



North Yorkshire
County Council

Supporting children and young people with social, emotional and mental health difficulties in schools

North Yorkshire Ladder of Intervention
September 2018



Foreword

In Young and Yorkshire 2 we set out our vision for all children and young people in North Yorkshire to be happy, healthy and achieving. However we know many young people face many challenges in their lives, ranging from difficult home environments and trauma to stress and anxiety about exams and their future, to complex, long-term mental health conditions.

When children and young people are 'in distress' we can see this in many different ways, quiet disengagement, self-harm, risk taking, often also in outward behaviour that challenges us as educators, and may affect the safety of others.

Schools have a unique privilege in that they may be the first line of contact for children, or the place where they show their distress most clearly and so are well placed to identify needs and make a first response to them. The SEND Code of Practice reinforces the importance of looking beneath the outward behaviours and identifying what is causing them, considering SEND, emotional wellbeing, social circumstance and mental health. "Behavioural difficulties" is no longer an adequate description of need.

We must ensure a proportionate response from us as adults to challenging behaviour in children, as we know that there is a strong two way correlation between mental health and exclusion. Exclusion, whether short term or permanent often only serves to compound the needs of a child in emotional distress and their family. This document gives schools guidance on a staged response to identifying and meeting needs in the area of social, emotional and mental health.

Our most inclusive and successful schools focus not on compliance, but on connections and relationships. Through doing this they make lasting impact and truly improve life chances.



Stuart Carlton
Director, Children and Young People's Service

“No significant learning can take place without a significant relationship”.

James Comer

“Great teachers focus not on compliance, but on connections and relationships”.

PJ Caposey in Education Week Teacher



Introduction

The Ladder of intervention has been developed to support schools and settings in adopting the requirements within Working Together to Safeguard Children (2018), the DFE Exclusion Guidance (2018), the Code of Practice (2016) and the North Yorkshire Early Help Strategy (2018).

It aims to support schools in adopting early intervention for children with Social Emotional Mental Health (SEMH) and/or at risk of exclusion. This will include children with a range of vulnerabilities including children and young people with Special Educational Needs (SEND), pupils in receipt of free school meals (FSM), Gypsy Roma Traveller (GRT) children, and others eligible for pupil premium including looked after (LAC) or previously looked after children.

Providing Early Help is more effective in promoting the welfare of children than reacting later. Early Help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years.

Working together to Safeguard children, 2018











The Ladder of intervention should support the vision and priorities described within the Early Help Strategy.

Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6	Objective 7
Improve early identification and response to children in need of enhanced support, across the partnership	To increase community capacity to support effective early help delivery in localities	Implement 'Signs of Safety' methods across the partnership using strength based support	Foster a strong culture of collaboration, integration and ownership for solution focussed interventions	Build on the No Wrong Door methodology and contextual safeguarding – to implement a partnership approach to the management of risky adolescent behaviour	Improve attendance and inclusion and reduce the number of Exclusions	Explore the use of shared IT Systems to capture early help activity and outcomes

Using the Ladder for children experiencing difficulties will improve early identification and response to children and young people with SEMH and increase the community capacity to support effective early help delivery.

The Ladder adopts a Signs of Safety methodology which is a way of working with Children and Families using strength based techniques to focus on building safety and support to embed positive change. Signs of Safety aims to establish constructive working relationships/partnerships between professionals and family members and between professionals themselves, encourages engagement in critical thinking and maintaining a position of enquiry and in creating safety through supporting children and their families. It is designed to create a shared focus and understanding for all stakeholders in understanding and responding to need through a shared tool and language which facilitates greater collaboration and ownership of solution focused intervention.

It also builds on the Back on Track approach described below:

 Increasing the capacity for mainstream schools to meet the needs of children and young people local to where they live	 Designated worker to encourage stability and consistency for children	 Multi-disciplinary approach to promote inclusion and understanding	 Qualified and experienced team ensuring children's needs are met appropriately	 Prevent children whose needs can be met in mainstream school from attending PRS or special schools
 Flexible assessments to best suit the needs of children and families	 A personalised offer to each child based on their individual needs	 Uses a multi-agency approach to reduce the risk of children becoming permanently excluded	 Working together to achieve the best outcome for each child	 Children's aspirations drive practice

Start with the whole school

A whole school holistic ethos and culture where good mental health is valued, prioritised and supported for all adults and children and young people is essential. Schools should prioritise an absolute commitment and drive to develop a physically, socially and emotionally safe and secure environment for both adults and children/young people.

