

Guidelines for Assessment and Intervention for Pupils with Social Emotional Behavioural Difficulties (SEBD)

These guidelines should be used in conjunction with the SEBD (SEN) guidance which is in the form of a grid.

SAMPLE

The definitions and provision for pupils with SEBD in mainstream schools are clearly laid out in Education Bradford's SEN guidance.

All measures taken to address the SEBD needs of pupils should be based on an objective, considered, measured, systematic and consistent approach.

This document:

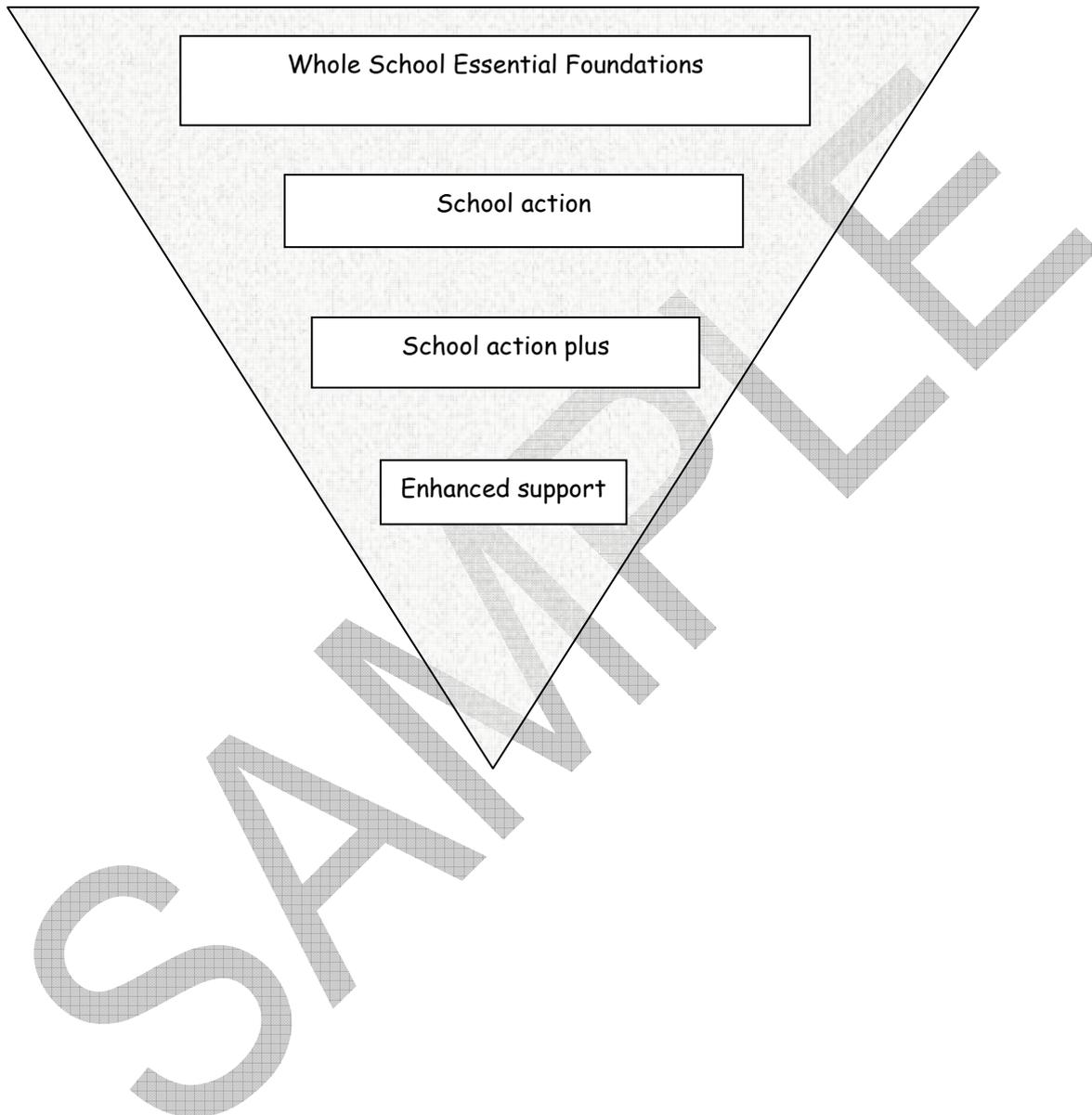
- Proposes a model for working with children who find it hard to learn social and emotional skills and show positive behaviour. There should be a whole school approach when dealing with SEBD that provides a staged continuum of provision¹
- Is based on realistic expectations and encourages good practice and could be used as a checklist when schools review and evaluate their SEN and behaviour policies. Schools will be able to audit their current provision, look at resources available and how they can be utilised
- Provides a common set of criteria for assessment, target setting, intervention and support for pupils with SEBD

