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| **Prevent** | **Identify needs** | **Multi-agency planning** | **Request additional support** | **Support strategies** |
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| 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 Assessment  Where child is at risk of exclusion – restorative conference/ exclusion prevention meeting  Virtual school must be involved for C/YP in care  EHC 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/ mentor  Targeted behaviour interventions, e.g.:   * Solution focused * Anger reduction and management   School-to-school support  Managed move  Short-term AP intervention placement  Short-term AP assessment placement  Specialist placement (requires EHCP) |