Mental health spectrum

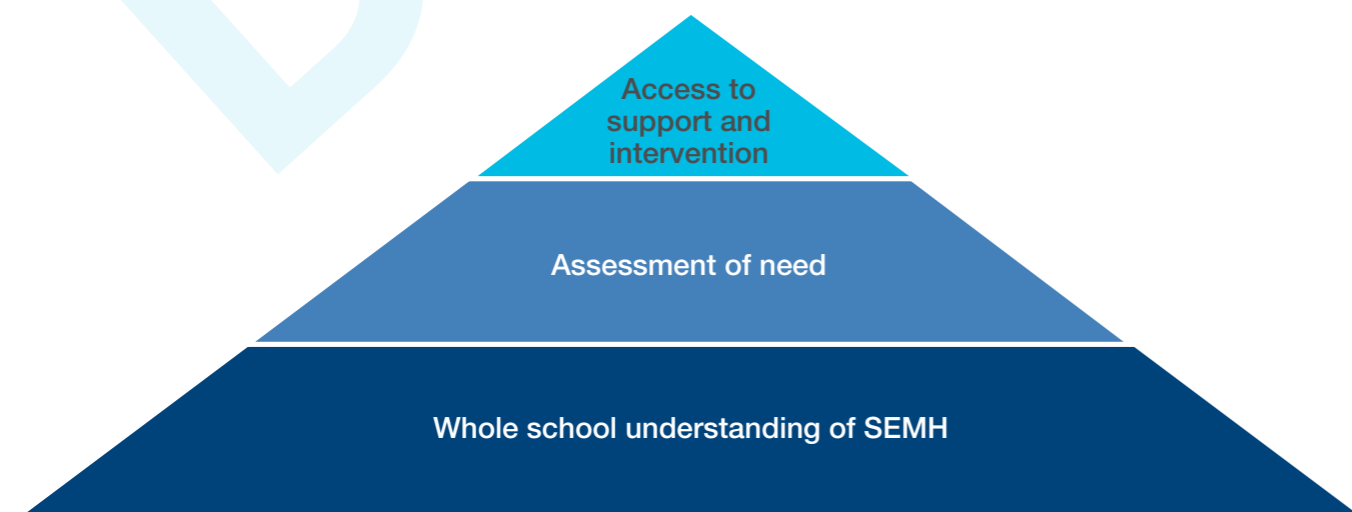


Mental health is a continuum with the majority of children and young people being healthy on the left, those with some difficulties in the middle and those with diagnosable mental health conditions on the right. The Mental Health Foundation encourage schools to adopt the five ways to wellbeing to promote good mental health in their organisation.



[Click here to find out more](#)

We can't step outside of our comfort zone unless we feel confident. A mentally healthy school is one that adopts a whole-school approach to mental health and wellbeing. It is a school that helps children flourish, learn and succeed by providing opportunities for them, and the adults around them, to develop the strengths and coping skills that underpin resilience. A mentally healthy school sees positive mental health and wellbeing as fundamental to its values, mission and culture. It is a school where child, staff and parent/carer mental health and wellbeing is seen as 'everybody's business'.



This ethos must be based on a sound knowledge and awareness of SEMH needs and whole school systems should be in place to support those in need to:

Schools can play a critical part in many different ways to help promote good mental health in children and to prevent later difficulties.

This can be achieved through:

- A positive and supportive school ethos, creating an environment that enhances children and school staff's mental health.
- Curriculum based activities supporting key social and emotional skills.
- Making the most of positive peer relationships and school staff relationships.
- Capitalising on the many light touch daily contacts that staff have with children and families.

All of these preventative opportunities rely on the support of school leadership and particularly the drive of a head teacher who models positive self-care, resilience and strong social and emotional skills that is committed to resolving conflict restoratively.

Clear pathways should be established so that pupils identified as needing support are assessed to establish their specific social, emotional and mental health needs. Strength based models of assessment and evidence informed intervention should be adopted and this should be reviewed and monitored. Schools must then know how to access more targeted and specialist support e.g. Compass Reach or CAMHS where mental health conditions are impacting on the child's ability to function.

The leadership team at all levels have a part to play in ensuring a culture and ethos that promotes good social and emotional wellbeing.

Leadership and Management that supports and champions efforts to promote emotional health and wellbeing

Enabling **student voice** to influence decisions

Staff development to support their own wellbeing and that of students

Identifying need and monitoring impact of interventions

Working with parents and carers

Targeted support and appropriate referral to other agencies

An **ethos and environment** that promotes respect and values diversity

Curriculum, teaching and learning to promote resilience and support social and emotional learning



Building Relationships

Teachers have a unique relationship with young people and as such are often very aware when young people are going through a tough time emotionally.

When a pupil turns to a teacher for help, it's because they trust and respect them. When pupils confide in a teacher the teacher can feel like they do not have the skills and knowledge to effectively help the child with the concerns they have raised (managing emotions, social contexts i.e. divorce/separation, anxiety, stress, low mood). However sometimes just knowing that there is somebody there that is willing to listen in a non-judgemental and patient way, demonstrates that somebody cares about them and this can be an invaluable protective factor that prevents things escalating. By encouraging children and young people to discuss any concerns/emotions they are experiencing teachers are able to support those who require additional support in accessing that.

Sometimes a pupil won't explicitly ask for help, but they may be behaving in ways that make teachers worried about them. There are some warning signs that may help identify those children so that teachers can initiate the conversation needed to ensure appropriate support is in place.

Teacher and student by Dr John Smith

You're going to be my hero
 I'll tell you because it's true;
 You've changed me more than any other
 To change my point of view.

I thought learning would be boring
 But you opened up my mind
 So now I've found my calling
 I'll not be left behind.

You helped me understand
 In ways I could not know
 So the biggest thank you goes to you
 I wished you would not go.

You helped me to see the world
 What perils I have to face
 You helped me to have the courage
 My future hardships I can face.

You helped me through the hard times
 You guided me and made me see
 You made me see the good things
 The talents hidden in me.

My heart is heavy now you are gone
 No more lessons to be learned
 You will always be the very best one
 My respect you have earned

You took the time to know me
 You gave me strength and hope
 You built me up to be much more
 You taught me how to cope

I will never forget you teacher
 You are the very best I'd say
 I will remember you in my heart
 From now till my dying day.

Signs to look out for include:

- constantly thinking or talking about their difficulties
- acting and being very out of character (for example, a quiet person becoming loud and wild or an outgoing person becoming really quiet)
- unexpected outbursts of emotion
- having problems with sleep – sleeping too much or not enough
- changes to eating habits – not eating at all, or eating and then throwing up
- using drugs or alcohol
- taking part in risk taking behaviours
- avoiding friends and social events that they would normally be part of
- threats or talk of killing themselves
- acting or talking like no one cares about them; nobody would notice if they went away, or the world would be a better place without them.

If a member of school staff has concerns for the welfare of a pupil then staff should be supported to feel confident in raising these concerns with them. Pupils will often feel a sense of relief that someone has noticed and cares enough to ask how they are. If concerns are confirmed, then it is important to inform the appropriate staff within the school to ensure that the pupil receives the help and support they need to stay safe. A Early Help Champion should be allocated to monitor the child and to provide support with their emotional wellbeing.

The Ladder of Intervention

What has been described above is a clear whole-school emotional wellbeing strategy. When this is in place there is often no need for referral on, the school Early Help Champion leads and co-ordinates school based support. The effectiveness of the following strategies depend on the whole school ethos and staff confidence described above.

