental Health Support Teams in Schools Your Voice
Community Mental Health Liaison Service (CMHLS)	Provides an early intervention and prevention service for professionals are concerned about a young person's mental health and wellbeing under the age of 18	West Sussex Community Mental Health Liaison Service (CMHL) Sussex Partnership
Virtual School	Advice and information to support care-experienced children	West Sussex Virtual School for Care- Experienced Children West Sussex Services for Schools
Sensory Support Team (SST)	Support and promote the inclusion of children with sensory needs in a range of settings. Hearing Impairment (HI), Visual Impairment (VI), Multi-Sensory Impairment (MSI), Physical disability (from September 2022)	Sensory Support Team (SST) Tools for Schools
Ethnic Minority and Traveller Achievement Support (EMTAS)	Advice, training and guidance to schools and families around pupils from minority ethnic backgrounds, particularly those with English as an Additional Language (EAL) and those from Gypsy, Roma & Traveller backgrounds (GRT)	Ethnic Minority and Traveller Achievement Service (EMTAS) Tools for Schools
Special Educational Needs Assessment Team (SENAT)	Responsible for children with SEND who have an EHCP or are requesting an EHCNA	Special Educational Needs Assessment Team (SENAT) Tools for Schools



Seek support/advice from other agencies

Team / Information	Area of Expertise	Contact Details / Further Information
NHS Child and Adolescent Mental Health Service (CAMHS)	Provides NHS services and support to CYP and families who are experiencing difficulties with their emotional, psychological and mental health	CAMHS Sussex CAMHS
Integrated Front Door (IFD) (formerly MASH)	A single and consistent point of access to advice, guidance and decision-making about the right level of help needed to keep each child safe or achieve change (safeguarding)	IFD West Sussex Safeguarding Children Partnership
Intensive Planning Team	Multidisciplinary approach, supporting children and families where placement is at risk of breakdown	Intensive Planning Team West Sussex Local Offer
WSAPC	Inclusion, Directed off Site (DoS)	West Sussex APC Alternative Provision College
SENDIAS: Information and Advice Service	Advice for parents	West Sussex SENDIAS Service SENDIAS

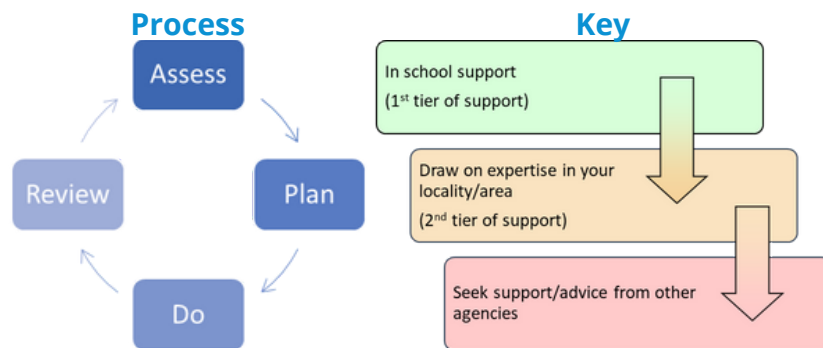
Graduated Approach to Services for Schools to Reduce Dysregulated Behaviour and Promote Engagement for Learning

A list of all the services available can also be found via the: [Local Offer website](#).

Purpose

This multi-agency co-produced document outlines the services and information that are available to support schools with providing inclusive practice and using their best endeavours to meet the needs of children and young people (CYP), whose engagement with learning is negatively affected due to the difficulties they are having regulating their behaviour. It is intended to provide guidance relating to children with and without identified SEND. Generally, there is an expectation that schools would start with universal, strategic services (green) before moving to more specialised, pupil-focused services (amber) and very specialised services (red). However, there is a recognition that, in exceptional circumstances, a school may contact a 'red' service in the first instance e.g. if a child has moved into West Sussex.

In West Sussex, there are teams who can proactively advise schools from the first cause of concern and support schools in their best endeavours to provide appropriate support to CYP to minimise the risk of non-attendance, exclusion or adding to a CYP's traumatic experiences. Schools should use their teams and resources in their school in addition to the general advice provided by West Sussex before reaching out to locality and more specialist services. Undoubtedly, it is in the CYP's best interests to remain in their mainstream setting with the appropriate support. Creative solutions can include identification of alternative curriculum pathways, which may include the use of alternative provision or personalised timetables.



Terminology

1. Alternative Provision

a) Statutory: education arranged by local authorities or schools for pupils who, because of exclusion, illness or other reasons, would not otherwise receive suitable education; education arranged by schools for pupils on a fixed period exclusion; and pupils being directed by schools to off-site provision to improve their behaviour. (Alternative Provision 2013)

b) Strategic: Alternative provision can be defined as something in which a young person participates as part of their regular timetable away from the site of the school or the pupil referral unit where they are enrolled and not led by school staff. (OFSTED Alternative Provision July 2014)

2. Curriculum Adaptations

Alternative Curriculum Pathways or personalised timetables are adaptations that can be managed in school. These should be carefully planned and reviewed to ensure progress, smooth transitions and promote successful reintegration into school.

3. Dysregulated Behaviour

For purposes of this document, and in keeping with Therapeutic Thinking and trauma-informed approach that is promoted within West Sussex, the term 'dysregulated behaviour' is used to describe both internalising and externalising behaviours such as aggression, disobedience, anger, being withdrawn and hiding under a table.

Behaviour can be described as challenging when it is of such an intensity, frequency or duration as to threaten the quality of life and/ or the physical safety of the individual or others and it is likely to lead to responses that are restrictive, aversive or result in exclusion. (RCPsych/BPS/RCSLT, 2007)

“Working to improve educational outcomes for children and young people across West Sussex.”

Education & Skills