



Applefields School Graduated Support Model: Matching Provision to Need

Introduction

At Applefields School, we prioritise the wellbeing of our young people. We believe that our pupils need to feel productive, be a part of a caring community and be well regulated in order to engage in and access learning. This document outlines a graduated approach to meet our pupils' needs by giving them the right type and amount of support at specific points of their journey. It recognises the highly complex nature of their needs and the significant barriers and challenges they may face.

This resource is aligned to both the SEND Code of Practice and THRIVE Framework, the model for reform to improve services for children and young people's mental health. The aim is to align the processes and use the positive messages from the THRIVE Framework that complement the changes we want to see for our children and young people.

Graduated Approach

The process by which our young people access appropriate support is through a graduated, tiered system. At each stage of the model, there is a range of interventions, tools, supporting professionals and focused meetings to offer the most fitting response to how the young person is presenting. At each stage, assessments direct the work and enable professionals to reflect on success and barriers to inform next steps. If the support a young person receives has the desired outcome of helping them to be better regulated and more engaged in learning, they may be able to move down into a lower stage and as such require less specialist support. Equally, if a young person continues to present as dysregulated and assessments and analysis confirm this, they may move into a higher stage in order to access more specialist support.

The graduated approach is embedded within an assess, plan do and review process. It is also cumulative; for example when receiving support at a 'Getting More Help' level it is expected support at a 'Thriving level' level will continue being received.

The THRIVE Framework

The THRIVE Framework conceptualises the mental health and wellbeing needs of children, young people and families into five needs-based groupings: Thriving, Getting Advice, Getting Help, Getting More Help and Getting Risk Support.



THRIVE

The THRIVE Framework provides a set of principles for creating a coherent and resource-efficient community of mental health and wellbeing support for children, young people and families.

It aims to talk about mental health and mental health support in a common language that everyone understands.

The Framework is needs-led. This means that mental health needs are defined by children, young people and families alongside professionals through shared decision making. Needs are not based on severity, diagnosis or health care pathways.