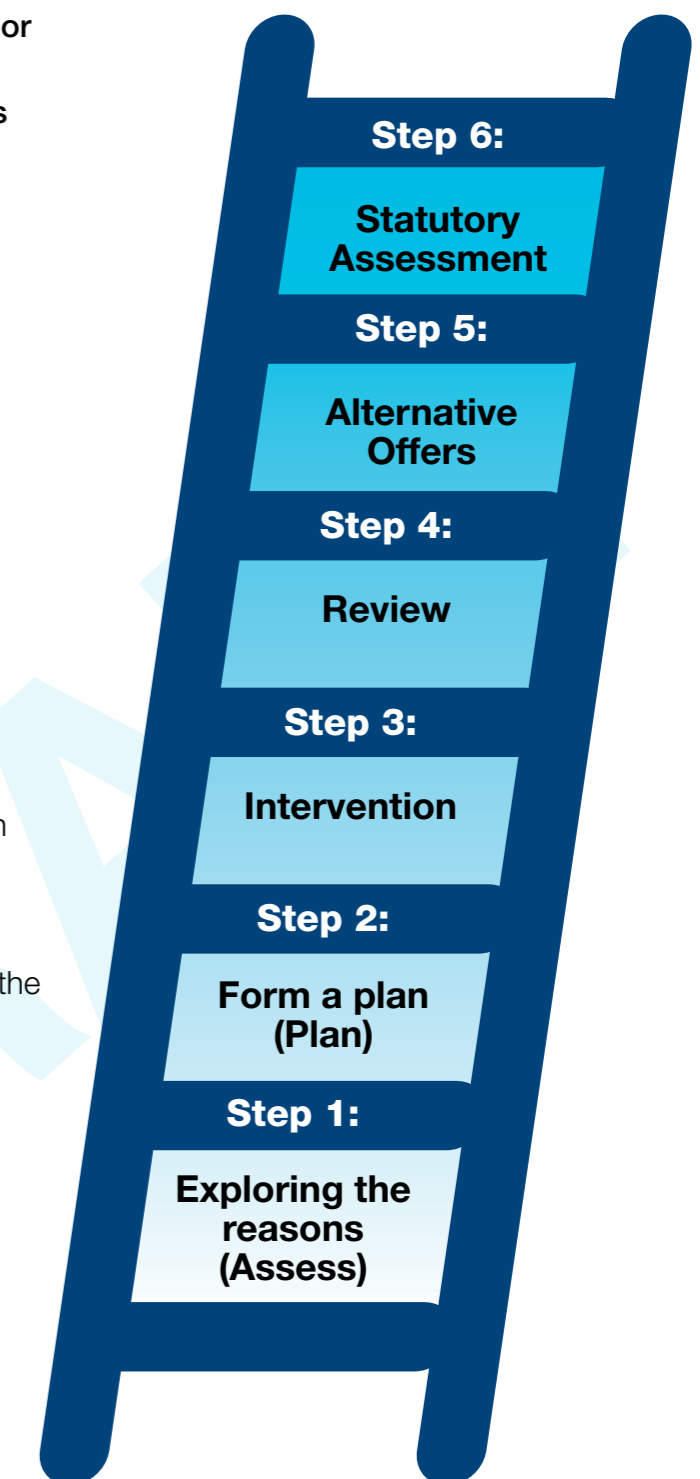
The principles underpinning the Ladder of Intervention are:

- All children and young people including those who display behaviour that challenges the organisation have the right to be included within their local school and to have their needs met effectively
- An Early Help Champion provides opportunities for children and young people to develop a positive and supportive relationship which provides opportunity to develop new skills
- Multi-agency, evidence informed approaches for children with escalating needs should be effectively co-ordinated to ensure best outcomes and a reduction in risk of exclusion
- Working together to avoid exclusion provides the greatest opportunity to improve outcomes for children and young people.

These principles align to the No Wrong Door methodology adopted by Back on Track and are based in evidence of effectiveness

The ladder of intervention should ensure that schools intervene at the earliest stage to support children and identify factors causing them distress which are influencing their behaviour. It is designed to ensure those requiring additional support receive it as early as possible and can identify a person within the school who they trust and can rely upon. It also provides a framework for ensuring that when school based strategies and support have been exhausted that schools can easily navigate support from a range of services across the Local authority. The Ladder of intervention will be supplemented by an evidence based practice guidance for SEMH which has been developed in partnership with health and social care professionals locally.

The Ladder is divided into a number of steps which should be followed in order to achieve the best outcome for the child or young person.



The ladder stands on a foundation of whole School knowledge of mental health needs and universal offer to all pupils as part of the Early Help Strategy

Step 1 Assess – Exploring the reasons

Statutory Guidance	School Actions
<p><i>“The head teacher should take account of any contributing factors”</i></p> <p><i>“Early intervention to address underlying causes of disruptive behaviour should include an assessment of whether appropriate provision is in place to support any SEN or disability that a pupil may have”</i></p>	<p>For all pupils where a concern is identified and for those receiving more than one exclusion or are at risk of permanent exclusion, undertake screening for underlying special needs (As a minimum this should include a screen of communication ability, and a reading assessment, and additional screens such as Thrive).</p> <p>Identify a person in school to be their Early Help Champion. This should be someone who can build a relationship and work with the child.</p> <p>Discuss with the child to establish their worries/perspective.</p> <p>Undertake an Early Help assessment and or relevant SEND assessment in partnership with parents. Consider the Early Help assessment cycle flow chart and step 2 of the Ladder.</p> <p>When SEND is identified, implement a SEN support Assess – Plan – Do – Review Cycle.</p> <p>Ensure alterations to the curriculum or environment are in place. (See step 2 of the ladder)</p> <p>Ensure positive feedback and praise is used as a vehicle to improve self-perception.</p> <p>Ensure that the Early Help Champion is undertaking regular oversight of the child and any progress being made.</p>

