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| **Prevent** | **Identify needs** | **Multi-agency planning** | **Request additional support** | **Support strategies** |
|  |  |  |  |  |
| Training, e.g:* Getting it Right – steps to support behaviour and emotional wellbeing
* WELL – Wellbeing & emotional literacy leaders
* Autism Leaders Award
* Restorative practice
* Attachment/trauma
* Outreach courses, e.g.: understanding behaviour, demand avoidance, sensory issues
* Getting it Right intervention workshops, e.g.: anger management, emotion coaching, social skills.
 | Screen for difficulties with:* Reading
* Writing
* Communication

Follow steps 1-3 of Getting it Right process:1. Environmental audit & plan
2. Targeted support
3. Assessment & multi-element plan

Outreach service observation/ consultation.Reasonable adjustments must be put in place for pupils with disabilities. | Engage relevant external professionals, e.g.:* EP
* CAMHS
* Emotional wellbeing
* Strengthening Families
* OT
* SLT
* EWO

Team around child/family meetings – Early Help AssessmentWhere child is at risk of exclusion – restorative conference/ exclusion prevention meetingVirtual school must be involved for C/YP in careEHC needs assessment may be initiated | Multi-agency panel:* Head teachers
* Inclusion Team
* Outreach
* SEND Service
* PRUs/ AP providers
* Educational Psychology
* Social Care

Review information (if info is recorded on EHA/ plan, no need for further reports etc.)  | Enhanced outreach support (i.e. regular in-school visits/ support)Keyworker/ mentorTargeted behaviour interventions, e.g.:* Solution focused
* Anger reduction and management

School-to-school supportManaged moveShort-term AP intervention placementShort-term AP assessment placementSpecialist placement (requires EHCP) |