SAMPLE

¹ See QCA guidance on Emotional Behavioural Development

The key areas are:

- The whole school ethos, including the behaviour policy and practice
- Classroom and playground environments and relationships therein
- The provision of planned opportunities for pupils to learn social and emotional skills



SOCIAL, EMOTIONAL AND BEHAVIOURAL DIFFICULTIES

This area of need includes children and young people who demonstrate features of social, emotional and behavioural difficulties that can include being:

- withdrawn or isolated
- disruptive and disturbing
- hyperactive and lack concentration
- those with immature social skills
- those presenting challenging behaviours arising from other complex special needs

These children may require some or all of the following:

- flexible teaching arrangements²
- help with development of social competence and emotional maturity
- help in adjusting to school expectations and routines
- help in acquiring the skills of positive interaction with peers and adults
- specialised behavioural and cognitive approaches
- re-channelling or re-focussing to diminish repetitive and self-injurious behaviours
- provision of class and school systems which control or censure negative or difficult behaviours and encourage positive behaviour
- provision of a safe and supportive environment
- enhanced pastoral support
- counselling³
- home/school liaison

² To be included in the IEP

³ Trained counsellor

WHOLE SCHOOL/ESSENTIAL FOUNDATIONS

There is an expectation that certain key elements will be in place within our schools to address, support and co-ordinate a response that meets the needs of all pupils.

All schools should develop the following key features:

- whole school behaviour policy with a graduated response that makes clear the boundaries of what is acceptable
- positive and constructive rules of conduct
- rewards and sanctions fairly and consistently applied
- respect for others, intolerance of bullying and harassment
- exclusions policy/safe handling policy/SEN policy/ anti-bullying
- a behaviour curriculum approach
- a whole school understanding of learning, conduct, social, emotional behaviours
- specific regard to effective teaching practice
- have effective links between pastoral support, personal and social education, SEN and the curriculum of the school
- organisation and coordination of support to pupils who present with SEBD

At this level, an awareness of some behavioural difficulty is noted and monitored by the class/form/subject teacher. The pupil will be responding/following most, but not all, routines in the learning environment to differentiated work, or to the classroom behaviour/social skills management strategies. A teacher will demonstrate that a pupil's rate of progress is poor compared to the rest of a peer group. There will be evidence that the following systems and strategies will have been considered, implemented and reviewed.

- Whole class behaviour management strategies, linked to the whole school behaviour policy.
- Whole school behaviour curriculum
- Circle time
- Social skills input/PSHE programmes
- Classroom layout: seating, room organisation, rules and routines
- Teaching methods, organisation
- Cooperative learning approaches

INDIVIDUAL PUPILS

Observations will focus on social and emotional immaturity, motivation and self-esteem. These may exhibit themselves in anxious, depressed, non-compliant or withdrawn behaviours.

- Check is made on attendance record
- The class/form teacher observes the pupil to record pattern of behaviour at different times of the day across different activities, identifying any significant variations⁴
- Curriculum strengths and weaknesses of the pupil are identified
- The class/form/subject teacher has discussion with the pupil regarding personal perception of difficulties, to further understand issues and how they might be addressed
- Health and Social Services records available in school may be checked for information that is relevant in understanding changes in behaviour
- Differentiation in curriculum teaching and learning style should be undertaken by the class/form/subject teacher
- The class/form teacher consults with the parents to gain information relevant to understand changes in behaviour – keep them informed of outcomes
- Targets set within the context of the whole school day, and monitored

Many temporary behavioural issues should be resolved with this level of intervention.