Step 2 – Form a Plan

Develop a North Yorkshire Pastoral Support Programme/SEN Support plan

Statutory guidance	School Action
<p><i>“The head teacher should also consider the use of Early Help assessment for a pupil who demonstrates persistent disruptive behaviour”</i></p> <p><i>“Under the Equality Act 2010, schools must not discriminate. For disabled children, this includes a duty to make reasonable adjustments to policy and practice and to undertake anticipatory duties”</i></p>	<p>Explore environmental factors including undertaking an audit of the impact of the school environment on the pupil and through consultation with parent/carer and pupil.</p> <p>Where unmet needs become evident, but there are no identified SEND needs complete the NYCC Early Help assessment and action plan and engage services as appropriate – single agency or through instigating a Team around the child or family.</p> <p>Where SEN is identified complete an SEN Support plan.</p> <p>Engage parents in the initial plan and its review.</p>

Step 3 – Intervention

Targeted and Specialist intervention includes appropriate referral pathways for additional support for educational, social and health needs that are impacting on the child's social, emotional and mental health.

Statutory guidance	School Action
<p><i>“the head teacher should consider what extra support might be needed to identify and address the needs of pupils ... in order to reduce their risk of exclusion”</i></p>	<p>Implement in-school support.</p> <p>Request the involvement of additional services identified as required in steps 1 and 2 and implement any intervention advised.</p> <p>Discuss your concerns with an Early Help Consultant.</p> <p>Consider school led alternative provision package.</p> <p><i>*Note that provision in independent AP cannot be full time unless the provider is a registered school.</i></p> <p>Consider alternative curriculum pathways.</p> <p><i>*Note the third element of Progress and attainment 8 now contains ‘technical awards’ from the DfE approved list as well as GCSEs.</i></p>

Step 4 – Review

Statutory guidance	School Action
<p><i>“Schools should review the effectiveness of the support and interventions and their impact on the pupil’s progress should be reviewed in line with the agreed date.”</i></p> <p><i>“The impact and quality of the support and interventions should be evaluated along with the views of the pupil and their parents. This should feed back into the analysis of the pupil’s needs.”</i></p> <p><i>“Support should then be revised in light of the pupil’s progress and development, deciding on any changes to the support and outcomes in consultation with the parent and the pupil.”</i></p>	<p>Consider the quality, effectiveness and impact of provision and evaluate this along with the child’s family and other professionals.</p> <p>Celebrate all successes with the child and family.</p> <p>Consider if there is a requirement to undertake a further assess – plan – do review cycle or early help intervention cycle.</p>

Step 5 – Alternative provision

Statutory guidance	School Action
<p><i>“Where a school has concerns ... it should, in partnership with others (including the Local authority as necessary), consider what additional support or alternative placement may be required”</i></p>	<p>School should consider the use of independent Alternative Provision or commissioning the PRS through the collaborative arrangement to offer appropriate alternative vocational curriculum pathways.</p> <p><i>*Note that Partnership arrangement provision in independent AP cannot be full time unless the provider is a registered school.</i></p> <p>Once appropriate alternative provision is sourced and agreed, attend admission meeting at the AP so that the intervention can be planned with roles and responsibilities of all stakeholders confirmed.</p> <p>Attend review meetings and work with the providers and local authority officers to ensure successful reintegration into school following intervention.</p>

Step 6 – Statutory Assessment

Statutory guidance	School Action
<p><i>“SEN support should be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment.”</i></p>	<p>If the child is not making appropriate social/emotional and or academic progress through their alternative offer or are not accessing the alternative provision offer then consideration should be given to undertaking statutory assessment. To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEN support.</p>

The ‘one off’ breach

The Local Authority endorses a restorative approach to behaviour whereby, if a pupil has damaged a relationship or breached the behaviour or drugs policy, they should be given the opportunity to repair harm, renew their commitment to the school ethos and to learn from their mistake. Adopting a Restorative approach allows schools to comply with the exclusion statutory guidance which states that pupils should not be permanently excluded for a serious breach, or even breaches of the policy, if the incident(s) can be managed such that other pupils are not harmed. The guidance below is informed by the DFE ACPO guidance on drug related incidents. This section is designed to guide head-teachers in pursuing inclusive alternatives to permanent exclusion when pupils make serious, but one off mistakes.

In most cases the ladder of intervention should still be followed.

The following inclusive measures should be undertaken prior to permanent exclusion in the event of a one off or particularly serious breach of the behaviour policy.

Statutory guidance	School Action
<i>"Where practical, head teachers should give pupils an opportunity to present their case before taking the decision to exclude"</i>	Provide opportunity for the pupil to repair harm, learn from their mistake and embark on a period of close monitoring with a risk assessment in place.
<i>"Head teachers should take account of any contributing factors that are identified after an incident of poor behaviour has occurred. For example, when it comes to light that a pupil has suffered a bereavement, has mental health issues or has been subject to bullying"</i>	Consider mitigating circumstances, e.g. bereavement, separation, divorce or bullying. Request the involvement of additional services as in Step 3 Consider all aspects of potentially unmet needs as in Step 1.
<i>"Exclusion should not be the automatic response to a drug incident and permanent exclusion should only be used in serious cases"</i> <i>"Any decision must be made in line with the principles of administrative law, i.e. that it is lawful, rational, reasonable, fair and proportionate"</i>	Adhere to the 2012 DfE guidance on drugs misuse to avoid permanent exclusion for possession. For more serious breaches contact your Inclusion Support Service.
<i>"Maintained schools have the power to direct a pupil off site for education to improve their behaviour."</i>	If none of the above are sufficient to allow pupils to remain within the school then placement elsewhere should be arranged by the school in partnership with the Inclusion support service.

