Social Emotional Behavioural Difficulties - Key Stage 1 – 4
SEN Guidance 2005 (Grid)

This guidance should be read in conjunction with the Guidelines for Assessment and Intervention for Pupils with Social Emotional Behavioural Difficulties (SEBD)
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<th>Range</th>
<th>Social Emotional Behaviour Difficulties Descriptor</th>
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|       | All children need to be taught or encouraged to learn the social and emotional skills that underpin good behaviour. They need to be educated in a learning social environment that is designed for this purpose. The key areas are:  
- The whole school ethos, behaviour policy and practice  
- Classroom and playground environment and relationships  
- Provision of planned opportunities for pupils to learn social and emotional skills | Systems in place to ensure effective class and behaviour management strategies.  
- Systems to provide effective consequences to positive and negative behaviours. (Rewards and sanctions)  
- Have effective links between pastoral support, personal and social education, SEN and the curriculum.  
- There is further guidance on the Children’s Services SEN website  
- See Learning difficulties assessments | Mainstream classroom with attention paid to organisation and pupil groupings.  
- Specific regard to effective teaching practice  
- See Learning Difficulties guidance | School behaviour policy with a range of strategies  
- Main provision by class teacher, staff and resources usually available in the classroom  
- Close liaison and common approach with parents/carers.  
- Staff support and training on issues related to emotional, social development and behaviour.  
- Those schools with LSU’s having clear entry/exit criteria  
- See Learning Difficulties guidance  
- See provision mapping guidance | In class differentiation of the curriculum and supporting materials  
- Recognition of learning styles.  
- Use of behaviour targets within the classroom and playground  
- The planned teaching of personal social and emotional skills (e.g. the core skills and abilities of a Behaviour Curriculum)  
- The planned teaching of emotional literacy  
- See Learning Difficulties guidance | An effective behaviour/inclusion policy that is regularly monitored and evaluated within the school.  
- School councils: peer counselling; buddy schemes: circle time; breakfast clubs: lunchtime/after school activities: Break time havens; Life Skills Teaching; Breakfast Clubs: Parental Officer Involvement; Induction Programme: Other.  
- Primary/Secondary Behaviour Attendance strategies  
- Systems for observing, monitoring and assessing a pupils behaviour |
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| 1     | Low level/low frequency features of social and emotional and behavioural difficulties:  
• be withdrawn or isolated  
• have immature social skills,  
• be disruptive and disturbing,  
• hyperactive and lack concentration  
• follows most but not all routines in the learning environment.  
This might include difficulties with:  
• social relationships  
• complying with the structure of a group  
• difficulties joining in group/whole class work:  
• may show signs of stress and anxiety  
• difficulty following whole class instructions:  
| Assessment  
• Part of normal school and class assessments. SENCO may be involved in more specific assessment and observations.  
• Records kept to include observations assessment of context, structured, unstructured times, frequency, triggers,  
• Risk assessments of difficult times of the school day  
• Progress should be a measured change in their behaviour and learning following each review cycle.  
• Recognition of learning styles.  
| Planning  
• Programme of support related to assessments  
• Parents involved regularly and support targets at home.  
• Pupils involved in setting and monitoring their targets.  
| Mainstream class with attention paid to organisation and pupil groupings.  
| Opportunities for small group work based on identified need e.g. listening/thinking/social skills.  
| Time limited mainstream classroom programme of support, which relates to assessments.  
| Small group work to learn appropriate behaviours and for associated learning difficulties  
| Individual programme based on specific need.  
| A quiet area in the classroom may be useful for individual work.  
| Main provision by class/subject teacher staff and resources usually available in the learning environment.  
| Support/advice from SENCo with assessment and planning.  
| Additional adults routinely used to support flexible groupings, differentiation and some 1:1.  
| Close monitoring to identify “hotspots”  
| Support for times identified by risk assessments  
| Close liaison and common approach with parents/carers.  
| In class differentiation of the curriculum and supporting materials enabling full access to the curriculum.  
| Strategies developed shared with school/staff, parent/carer.  
| Increased differentiation by presentation and/or outcome.  
| Simplify level pace instructions amount of teacher talk.  
| Increased emphasis on identifying and teaching to preferred learning style.  
| Opportunities for skill reinforcement/revision/transfer and generalisation.  
| Some use of specific group or 1:1 programmes.  
| Preparation for any change and the need for clear routines  
| The use of positive targeted strategies that might include:  
• Further learning assessments and support if necessary e.g.  
.Nurture Group; LSU; Learning Mentor Programmes  
• P scales PSD targets:  
• ABC charts:  
• pupil profile:  
• observation schedules:  
• Enhanced report cards and reward systems involving regular monitoring and support  
• Behaviour monitoring diaries  
• Use of behaviour targets within the classroom/playground, prompt cards  
• Visual systems/timetables  
• Regular small group work/concentration skills/ social skills/listening skills/conflict resolution.  
• Short – term individual support  
• Support that use solution focused /retracking/motivational approaches  
• Circle of friends  
• Access to additional circle time activities  
• Access to ICT and specialist equipment  
• At least 2 of the above
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<td>• No significant measured change in the target behaviour/social skill. • SEBD continues to interfere with pupils' social/learning development across a range of settings and is following only some of the routines in the learning environment. • They are at risk of exclusion and have continued difficulties in their social interactions/relationships with both adults and peers. • Pupil may be socially vulnerable, withdrawn, inconsistent, unpredictable patterns of behaviour observed. • Pupil may show patterns of stress/anxiety related to specific times of the day. • Pupil may have a preference for own agenda, reluctant to follow instructions.</td>
<td>• Assessment - As range 1 plus More detailed and targeted observation i.e. interval sampling. • Use and analysis of assessment tools. • Assessment related to intervention strategy. • Assessment of progress in response to intervention. • Pupil self assessment. • More detailed recording, monitoring of frequency, intensity, A.B.C. over a range of contexts. Involvement of education and non education professionals as appropriate. • Wider assessments for learning/other SEN Planning.</td>
<td>• In addition to the provision at range 1 identified daily support to teach social skills/dealing with emotions to support the behaviour learning targets. • Mainstream class with regular targeted small group support. • Time limited programmes of small group work based on identified need. • On going opportunities for 1:1 support focused on specific IEP targets.</td>
<td>• Main provision by class/subject teacher with support from SENCO and advice from specialist teachers as appropriate. • Additional adult, under the direction of teacher, provides sustained targeted support on an individual/group basis. May include withdrawal. • Additional daily support provided within school to support learning and behaviour. • Increased parental/carer involvement and multi-agency support services to plan and regularly review IEP's PSP. • Encouragement and inclusions in an extra curricular activities.</td>
<td>• Modify level/pace/amount of teacher talk to pupils' identified need. • Individual targets within group programmes and/or 1:1. • Teaching approaches should take account of the difficulties in the understanding of social rules and expectations within the classroom. • Emphasis on increasing differentiation of activities and materials and take account of individual learning styles. • Short term individual support focusing on listening, concentration, social skills, solution focused approaches. • Regular small group work with an increasing emphasis on relationships, emotions, social skills, conflict resolution. • Consideration of an alternative, differentiated curriculum that allows flexibility to teach according to emotional needs, not chronological age, play, creative activities, drama. • At least 2 of the above.</td>
<td>The use of positive targeted strategies that might include: • Further learning assessments and support if necessary e.g. Nurture Group; LSU; Learning Mentor Programmes. • P scales PSD targets: • ABC charts: • pupil profile: • observation schedules: • Enhanced report cards and reward systems involving regular monitoring and support. • Behaviour monitoring diaries. • Use of behaviour targets within the classroom/playground, prompt cards. • Visual systems/timetables. • Regular small group work/concentration skills/social skills/listening skills/conflict resolution. • Short – term individual support. • Support that use solution focused/retracking/motivational approaches. • Circle of friends. • Access to additional circle time activities. • Access to ICT and specialist equipment. • At least 2 of the above. • Individual SEBD programme. • Enhanced teaching within small group circle time: conflict resolution: emotional literacy: solution focused approaches. • Up to 3 of above.</td>
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<td>3</td>
<td>Significant and persistent levels of social emotional behavioural needs</td>
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<td>Pupil continues to be at risk of exclusion/part time attendance</td>
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<td>Increased frequency/high intensity of social/emotional behaviours, (withdrawn or disruptive) which affect their learning and relationships with adults/peers.</td>
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<td>Significant difficulties with social interaction, social communication, social understanding.</td>
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<td>Will lack understanding in social context and therefore be socially vulnerable.</td>
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<td>Isolated or prone to outbursts</td>
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**Assessment**
- As Range 2 plus more systematic application of assessment tools.
- Involvement of education and non-education professionals as appropriate.