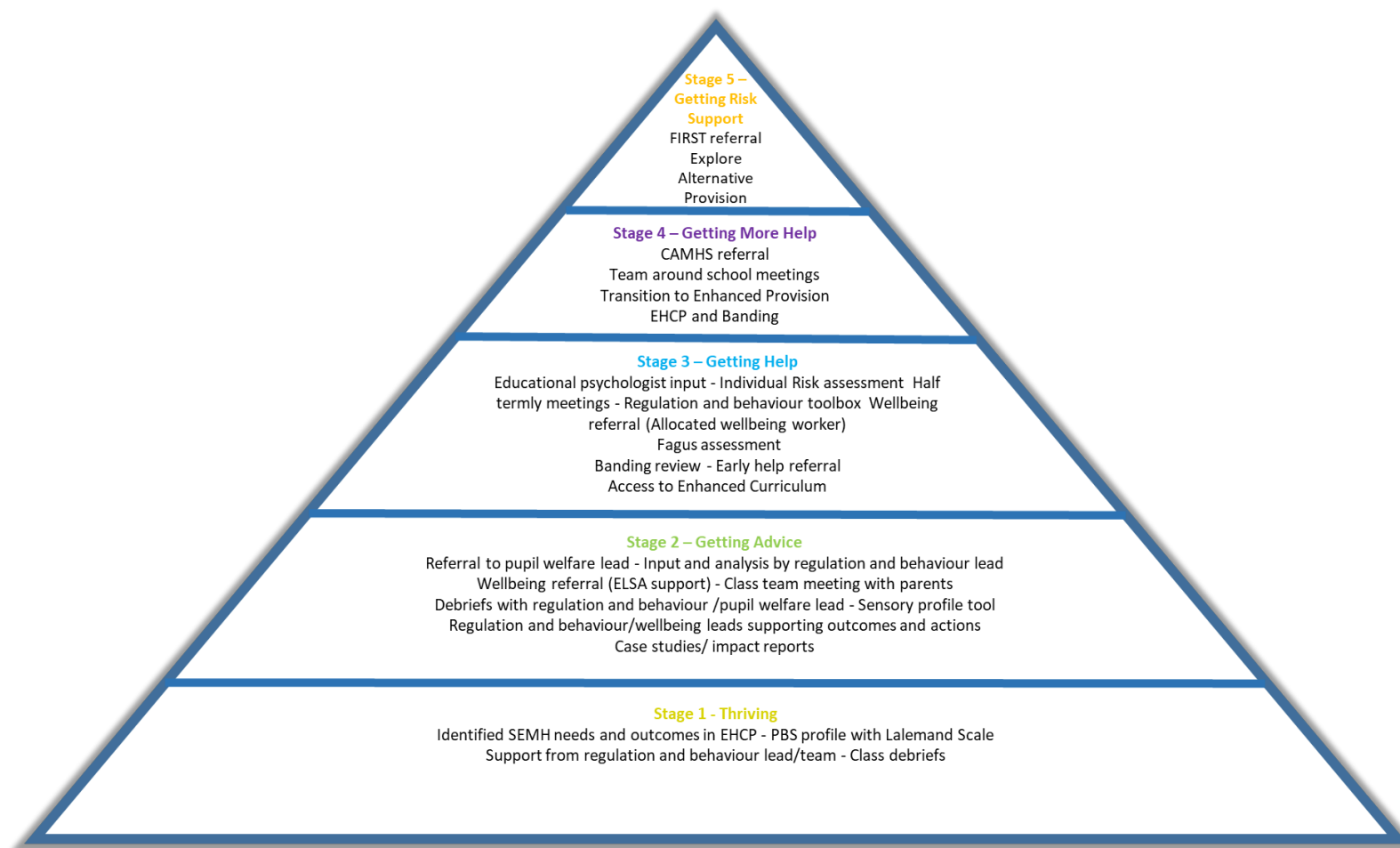
The THRIVE conceptual framework was developed by a collaboration of authors from the Anna Freud National Centre for Children and Families and

Applefields graduated support within the five stages of the THRIVE framework


The diagram below shows the different stages: 1 through 5, and details the support arrangements for each, using the 'THRIVE' framework to guide.


Pupils will be identified through EHCPs, progress meetings, PBS behaviour and safeguarding reports and individual referrals from families and professionals.


Within each stage, the offer will provide tools, people and strategies/interventions.




Applefields description of support within the five stages of the THRIVE framework

Stage 1	Descriptor of Needs	Assessment and Planning	Strategies and Interventions	Professionals & Agencies
Thriving 	<p>Those whose current need is support in maintaining mental wellbeing through effective prevention and promotion strategies.</p> <p>All pupils will have access to this offer.</p>	<p>PBS Profile with Lalemand Scale – all pupils will have a profile on the PBS system. The completed Lalemand Scale will describe the green behaviours (caring community, productivity, high quality relaxation) as a primary prevention method.</p> <p>Evidence for Learning tools for enquiry and assessment – all pupils will have access to a range of assessment tools to support understanding of pupil need and give suggested EHCP outcomes for SEMH (e.g. SCERTS).</p> <p>Routine communication with families through home/school books or emails to ensure teams are aware of pupils' daily regulation and wellbeing state.</p> <p>EHCP pupil contribution to provide information about the young person's feelings and their regulation and wellbeing needs</p>	<p>Staff CPD for Wellbeing including - support for vulnerable pupils, trauma informed teaching, attachment theory, bereavement.</p> <p>Staff CPD for Regulation and Behaviour - including SCERTS, Zones of Regulation, sensory processing and NAPPI training. All staff receive NAPPI (Non-Abusive Psychological and Physical Intervention) training and annual refreshers as part of the school CPD programme.</p> <p>Green activities - pupil welfare team to provide ongoing input, modelling and support to teams to provide high quality green activities as part of the curriculum and enrichment offer.</p> <p>Class debriefs – each team will have sufficient time during the week to have regular debriefs to reflect on incidents and pupil wellbeing.</p> <p>Preemptive staffing support from wellbeing and regulation and behaviour teams for pupils or groups of pupils for whom there is an emerging concern</p>	<p>ELT/SLT – members of leadership will be available to offer advice on meeting identified needs and supporting EHCPs.</p> <p>Wellbeing Lead & team – the wellbeing team can offer general ongoing advice to support pupils' wellbeing needs. Regular drop-ins will be organised for staff.</p> <p>Regulation & Behaviour Lead & team – the regulation & behaviour lead can offer general ongoing advice to support pupils' regulation needs. Regular drop-ins will be organised for staff.</p> <p>External supporting professionals - our range of professional partners who provide support for the young people and their families (social workers, early help team, therapists, health team)</p>