Statutory guidance	School Action
<i>"A pupil at any type of school can also transfer to another school as part of a managed move."</i> <i>"The threat of exclusion must never be used to influence parents to remove their child from the school"</i>	A managed move may be considered if this is in the best interest of the child. Examples of when a managed move may be appropriate to consider are: <ul style="list-style-type: none"> • If bullying has occurred • If there is a safeguarding reason that means being educated elsewhere is in the best interest of the child • If an incident has occurred which means that educating the pupil in close proximity to other children in the school could give rise to difficulties (i.e restraining orders etc.) • If the child or young person is engaging in anti-social behaviour and a move could help break the negative cycle.

Special circumstances

If the breach of behaviour policy justifies a permanent exclusion only because of previous violations, then it must be coded as persistent disruptive behaviour to accurately reflect the context for this decision. In these circumstances the pupil must therefore have been supported through all the steps outlined above.

Head teachers should, as far as possible, avoid excluding permanently any pupil with a statement of SEN or a looked after child. It is unlawful to exclude for a non-disciplinary reason, including if a child has special educational needs and the school struggle to meet those needs. Sending a child home due to SEN needs or to cool off is also unlawful. Schools should look at putting more or different support in place instead.

Ladder of Intervention

Step 6:

Statutory Assessment

Step 5:

Alternative Offers

Step 4:

Review

Step 3:

Intervention

Step 2:

Form a Plan (Plan)

Step 1:

Exploring the reasons (Assess)

The ladder stands on a foundation of whole School knowledge of mental health needs and universal offer to all pupils as part of the Early Help Strategy

Step 1 – Exploring the reasons

Statutory Guidance	School Actions
<p>"The head teacher should take account of any contributing factors"</p> <p>"Early intervention to address underlying causes of disruptive behaviour should include an assessment of whether appropriate provision is in place to support any SEN or disability that a pupil may have"</p>	<p>For all pupils receiving more than one fixed term exclusion or at risk of permanent exclusion undertake screening for underlying special needs (As a minimum this should include a screen of communication ability, and a reading assessment, and additional screens such as Thrive or similar).</p> <p>Identify a person in school to build a relationship and work with the child.</p> <p>Discuss with the child to establish their worries/perspective.</p> <p>Develop of a Early Help assessment and action plan in partnership with parents if no SEN is identified.</p> <p>When SEND is identified, implement a SEN support Assess – Plan – Do – Review Cycle.</p> <p>Ensure alterations to the curriculum or environment are in place.</p> <p>Ensure positive feedback and praise is used as a vehicle to improve self-perception.</p> <p>Regular oversight of the child and progress being made by a member of staff.</p>

Step 2 – Form a Plan

Develop a North Yorkshire Pastoral Support Programme/SEN Support plan

Statutory guidance	School Action
<p>"The head teacher should also consider the use of multi-agency assessments for a pupil who demonstrates persistent disruptive behaviour"</p> <p>"Under the Equality Act 2010, schools must not discriminate. For disabled children, this includes a duty to make reasonable adjustments to policy and practice and to undertake anticipatory duties"</p>	<p>Explore environmental factors including undertaking an audit of the impact of the school environment on the pupil and through consultation with parent/carer and pupil.</p> <p>Where unmet needs become evident, but there are no identified SEND needs complete the NYCC pastoral Support process and engage services as appropriate – single agency or through instigating a Team around the Child meeting.</p> <p>Where SEN is identified complete an SEN Support plan.</p> <p>For all pupils who remain at risk, implement a NYCC pastoral support programme. Engage parents in the initial plan and its review.</p>

Step 3 – Intervention

Targeted and Specialist intervention includes appropriate referral pathways for additional support for educational, social and health needs that are impacting on the child's social, emotional and mental health.

Statutory guidance	School Action
<p>"the head teacher should consider what extra support might be needed to identify and address the needs of pupils ... in order to reduce their risk of exclusion"</p>	<p>Implement in school support.</p> <p>Request the involvement of additional services and implement any intervention advised.</p> <p>Consider school led alternative provision package.</p> <p>*Note that provision in independent AP cannot be full time unless the provider is a registered school.</p> <p>Consider alternative curriculum pathways.</p> <p>*Note the third element of Progress and attainment 8 now contains 'technical awards' from the DfE approved list as well as GCSEs.</p>

Step 4 – Review

Statutory guidance	School Action
<p>"Schools should review the effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date."</p> <p>"The impact and quality of the support and interventions should be evaluated along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs."</p> <p>"Support should then be revised in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and the pupil."</p>	<p>Consider the quality, effectiveness and impact of provision and evaluate this along with the child family and other professionals.</p> <p>Celebrate success with the child and family</p> <p>Consider if there is a requirement to undertake a further assess - plan - do review cycle or early help intervention cycle.</p>

Step 5 – Alternative provision

Statutory guidance	School Action
<p>"Where a school has concerns ... it should, in partnership with others (including the Local authority as necessary), consider what additional support or alternative placement may be required"</p>	<p>School should consider the use of independent Alternative Provision or commissioning the PRS through the collaborative arrangement to offer appropriate alternative vocational curriculum pathways.</p> <p>*Note that provision in independent AP cannot be full time unless the provider is a registered school.</p> <p>Once appropriate alternative provision is sourced and agreed, attend admission meeting at the AP so that the intervention can be planned with roles and responsibilities of all stakeholders confirmed.</p> <p>Attend review meetings and work with the providers and local authority officers to ensure successful reintegration into school following intervention.</p>

Step 6 – Statutory Assessment

Statutory guidance	School Action
<p>"SEN support should be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs"</p>	<p>If the child is not making appropriate social/emotional and or academic progress through their alternative offer or are not accessing the alternative provision offer then consideration should be given to undertaking statutory assessment. To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEN support.</p>

Case study

A recent case which was funded by the Equality and Human Rights Commission was heard at the upper tribunal. It centred on the fact that children with disabilities that mean they have “a tendency to physically abuse” are not protected by the Equality Act 2010.

This means that children with autism, ADHD or other SEN that constitutes a disability are not treated as “disabled” in relation to their physically aggressive behaviour and so cannot challenge decisions to exclude them from school.