⁴ some schools use computer data collection systems to monitor behaviour

IDENTIFICATION AND TRIGGERS FOR PLACING PUPILS WITH SOCIAL, EMOTIONAL AND BEHAVIOURAL DIFFICULTIES AT SCHOOL ACTION AND SCHOOL ACTION PLUS

Overview

For pupils with emotional and behavioural difficulties it is particularly important to recognise that differentiation between SA and SA+ will be influenced by the following factors:

- persistency over time of the behaviour
- frequency/duration of the behaviour
- intensity/severity of the behaviour
- impact on pupil's educational progress

There are a number of checklists that can be used however these should not be seen as a 'target' but as an indicator of the areas and frequency of concern leading to a scrutiny of the factors above.

The QCA document "Supporting school improvement: Emotional and behavioural development" has a very detailed criteria and record sheet.

The QCA behaviour scales are a useful tool for auditing behaviour at individual/group/ whole school level.

The school's SENCo needs to be assured the process outlined in DfES Circular 9/94 and 10/99 'Social Inclusion' has been implemented and that the class/form teacher has:

- defined the behaviour causing concern
- undertaken observation to determine frequency
- compiled an incident log which comments on antecedents/consequences of incidents (not just a log of incidents)
- implemented strategies in an effort to alter the behaviour
- given consideration to positive features/behaviours
- evaluated, on a termly basis, the effectiveness, or otherwise, of the strategies implemented

Whilst it is recognised that the effect of a family crisis on a pupil can be to produce temporary inappropriate behaviour, which is not strictly definable as SEBD, there may be a need for support to assist the pupil through the crisis.

In drawing up an Individual Education Plan for SEBD pupils, the SENCo should include reference to:

- advice and guidance given to the pupil
- mentoring
- social skills training
- behavioural contracting
- self recording behavioural change programme⁵
- positive monitoring book
- boosting pupil's confidence as a learner
- parental/carer involvement
- advice from outside support services

⁵ this could include a range of approaches to address the target behaviours

Schools should have a Behaviour log and behaviour management plan which describes the behaviour, action and outcome.

The parents/carers should be fully involved in the school-based response for their child.

The pupil should be involved in the target setting process at all stages. His/her views should be taken into account.

A Pastoral Support Plan, which incorporates any IEP targets/support/approaches, should be put in place when the pupil is 'at risk of failure' e.g.: fixed-period exclusion has been used.

If the programme at school action has not brought about significant progress in emotional and behavioural skills, and the pupil is at continued risk of exclusion, then consideration has to be given for a request to Education Bradford for further support for the pupil.

To access Education Bradford Social, Emotional, Behavioural Difficulties Team, schools will need to complete the referral documentation and provide detailed evidence of school action interventions.

SAMPLE

SCHOOL ACTION: CRITERIA FOR AGREEING SCHOOL ACTION PROVISION

Interventions through school action may be wide ranging and various. In Bradford the interventions should be resourced from the funds delegated to the for the purpose of addressing special educational needs.

- Appropriate differentiation through curriculum planning learning tasks and teaching strategies must be in place and recorded
- There are continuing concerns expressed by the class/form teacher about the pupil's behaviour, which is causing difficulty within the classroom or outside within the school environment
- Help is sought from the SENCo who, working with the year leader/pastoral staff, develop an IEP which is agreed by all parties including the parent(s)/carer(s)

The following should help to develop the IEP:

- Systematic observation of specific behaviours including duration, persistence and frequency.
- The settings in which the behaviours occur should be recorded
- The same behaviour has persisted over two terms, despite recorded interventions
- The behaviour is exhibited in two or more educational environments (classroom, playground) and more than one subject area
- A record of strategies and their outcomes used to date. Focus should be on particular aspects of behaviour and an appropriate support programme
- Some arrangements may be needed for supervision outside class/lesson time at key times of the day
- The class/form teacher with support from the SENCo, should discuss the targets and support programme with the pupil
- Appropriate subject teachers, pastoral head, other members of staff and parents should be informed about the IEP, and their role within it
- SENCo/pastoral staff should ensure that parents are offered the opportunity to become involved with the support programme
- Monitoring and review should normally be held within a term of IEP being put into place
- The plan will normally be monitored weekly

Good Quality School Action Provision IS NOT:
<ul style="list-style-type: none">• An IEP/behaviour plan without relevant and appropriate social, emotional, behaviour targets.• A record of critical incidents without reference to context or consequences.• An absence of planned, sustained, proactive, positive strategies designed to build on strengths and address deficiencies in social, emotional, behavioural skills.