Stage 2	Descriptor of Needs	Assessment and Planning	Strategies and Interventions	Professionals & Agencies
<p>Getting Advice</p>  <p><i>If evidence begins to emerge through observation and through the universal assessment tools that suggest a pupil requires a more substantive approach, they may move into stage 2.</i></p>	<p>Those who need advice and signposting.</p> <p>Evidence may begin to emerge as some of the following:</p> <ul style="list-style-type: none"> - An isolated or small number of low level behavioural incidents recording on the PBS system -Observations made by staff of a change in presentation – low mood, tiredness, reduction in engagement, sensory seeking or avoidance. -Communication from parents of changes in behaviour or presentation at home. -Communication from supporting professionals of changes in behaviour or presentation outside of school or in their care. -Disclosures or comments from pupil to another person which raises concerns about their wellbeing. 	<p>Case Studies/Impact Reports – specific, outcome led actions can be put in place to provide new strategies and support systems for the pupil and reviewed over an allocated period of time.</p> <p>PBS Profile with Lalemand Scale – the Lalemand scale may require updating to ensure amber and red behaviours accurately describe how the pupil is currently presenting. A review of green behaviour scale to ensure pupils have sufficient activities related to caring community, productivity and high quality relaxation.</p> <p>Evidence for Learning tools for enquiry and assessment – specific SEMH tools as part of evidence for learning may help support understanding of what may be causing the changes.</p> <p>Applefields Sensory Profiling Tool – the school's sensory profiling tool can help identify a pupil's sensory needs and offer suggestions for how to meet them.</p> <p>Welfare call from class teacher or if required, pupil welfare lead</p>	<p>ELSA support – the wellbeing lead may allocate an ELSA to provide a targeted and outcome led intervention to help support a specific issue related to the young person's wellbeing.</p> <p>Regulation action plan – the regulation and behaviour lead or team may carry out an observation of the pupil to inform an action plan with suggested strategies.</p> <p>Sensory diets/routines – the sensory profiling tool may identify appropriate types of sensory input for the pupil. With the support of the regulation and behaviour lead, these can be built into routines to support regulation.</p> <p>Supported debriefs – a member of SLT, the wellbeing team or the regulation and behaviour team may support class debriefs following incidents or issues of significance</p>	<p>Pupil Welfare Lead – the pupil welfare lead can offer initial advice and signpost staff to the appropriate professionals or tools to support the pupil. They may contact parents to initiate discussions about increased levels of support. They will also initiate the assessment to gauge whether the pupil may move into a different stage.</p> <p>Wellbeing Lead & team – the wellbeing lead may recommend allocating an ELSA to support the pupil and will offer ongoing support and advice.</p> <p>Regulation & Behaviour Lead & team – the regulation & behaviour lead and team may work directly with the class team to provide strategies in addition to tracking incidents and providing weekly reports to ELT.</p>