Judge Rowley, who examined whether this rule was in breach of children’s human rights, found that this rule came “nowhere near striking a fair balance between the rights of children on the one side and the interests of the community on the other”.

Judge Rowley said that “aggressive behaviour is not a choice for children with autism”.

“In my judgment the Secretary of State has failed to justify maintaining in force a provision which excludes from the ambit of the protection of the Equality Act, children whose behaviour in school is a manifestation of the very condition which calls for special educational provision to be made for them.

“In that context, to my mind it is repugnant to define as ‘criminal or anti-social’ the effect of the behaviour of children whose condition (through no fault of their own) manifests itself in particular ways so as to justify treating them differently from children whose condition has other manifestations.”

Pupils with an Education, Health and Care Plan

Where a child’s needs are such that placement change is being considered (either in the short term or the long term) an emergency review must be convened as soon as possible by the school and the Assessment and Review Officer and other LA officers involved must be invited. If all steps have been followed, appropriate provision will be discussed and options explored. Any requests will then be sent to the provider for consideration. If the provider can meet the specified needs, work will be undertaken alongside the Inclusive Education team and current setting to support a successful placement and transition back to school at the end of the placement. The SEND team will remain involved in ongoing review meetings and be updated on any developments.

Children in care or previously in care

Given the additional vulnerabilities these children face if the head teacher wishes to access additional support for a pupil who is in the care of the local authority or has previously been in care they should initiate an emergency review of the PEP. The virtual school and inclusion service must be invited and future plans will be considered. The virtual school will remain involved in ongoing review meetings and be updated on any developments.

For further advice and guidance please contact the Inclusive Education Service on 01609 534010 or via InclusiveEducation@northyorks.gov.uk

Appendix 1 – Early Help assessment and Action plan

Purpose

- One use of the Early Help assessment and action plan is to support young people who are at risk of becoming disaffected through repeated exclusion or a risk of permanent exclusion.
- The Early Help assessment for this purpose is a school based young person centred approach to address the inclusion of young people with social and emotional needs which may result in challenging behaviour. Targets are set for the young person, parent, and education establishment and for any agencies involved with the young person. Regular review will enable close monitoring of the young person within the school environment (6 weekly minimum).
- An Early Help assessment is one aspect of a continuum of provision for SEMH, SEMH intervention guidance will support the use of evidence informed practice within the school environment.
- All children who reach step two in the Ladder of Intervention described above should have either a Early Help assessment and action plan or an SEN support plan

As part of the Ladder of Intervention the Early Help assessment and action plan is:

- School based and time-limited
- Has achievable targets and practical strategies
- Is owned by the school and is overseen by a key member of staff
- Is agreed with parents and carers and any agencies involved with the child.
- Advice on implementation can be ascertained from the behaviour and attendance advisers from Inclusive Education Service

An Early Help assessment can be instigated for:

A young person whose behaviour is rapidly deteriorating and where intervention strategies are clearly not working	A young person who has had more than one fixed term exclusion of one day or more	A young person who has had one exclusion of five days or more	A young person at risk of permanent exclusion.
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Process:

Process	Rationale	Who	Actions
1. Contact those required to attend PSP meeting	Ensure parents, agencies involved with the child or family are invited.	Pastoral Lead (Early Help Champion)	Contact and confirm date of the meeting Gather teacher feedback, e.g learning walk, SIMS analysis
2. Collate paperwork for the meeting	Ensure full picture of the child is available to include: <ul style="list-style-type: none"> • Behaviour • Achievement • Attendance • Progress • Feedback from professionals working with the child including AP. • Strategies and interventions undertaken. 	Pastoral Lead (Early Help Champion)	Liaise with line manager to review paper work before the meeting and agree targets. Liaise with the Early Help consultant to ascertain if the child is open to the Children and Families Service.

Process	Rationale	Who	Actions
3. Meeting takes place	To address issues, and ensure all stakeholders agree to the steps required to move forward.	Pastoral Lead (Early Help Champion) Parent External agencies	Notes of the meeting are taken and completed (see template) Target agreed and support strategies to achieve targets in place Review meeting scheduled
4. Weekly review	Pastoral lead checks in with pupil daily but logs weekly the outcome of the steps towards achieving the targets.	Pastoral Lead (Early Help Champion)	Log to be stored on "weekly review document" to use in next review.
5. Review meeting preparation	Collect updated paperwork	Pastoral Lead (Early Help Champion)	Paperwork available from initial meeting and weekly reviews to evidence impact.
6. Review meeting takes place	To consider progress made, address any difficulties and ensure all stakeholders agree to the steps required for moving forward.	Pastoral Lead (Early Help Champion) Parent External agencies	Notes of meeting are taken and completed on the template. Targets reviewed and future targets agreed. Review meeting to be scheduled

If improvements are evident continue to monitor and support through the pastoral system.

If there is little/no evidence of improvement progress through the Ladder of Intervention and discuss with Early Help Consultant if support is required from the Children and Families Service (see Targeted whole family intervention flow chart) EH strategy appendix.

Section A

Early Help assessment action plan

This assessment can be used as a referral if at any point a referral to children and families service is required.

Surname:		Forename(s):	
Date of Birth / Estimated Date of Delivery:		Gender:	<input type="checkbox"/> Male <input type="checkbox"/> Unknown <input type="checkbox"/> Female <input type="checkbox"/> Unborn
Address			
Telephone Numbers:		NHS Number	
		GP Surgery	
Child/young person's ethnicity:	<input type="checkbox"/> White and Black African <input type="checkbox"/> Any other mixed background <input type="checkbox"/> Indian <input type="checkbox"/> Pakistani <input type="checkbox"/> Bangladeshi <input type="checkbox"/> Any other Asian background <input type="checkbox"/> Chinese <input type="checkbox"/> Any other Ethnic Group		
<input type="checkbox"/> White British <input type="checkbox"/> White Irish <input type="checkbox"/> White any other background <input type="checkbox"/> Caribbean <input type="checkbox"/> African <input type="checkbox"/> Any other Black background <input type="checkbox"/> White and Black Caribbean	Child's first language or preferred means of communication:	Is an interpreter or signer required?	<input type="checkbox"/> No <input type="checkbox"/> Yes Details:
Child's Religion		Nationality:	
Immigration status:			
Is the child disabled?	<input type="checkbox"/> No <input type="checkbox"/> Yes	Details:	
Is there a self-harm or suicidal behaviour concern?	<input type="checkbox"/> No <input type="checkbox"/> Yes	Details:	
Is there a Child Sexual Exploitation concern?	<input type="checkbox"/> No <input type="checkbox"/> Yes	Details:	
Is the child privately fostered? Definition found here	<input type="checkbox"/> No <input type="checkbox"/> Yes		
Is the child adopted?	<input type="checkbox"/> No <input type="checkbox"/> Yes		

Section B – People in the family/household and other people who are important to the family:

Explore who is important to the family; who cares about them and helps them in their day to day life. Completing a genogram, family tree or circles of support together is a good way to capture this information. Please send copies of any pieces of work completed along with this form.

Name	Relationship to child/ young person	DOB/EDD	Parental Responsibility Y/N	Ethnicity	Religion

Professionals who are working with the family:

Which professionals are working with the family and/or are involved in the child's life?
Eg. Dentist, GP, Midwife, Health Provider, Youth Justice, Early Help (any other agency)

Name	Job Role/ Relationship to child/ young person	Agency (including contact details)	Informed the assessment Y/N

Section 2: Assessment Information

What are the child/young person's views?

What does the child/young person feel is good about their life, what they are worried about and what do they want to happen? You may want to summarise what the child/ young person has put in their three houses/ wizard and fairy tool. Please send any copies or photos of the work completed with the child/ young person together with this form.

Child's Voice – The Three Houses

House of Worries

What worries you about school?

What isn't going so well at school?

House of Good Things

What is going well at school?

House of Dreams

How would you get all your needs met in school?

What would improve the things that are going well at school?

What would help you improve the things that aren't going well in school?

What would help you achieve and feel accepted and valued at school?

Section 3: Early Help Assessment

What are we worried about?	What's working well?	What needs to happen?
<p>Please separate the information into Worries and Complicating Factors.</p> <p>In the worries - say what has happened in the past that worries us about the child or young person. Be specific and factual – give examples. Say what impact this is having or could have on the child/ young person.</p> <p>Complicating Factors are anything that makes the problem harder to deal with.</p>	<p>Please separate the information into Existing Strengths and Existing Wellbeing.</p> <p>Strengths are good things that are happening in the family for the child/ young person.</p> <p>Existing Wellbeing is times when the family has shown they can meet the child's needs when the problem is happening. This can also include other people who are helping.</p>	<p>Say what the next steps are to start to build the plan and make sure the child is safe and well. This might include getting some people together who can support the family and be part of their network.</p>
<p>Harm/Impact</p> <p>Complicating Factors</p>	<p>Existing success</p> <p>Strengths</p>	<p>Next Steps</p> <p>Outcomes</p>
<p>Scaling - Having discussed what life is like for this child right now, how worried are we?</p> <p>0 1 2 3 4 5 6 7 8 9 10</p> <p>Extremely worried No worries</p>		

Section 4: Next Steps

What are the first steps to making things better and moving from the worries towards the goals?

What do the child and family think should happen first?	Action	Who will do this?	By when?

When and how are we going to review this assessment (please remember the note down the date/time of the TAF meeting if applicable)?

Do the child or family want to make any further comments?

Family Consent Form

July 2018

The Children and Families Service work closely with different professionals, such as teachers, health visitors and GPs. This helps us to understand and meet the needs of your family and members within it.

Before we are able to do this we need to ask you for consent to collect and share this information about your family and, before you sign to indicate you agree to this, we want to ensure you understand what we are collecting and sharing, and why. What we want your information for and how we will use it.

It is important you know that any information we collect and share about you will be stored and used in strict accordance with the General Data Protection Regulation (GDPR) and the Data Protection Act 2018.

By listening to and sharing your feedback we can make changes to the way we work and constantly improve how we offer support to you and others in similar situations.

3) to show those who are funding us (e.g. central Government) if the services we are spending it on are really helping families, both now and in years to come. Also

We need to look up and share your information such as names, dates of birth, and addresses for 3 main purposes:

1) to understand what help you or your family might need.

- Any information will be provided as part of a large group of families from across North Yorkshire.

By sharing information we can build up a better picture of your family and this will help us and our partners

- plan the services we offer you,
- check our records to see if and how we have worked with your family previously.
- see if you are currently working with any of our partner services or support organisations and, where appropriate, ask such organisations to provide you with any additional services which we feel could assist you.

- Any report made will be on the findings for the group as a whole and it will not be possible to identify you or anyone individually.

- Your information will only be used for research and statistical purposes to measure the performance of the service we give you.

2) to improve the way we support you and other people in the future.

- The overall findings will help both Government and ourselves develop new policy and approaches, and to see if what is being provided meets the needs of those who receive the help.

What do you need to do?

We are asking for your agreement, known as “consent” to share your information for the reasons above. It is an easy process where all we need is for you to tick whether you agree or disagree to the consent and sign the declaration below.

You do not have to agree to this and you can withdraw your “consent” at any time if you change your mind. You can do this by emailing the Data Protection Officer at infogov@northyorks.gov.uk or write to Information Governance Office, Veritau Ltd, County Hall, Northallerton, North Yorkshire, DL7 8AL.

You can also request a copy of any information we hold on you by submitting a Subject Access Request to the above address.

It is important to tell you that we have a legal duty to share your information with other agencies, even without your consent if we believe it will, protect you, prevent harm to someone else or prevent / detect a crime.

Your agreement

I understand why information about our family is being recorded and how it will be used and shared.

I give consent for information about our family to be used for the above purposes

I do not give consent for information about our family to be used for the above purposes

Signed:..... Date:.....

Role in Family – Individual, Carer, Parent or Representative (delete as appropriate)

This consent needs to be given for all members of the family as appropriate. It must also be signed by the professional working with you.

Signed:..... Date:.....

Signed:..... Date:.....

Signed:..... Date:.....

Signed:..... Date:.....

Early Help Champion/Professional

Signed:

Print Name: Date:

For more information about how NYCC collects and processes your personal data please refer to <https://www.northyorks.gov.uk/privacy-notice>

DRAFT

Summary of Pupil/student view:

Suggested questions – these can be adapted dependent on the needs of the student, the focus should be on what is working well, what needs to change and next steps.

What is going well in school?	
What would improve the things that are going well?	
Do you feel that you are having your needs met in school?	
What isn't going so well in school?	
What would help to improve the things that aren't going well?	
What else would help you to feel accepted and valued in in school?	
What else would help you achieve well in school?	

DRAFT

Summary of parental/Carers view:

What is going well in school?	
What would improve the things that are going well?	
Do you feel you are having your needs met in school?	
Is your child having their needs met?	
What would help to improve the things that aren't going well for your child?	
What else would help you child feel accepted and valued in in school?	
What else would help your child achieve well in school?	

Pastoral Support Programme – Initial Meeting/review meeting:

Date:		
Present	Student:	Parent(s):
	School staff:	Other colleagues:
Checklist for meeting discussion:	Notes:	
Summary of reasons for PSP:	What's working well?	
	What needs to change?	
Next steps for student and parent:		
Next steps for school:		
Support required to be successful:		
Target for PSP agreed::		
Review meeting date confirmed:		

Further action required:

What?	By who?	By when?

Pastoral support Programme – Weekly Summary

Focus on what is working well, what needs to change and next steps.

Week	Date	Grade (1/2/3)	Comment
1			
2			
3			
4			
5			
6			

Appendix 2 – Support mechanisms

Step 1 – Explore the reasons

Support mechanisms that may be useful
Communication Trust Progression Tools – screen for communication difficulties www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/progression-tools-primary www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/progression-tools-secondary
CORC – Wellbeing Measures for primary and secondary schools www.corc.uk.net/media/1506/primary-school-measures_310317_forweb.pdf www.corc.uk.net/media/1517/blf17_20-second-school-measuresbl-17-03-17b.pdf
Guidance on appropriate assessment materials available from the SEND adviser or through informal liaison with the appropriate EMS.
CDC Whole school Framework for Emotional Wellbeing and Mental Health www.ncb.org.uk/sites/default/files/uploads/documents/Policy_docs/Briefings/NCB%20School%20Well%20Being%20Framework%20Leaders%20Tool%20FINAL.pdf
Academic Resilience Framework www.youngminds.org.uk/resources/school-resources/academic-resilience-resources
Thrive www.thriveapproach.com
The Local offer www.northyorks.gov.uk/send-local-offer
NYCC SEND mainstream guidance www.cyps.northyorks.gov.uk/special-educational-needs-disabilities
NYCC SEMH Intervention guidance
Youth Mental Health First Aid training www.nyestraining.co.uk/Services/2648
Compass Buzz training (level 1,2,3)
NYCC exemplar behaviour/SEMH policy
MindEd www.minded.org.uk
Educational Psychologist www.nyestraining.co.uk/Services/2428

Step 2 – Form a Plan

Support mechanisms that may be useful
NYCC exclusions toolkit
Healthy child programme 0 – 19 Referral www.cyps.northyorks.gov.uk/referral-forms
Compass Buzz referral
Referral to Speech and Language Therapist www.cyps.northyorks.gov.uk/referral-forms
Inclusion panel discussion for advice and guidance
The Equality Act www.gov.uk/government/publications/easy-read-the-equality-act-making-equality-real
Early help Consultation to include those working with the child including any speech and language therapists, healthy child practitioner, Compass Buzz etc.
District pathways www.northyorks.gov.uk/support-children-young-people-and-their-families
NYCC Pastoral Support (Appendix 2)
SEN Support plan documentation
Early help assessment and action plan (appendix 1)

Step 4 – Intervention

Support mechanisms that may be useful
Early Help service referral www.cyps.northyorks.gov.uk/referral-forms
Best practice guidance for Restorative Practice www.restorativejustice.org.uk/sites/default/files/resources/files/Best%20practice%20guidance%20for%20restorative%20practice%202011.pdf
Inclusive Education Service Request for involvement www.cyps.northyorks.gov.uk/special-educational-needs-disabilities
Compass Reach referral www.cyps.northyorks.gov.uk/compass-reach
Educational Psychology referral www.cyps.northyorks.gov.uk/educational-psychology-early-years
CAMHS single point of access www.cyps.northyorks.gov.uk/children-and-young-peoples-emotional-and-mental-health
North Yorkshire Referral forms www.cyps.northyorks.gov.uk/referral-forms
North Yorkshire District referral Pathways www.northyorks.gov.uk/support-children-young-people-and-their-families

Step 5 – Alternative provision

Support mechanisms that may be useful
NYCC Alternative Provision Directory
Technical awards approved www.gov.uk/government/publications/2019-performance-tables-technical-and-vocational-qualifications
Consideration by Local authority officer/inclusion panel to an intervention place within PRS
Request in-reach provision within an EMS via the Local authority officer/inclusion panel

Step 6 – Statutory Assessment

Support mechanisms that may be useful
EHCAR www.northyorks.gov.uk/assessment-including-education-health-and-care-plans
NYCC Managing challenging behaviour Risk assessment www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=2ahUKEwiZdm09NDcAhVnC8AKHQGbZQQFjAAegQIARAC&url=http%3A%2F%2Fcyps.northyorks.gov

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W: www.northyorks.gov.uk E: customer.services@northyorks.gov.uk

T: **01609 780 780** (Monday to Friday 8.00am - 5.30pm closed weekends and bank holidays)

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