SCHOOL ACTION PLUS: CRITERIA FOR AGREEING SCHOOL ACTION PLUS PROVISION

The pupil has difficulties, which have persisted over time and have not responded to appropriate support from SENCo/year leader/pastoral staff and class/form teacher.

School action plus is characterised by the involvement of external specialist. Schools should monitor pupils carefully to prioritise those requiring additional, external, specialist support.

Targets specified within the IEP have not been met.

- The SENCo/class/form teacher should continue to focus on particular aspects of behaviour and devise an enhanced support plan
- SENCo/pastoral staff should take a lead role – including inviting parents to contribute to and become more involved in the IEP. The external specialists may be invited to deliver part of the IEP
- Observations will cover areas previously outlined at School Action but will also include details on the high frequency/high intensity of the behaviours
- A pupil is registered at School Action Plus if the high frequency/high intensity behaviours have persisted over two IEP reviews despite recorded interventions. The behaviour is exhibited in two or more educational environments (classroom, playground) and more than one subject area
- An ABC (antecedents, behaviour, consequence) analysis should be made to log events and response to strategies used
- Evidence to include a behaviour log and behaviour programme, which describes the behaviour, intervention and outcome
- The assessment process should include a clear statement, based on gathered evidence, which attempts to explain why the inappropriate behaviour is persisting and which identifies how the proposed intervention is expected to promote appropriate behaviour
- Observations and review will lead to a wider focus for the IEP, including a greater consideration of the whole school policy, other agencies and wider intervention in the classroom
- If the pupil is at risk of exclusion, a pastoral support plan should be in place⁶
- Detailed records should be kept, particularly of the effect of any changes in the organisation of the pupil's day
- The new IEP should develop personal and social behaviour, involving increased adult contact for supervision, teaching social skills, and/or regular enhanced pastoral support

Support programme should include some, or all, of the following:

- Adjustment of routines, environmental triggers
- A rigorous in depth assessment undertaken by a specialist in the area of SEBD
- Structured observations, systematic data collection
- Direct teaching in small group work e.g. social skills, conflict resolution, circle of friends, anger management to address specific difficulties
- Regular counselling⁷ sessions
- Regular use of time out as part of a specific programme
- Adult support to supervise pupil in specific areas and engage in support work

- Regular parent/carers consultations
- Education Social Work support where attendance is a cause for concern
- Educational Psychologist advice and support

⁶ DfES guidance "Social Inclusion Pupil Support"

⁷ Trained counsellor

- Social, Emotional, Behaviour Difficulties Team involvement
- The involvement of the school nurse, Child and Adolescent Mental Health Service (CAMHS), Social Services
- Monitoring and review of the behaviour targets of the IEP will normally be held half-termly with daily monitoring of the plan. A multi-agency conference may be a feature of the review

Good Quality School Action Plus Provision IS NOT:

- A one off visit from an external specialist
- A record of critical incidents without reference to context or consequences
- An absence of planned sustained proactive positive strategies designed to build on strengths and address deficiencies in social emotional behavioural skills
- Simply being “on report”
- An IEP/PSP completed but not implemented

SAMPLE

PUPIL WITH A STATEMENT

The pupil has a Statement maintained by the LEA. School staff will be expected to implement the provision to meet the specified and quantified objectives. A pupil's individual education plan (IEP) will follow through from the objectives set out in the statement. Parents must be fully involved in monitoring their child's progress and in developing the IEP. The annual review will monitor pupil attainment and progress.

Support programmes will be similar to those described at school action plus.

SAMPLE