Stage 3	Descriptor of Needs	Assessment and Planning	Strategies and Interventions	Professionals & Agencies
<p>Getting Help</p>  <p><i>If there is evidence to suggest that the interventions in stage 2 have not had the desired impact or if indeed the young person is presenting in a way that requires a more specific targeted approach, they may be assessed as</i></p>	<p>Those who need focused goals-based input.</p> <p>Evidence may begin to emerge as some of the following:</p> <p>An increase in frequency or severity of behavioural incidents recorded on the PBS system</p> <p>-Observations made by staff of a change in presentation – overly emotional responses, regular outbursts, periods of upset, regular sensory overload, more frequent disengagement in activity or learning.</p> <p>-Communication from parents of increase in behaviours that challenge or high levels of concern around their wellbeing</p> <p>-Communication from supporting professionals of significant changes in behaviour or presentation outside of school or in their care</p> <p>-Disclosures or comments from pupil to another</p>	<p>Wellbeing assessment - an assessment of the young person's wellbeing may be carried out to establish the specific needs, create an outcome led action plan and to identify an appropriate package of support.</p> <p>PBS - a detailed review of the Lalemand behaviour scale will be required to inform the risk assessment and support observation period carried by the regulation and behaviour team.</p> <p>Individual risk assessment – the regulation & behaviour lead can provide guidance to class teams in writing an individual risk assessment which may be required in response to specific behaviours. An initial meeting with parents required - a regulation and behaviour team member may be present if required or requested.</p> <p>FAGUS – to provide more in depth analysis of the pupil's social and emotional needs, a FAGUS assessment could be carried out. This would provide a more comprehensive package of strategies and ongoing assessments to track their development</p>	<p>Wellbeing worker – the wellbeing lead may allocate a wellbeing worker to provide consistent and sustained support for the young person.</p> <p>Specific Wellbeing training - the wellbeing lead, team or an external professional or organisation could offer training for a specific area related to wellbeing or emotional development</p> <p>Specific NAPPI training – the regulation and behaviour lead or team can offer training to support specific or emerging behaviours that challenge</p> <p>Nominated support from wellbeing or regulation & behaviour team as crisis first responders</p> <p>Targeted, in person intervention from member of regulation & behaviour team to demonstrate strategies for sensory processing</p> <p>Regular debriefs – a member of SLT will organise regular meetings with the class team</p> <p>Half-termly meetings – meetings with the family and professionals involved can be offered if required. These</p>	<p>Pupil Welfare Lead – the pupil welfare lead will offer oversight of provision and signpost towards the required package of support. They will coordinate communication with families, professionals and provide updates to ELT.</p> <p>Wellbeing Lead & team – the wellbeing lead may recommend allocating a wellbeing worker to provide regular wellbeing input through timetabled sessions.</p> <p>Regulation & behaviour Lead & team – the regulation & behaviour lead may suggest a series of observations; close monitoring and direct work with the pupil to model best practice.</p> <p>Secondment of wellbeing or regulation and behaviour team for designated period may be required to support period of dysregulation.</p> <p>EBSA team - if there is concern that the pupil's presentation may affect their attendance, the EBSA team could provide initial strategies to support</p> <p>Educational Psychologists – through the pupil welfare and wellbeing leads, a</p>

<p><i>being in stage 3.</i></p>	<p>person which raises significant concerns about their wellbeing</p>	<p>An initial welfare call from the pupil welfare, wellbeing or regulation and behaviour lead and a weekly phone call from the class teacher or pupil keyworker.</p> <p>Pupil voice assessments - regular opportunities to capture pupil voice via input from key-workers, wellbeing team or Educational Psychologist if allocated.</p>	<p>meetings could also work alongside a FEHA to extend any outcomes or actions to include the young person's home.</p> <p>Enhanced curriculum/enrichment opportunities – in some cases, it may be of benefit to the young person to have access to specific opportunities which may help support them to be better regulated.</p> <p>Banding review – if a young person's needs begin to change, the pupil welfare lead will need notifying in order to review whether the appropriate level of support is in place.</p> <p>Extended in school offer - alongside partners from short breaks, after school extended support could be explored to reduce pressure at home and enable additional interventions or sensory or wellbeing activities to take place.</p>	<p>referral can be made to an educational psychologist who can provide an initial consultation with a focus on 'developing understandings of the concern'. To then negotiate further involvement as appropriate.</p> <p>Occupational Therapy service - could provide assessment and advice to home and school following an appropriate medical referral OT service.</p> <p>Local Authority Wellbeing Worker: Nicky Freeborn, the school's link wellbeing worker could be invited to meetings to provide additional support and guidance and to signpost to other agencies</p> <p>Early help team/Short breaks – if it is felt that more support may be required at home, a referral could be made to support the family to access early help or short breaks.</p> <p>Youth Justice Service - a referral could be made to the Youth Justice team if there is a concern that the young person may be at risk of, or involved in offending behaviour.</p> <p>CAMHS - a referral to CAMHS may be pursued to request input to support with specific mental health related issues</p>
---------------------------------	---	---	---	---

Stage 4	Descriptor of Needs	Assessment and Planning	Strategies and Interventions	Professionals & Agencies
<p>Getting More Help</p>  <p><i>If the pupil is presenting in a way in which none of the interventions in stage 3 are helping to reduce the incidence of challenging or concerning behaviour, they may require a specialist programme of support.</i></p>	<p>Those who need more extensive and specialised goals-based help</p> <p>Evidence may begin to emerge as some of the following:</p> <ul style="list-style-type: none"> -Sustained, frequent and dangerous behaviours being recorded on PBS -Observations made by staff of a change in presentation – daily outbursts, withdrawal from learning and interactions, frequent sensory overwhelm, consistent levels of dysregulation. -Communication from parents of significant challenge at home in keeping the young person and other family members safe -Communication from supporting professionals of dangerous changes in behaviour or presentation outside of school or in their care 	<p>Wellbeing review - A detailed review of all paperwork and assessments relating to the pupil's wellbeing carried out by the school lead for wellbeing to be used to inform team around school meetings.</p> <p>Regulation & behaviour review - A detailed review of all paperwork and assessments relating to the pupil's regulation and behaviour carried out by the school lead for regulation & behaviour to be used to inform team around school meetings.</p> <p>FAGUS - all pupils at stage 4 will have a Fagus assessment to provide ongoing strategies and reviewing of support. The assessments will inform EHCP provision and outcomes.</p> <p>Multi-Element Plan (MEP) - if a young person has periods of sustained absence (EBSA) an MEP could be used to offer strategies to support them to attend school.</p> <p>Regular welfare calls with designated lead (welfare, wellbeing or regulation & behaviour)</p>	<p>Team around school MDT meetings – a designated group of professionals will meet regularly to discuss the young person and decide appropriate responses, outcomes and actions.</p> <p>Wellbeing lead to work directly with pupil to provide ongoing assessment of their emotional state and to provide class with strategies and advice</p> <p>Regulation & behaviour lead to directly support team for sustained period of time, demonstrating best practice and advising on all aspects of the pupils' needs relating to regulation and behaviour.</p> <p>Advanced NAPPI training may be required to support teams with specific interventions.</p> <p>Regular debriefs attended by the designated lead (welfare, wellbeing or regulation & behaviour)</p> <p>Transition to enhanced provision – if the pupil's placement in class is at risk, they may transition into the enhanced provision and onto a designated pathway, overseen by the wellbeing or regulation and behaviour lead.</p>	<p>Team around school – a group of professionals who support the young person and the school</p> <p>FIRST team – the pupil welfare, wellbeing or regulation and behaviour lead may contact the FIRST team to make them aware of the young person and have preliminary discussions.</p> <p>Educational psychologists - more direct support and observations. A flexible and person-centred approach will be used to ensure personalisation.</p> <p>Secondment of wellbeing lead for a designated period.</p> <p>Secondment of regulation and behaviour lead for a designated period.</p> <p>Allocation of Outreach & Bespoke Education TA to offer direct support to young person and family</p> <p>Governors – the governing body will be kept informed about the number of young people in stage 4. If there is a risk of the pupil moving into stage 5, they will be made aware of the specifics of the situation.</p>

	<p>-Long and sustained periods of absence due to high levels of anxiety or significant barriers to attendance (EBSA - Emotionally Based School Avoidance)</p>		<p>Outreach/Bespoke Education offer - if a pupil's presentation affects their ability to cope with the demands of school, a bespoke and blended educational offer could be explored via outreach in the home/community</p> <p>Alternative Provision - support from alternative providers could be commissioned to provide different experiences or input</p> <p>EHCP review – if a young person's needs have changed, a full EHCP review may be required in which descriptions are amended and a reassessment of their support levels completed through the banding document.</p>	<p>Local authority partners - professionals from the local authority will be informed of when a young person reaches stage 4 and updated on progress. A representative will be invited to MDT meetings</p> <p>York Alternative Provision Directory - the range of alternative providers in York could be explored</p>
--	---	--	---	---

Stage 5	Descriptor of Needs	Assessment and Planning	Strategies and Interventions	Professionals & Agencies
Getting Risk Support 	<p>Those who have not benefited from or are unable to use help, but are of such a risk that they are still in contact with services</p> <p>If all previous interventions have been unsuccessful or if the young person and those who support them remain in crisis, they will move into stage 5. They may require a highly bespoke package of support through the school's enhanced plus provision. If this is unsuccessful, it may be appropriate to begin exploring a move to a different educational or other type of provision in order to meet their needs.</p>	<p>Dynamic Support Register referral form - to prepare the Local Authority and health partners for a potential CETR, information about the young person will need to be gathered and collated to inform a referral to the dynamic support register</p> <p>A case history and evidence of young person's presentation and situation to be shared with local authority to enable an appropriate bespoke package of support to be put together.</p> <p>Pupil portfolio to be constructed which includes an enhanced risk assessment to enable staff to support in a range of settings</p>	<p>Fortnightly MDT meetings</p> <p>Transition to Enhanced Plus provision</p> <p>CETR – if the MDT meetings and strategies and interventions have not had the desired impact, the team around school may decide to put in a referral for a CETR (Care and Education Treatment Review)</p> <p>Strategies and Interventions to focus on risk reduction and stabilisation with pupil outcomes reviewed</p>	<p>School Learning & Regulation Support Practitioners to provide direct input and support for young person to access bespoke package</p> <p>Key Worker service - who can be referred to in order to offer guidance and input if pupils are on the DSR</p> <p>FIRST team – the FIRST team may begin directly supporting the young person, family and school</p> <p>Governors – the governing body will be kept informed through the representative at the CETR</p> <p>Local Authority partners- Professionals from the local authority will be invited to the CETR</p>

Team Around School

Lead for Pupil Welfare: Andy Kemp

Lead for Pupil Wellbeing: Justine Ashton

Wellbeing Team: Zoe Scott, Karen Thompson-Cole, Hayley Haigh, Nick Metcalfe, Jane Horsewood, Heidi Hodgson, Claire Wilson, Emma Morgan

Lead for Regulation & Behaviour: Rory Sanderson

Regulation & Behaviour Team: Katy Kirk & Nathan Brown

Educational Psychologists: Rachael Lusby, Suzi Dundass

School EBSA team: Sally Firth, & Rachael Lusby

FIRST Team: Alex Velic & Barbara Di Benedetta

LA link professionals: Lynne Johns & Caroline Coates

Health & Disability & Short Breaks Team managers: Anna Ikwue, Stacey Woodcock & Nicola Inglis

CYC School Wellbeing Worker: Nicky Freeborn

Occupational Therapists: Ceiri Morgan & Jayne Goldsmith

Early Help Team

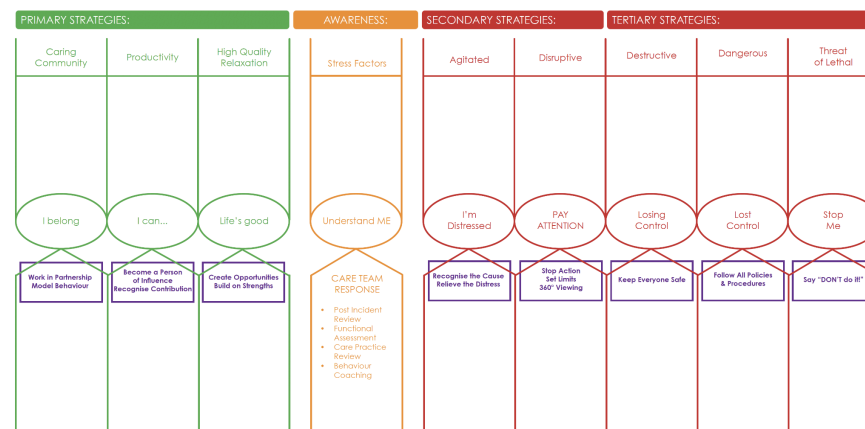
Youth Justice Service

Lead for Staff Welfare: Sam Hepworth

Tools & Resources

Lalemand Scale & PBS

Each pupil will have a profile on the school's Positive Behaviour Support (PBS) system. This will include the Lalemand Scale which is a dynamic tool that provides our school staff with a method to assess five different levels of behaviour, recognise the second level message associated to that behaviour, and identify appropriate management strategies. It also incorporates a green scale to cover all of the positive elements that are imperative to our students' wellbeing, including, how they feel part of a community, how they feel productive and how they are able to access high quality relaxation.



Case Studies & Impact Reports

Case Studies and Impact Reports can be used to record the effect and impact of planned interventions. They are a means of identifying areas of concern, setting actions and evaluating outcomes to inform what support to put in place and to provide a direction to ongoing work with a young person.

Applefields School Case Study											
Pupil Details											
Name:											
Year group:											
Curriculum strand:	Informal	Semi-Formal									
Pupil Premium/ LAC:	Yes / No	Formal									
Background – why has the case study been produced?											
1. Limited or stagnated progress 2. Reduced attendance 3. Reduced engagement in learning 4. Increase in challenging behaviour 5. Changes in health 6. Other: specify											
Further detail:											
Actions to be taken by the school <table border="1"> <thead> <tr> <th>Action</th> <th>Who</th> <th>When</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>			Action	Who	When						
Action	Who	When									
Intended Outcomes											
•											
Practical Impact											
If actions had a significant impact – complete a separate impact report											
Date reviewed:											

Individual Risk Assessment

A pupil risk assessment should be considered where a student's conduct poses a demonstrable and ongoing risk to the health, safety and wellbeing to themselves or of other members of the school community. In particular, if a pupil demonstrates behaviours which enter the 'disruptive' or 'dangerous' sections of their Lalemand behaviour scale, then a risk assessment should be completed.



Applefields School York

Assessment conducted by:	Job title:	Covered by this assessment: Headteacher, staff, teaching assistants, volunteers and pupils.
Date of assessment:	Review interval:	Date of next review:

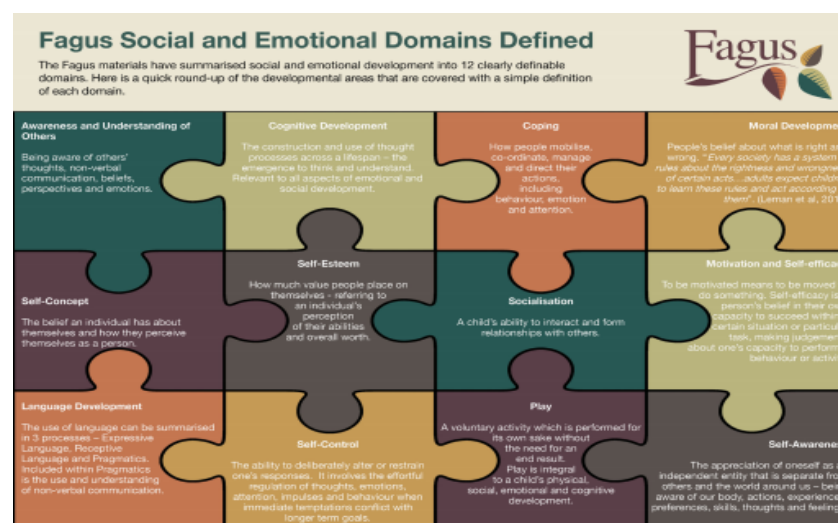
Related documents

Behavioural Policy, Child Protection and Safeguarding Policy, Special Educational Needs and Disabilities (SEND) Policy, Pupil Code of Conduct, First-Aid Policy, Health and Safety Policy.

Risk rating		Likelihood of occurrence		
		Probable	Possible	Remote
Likely impact	Major Causes major physical injury, harm or ill-health.	High (H)	H	Medium (M)
	Severe Causes physical injury or illness requiring first aid.	H	M	Low (L)
	Minor Causes physical or emotional discomfort.	M	L	L

FAGUS

Fagus is an assessment tool and framework which helps to identify a pupil's current level of social and emotional development and provide outcomes and strategies to support them.



Sensory Profiling Tool

Working in collaboration with other schools and occupational therapists from North Yorkshire, a sensory profiling tool was created to identify and then provide suggested strategies to support our pupils' sensory needs.



READY SENSORY LEARN

Add a row

Tick	Sense	Behaviour	Suggested Strategies
✓	Auditory (over sensitive)	Hold hands over ears	Ear defenders, reduce noise in environment
	Auditory (over sensitive)	Responds negatively to noise level	Ear defenders, reduce noise in environment
	Auditory (over sensitive)	Can hear the faintest noises	Ear defenders, reduce noise in environment
	Auditory (over sensitive)	Directions have to be repeated	Visual aids
	Auditory (over sensitive)	Easily Frustrated during listening activities	Minimal speech, reduced auditory input
	Auditory (over sensitive)	Doesn't like noise/avoids noisy places	Ear defenders, reduce noise in environment
	Auditory (under sensitive)	Difficulty locating the source of a sound	Make sound source or speaker visible to recipient
	Auditory (under sensitive)	Making noises	Music sessions, access to instruments, headphones, alternative sensory input
	Auditory (under sensitive)	Difficulty relaying a spoken message	Visual aids, time to respond (processing time)
	Auditory (under sensitive)	May give inappropriate responses to instructions	Visual aids, time to respond (processing time), repetition
	Auditory (under sensitive)	Problems with spelling	Visual aids, time to respond (processing time), repetition
	Auditory (under sensitive)	Problems sounding out words while reading	Visual aids, time to respond (processing time), repetition
	Auditory (under sensitive)	Speech can be hard to understand	Visual aids, time to respond (processing time), repetition
	Visual (over sensitive)	Avoids bright lights -covers eyes or squints	Sunglasses, reduce light in environment
	Visual (over sensitive)	Expresses discomfort by bright light after others have adapted to it	Sunglasses, reduce light in environment

Sense	
Auditory (over sensitive)	Auditory (under sensitive)
Oral (over sensitive)	Oral (under sensitive)
Proprioception (over sensitive)	Proprioception (under sensitive)
Smell (over sensitive)	Smell (under sensitive)
Touch (over sensitive)	Touch (under sensitive)
Vestibular (over sensitive)	Vestibular (under sensitive)
Visual (over sensitive)	Visual (under sensitive)

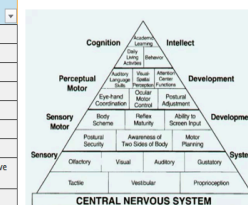


Figure 5. Pyramid of Learning. (Williams & Shellenbeger, 1-4)

Sensory systems

Visual:

- Receives information about the surrounding visual environment including the contrast between light and dark, colour and movement