**Planning**
- Behaviour and curriculum plan closely tracks levels of achievement and all IEP targets are individualised, short term and specific.
- More frequent involvement of parent/carer to engage pupil.

**Assessment & Planning**
- Mainstream class, predominantly working on modified curriculum tasks.
- Frequent opportunities for small group work based on identified need.
- Daily opportunities for 1:1 support focused on specific SEBD/learning targets.

**Grouping for Teaching**
- Main provision by class/subject teacher with support from SENCO and advice from education and non-education professional as appropriate.
- Daily access to staff in school with experience of SEBD, e.g. behaviour support worker, lead behaviour professional, SENCo.
- Additional adult, under the direction of the teacher, supports pupil working on modified curriculum tasks.
- Increased access to a combination of individual, small group and whole class activities.

**Human Resources/Staffing**
- Teaching focuses on both curriculum and SEBD outcomes throughout the school day.
- Tasks and presentation personalised to pupil's needs.
- Individualised level/pace/amount of teacher talk.
- Learning style determines teaching methods.
- 1:1 teaching for the introduction of new concepts and the reinforcement of classroom routines and expectations.
- Small steps targets within group programmes and/or 1:1 work tasks.
- Targets monitored with the pupil daily/ targets

**Curriculum & Teaching Methods**
- Further learning assessments and support if necessary e.g. Nurture Group; LSU; Learning Mentor Programmes
- P scales PSD targets:
- ABC charts:
- pupil profile:
- observation schedules:
- Enhanced report cards and reward systems involving regular monitoring and support
- Behaviour monitoring diaries
- Use of behaviour targets within the classroom/playground, prompt cards
- Visual systems/timetables
- Regular small group work/concentration skills/ social skills/listening skills/conflict resolution.
- Short – term individual support
- Support that use solution focused/retracking/motivational approaches
- Circle of friends
- Access to additional circle time activities
- Access to ICT and specialist equipment
- At least 2 of the above
- Individual SEBD Programme.
- Up to 5 of above.

**Resources/Intervention strategies**
- The use of positive targeted strategies that might include: