



Springwood Federation SEND and Inclusion

Jo Livingstone - Executive Headteacher
Charlotte Stevenson - Deputy Headteacher and
SENDCO



Context of the Schools

Infants (PAN 180, 148 on roll)

- Pupil Premium - 68/148 (46%)
- Non Pupil Premium - 80/148 (54%)
- SEND - 53/148 (36%)
- Non SEND - 95/148 (64%)
- SEND and PP - 24/148 (16%)
- EHCPs - 10/148 (7%). 2 x Special School Places allocated for September 2024
- EHCPs in Draft - 2/148 (1%)
- EHCPs in Assessment Stage - 3/148 (2%)
- Reduced Hours Provision - 9/148 (6%)

Juniors (PAN 240, 216 on roll)

- Pupil Premium - 94/216 (44%)
- Non Pupil Premium - 122/216 (56%)
- SEND - 89/216 (41%)
- Non SEND - 127/214 (59%)
- SEND and PP - 41/216 (19%)
- EHCPs - 13/216 (6%). 1 x Special School Place allocated for September 2024
- EHCPs in Draft - 0/216 (0%)
- EHCPs in Assessment Stage - 3/216 (1%)
- Reduced Hours Provision - 5/216 (2%)

As a Federation, we have 25 EHCPs (2 in draft), further 5 in assessment stage and 3 more requests to be submitted this term.

TA roles are to support children with their EHCP targets. Some TAs work with up to three children across the Federation (daily). There are no class based TAs.

Context of the Schools

- ▶ There have been increasing numbers of children identified as SEND across the schools (as more children enter EYFS with moderate learning difficulties/more significant needs and further children with SEND, transfer to us 'in-year').
- ▶ An increased percentage of these children present with 'Behaviour as Communication of Need'. For many of these children with SEND, the schools' primary objectives have been to support them to feel safe and welcome in school, be safe in school and reduce the disruption to other children's learning. This has to be achieved so the child is 'ready to learn'. The expectation is that the child then has capacity to engage with personalised activities building on their starting points and can make progress, aspirationally, to close the gap between their current attainment and Age-Related Expectations.
- ▶ Due to the significant and complex need of many children, and despite the involvement of numerous external agencies/utilisation of significant resources, there are children who continue to use behaviour as a communication of need and their presentation and successful engagement with personalised provision/strategies varies dependent on day of the week/week of the term, availability of adult support, home factors and level of unforeseen change to planned routine.



Springwood Federation's Behaviour Log Case Studies 2023-23

We are a 'Good' School because...

The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated and pupils' behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupils' behaviour.

Universal

To ensure all pupils follow appropriate routines:

- High behaviour expectations for all
- Behaviour policy and systems followed by all pupils and staff. Reward and sanction systems based on conduct in place with a clear reporting system.
- CPD for all staff, e.g. PBS ACEs and bespoke, e.g. Lunchtime Supervisors
- Child presents with behaviour of concern (unsafe to them/others, or disruptive to learners). Staff will monitor and make reasonable adjustments e.g. additional adult support, reassurance, rewards, distraction etc.

Targeted pupils who require a personalised approach:

- If behaviour/concerns persist, liaison with parents will occur and a monitoring period will commence.
- Behaviour will be tracked using school systems and the monitoring period will close if behavioural incidents reduce. Two week monitoring intervention in order to reduce number of incidents

Targeted pupils

- If behavioural incidents do not reduce or they escalate, a meeting between the SENDCo and the class teacher will occur. The SENDCo will then support the teacher to analyse the behaviours using an Antecedent Behaviour Communication and Consequence chart (ABCC) and an iceberg model. This will inform an Individual Behaviour Management Plan (IBMP) and a personalised Risk Assessment (RA) for the child.
- Behaviour as a communication of need - ABCC tracking system in place when required
- For children with an IBMP, their behaviour will be reviewed weekly/fortnightly with parents by the SENDCo resulting in changes to IBMP/RA (Asses, Plan, Do, Review).
- If needed, external agencies will be utilised in the form of consultation, referral, outreach support (e.g. School nurses, PBS, Educational Psychologist, Riverside, Waterloo etc). *External agencies will support the school with specialised guidance to inform/conduct continued cycles of 'Assess, Plan, Do, Review' alongside parents.
- Other provision and actions may be taken to reduce risk e.g. reduced timetable, suspension, use of alternate education providers (e.g. Robin's Oak, Second Chance, Oarsome Chance, Online tutoring etc). Evidence submitted in a request for an EHCP if appropriate.
- Should unsafe behaviours/disruption to learning continue despite the repeated process of continued Graduated Approach, a managed move will be considered/processed.
- Should a managed move not be successful and unsafe behaviours/disruption to learning continue permanent exclusion will be considered/processed.
- Inreach (Robin's Oak)
- Outreach (Riverside Special School/Waterloo Special School)

The Behaviour Policy States (updated September 2023):

Personalising Provision

Sometimes, a child requires a more personalised approach than the whole school behaviour policy. Wherever possible, external agency involvement will be utilised to further investigate concerns and personalise provision, prior to suspensions being processed.

The following is an example of the systems that may be appropriate to follow if there are persistent behaviour difficulties being logged:

Child presents with behaviour of concern (unsafe to them/others, or disruptive to learners).

Staff will monitor and make reasonable adjustments e.g. additional adult support, reassurance, rewards, distraction etc.

If behaviour/concerns persist, liaison with parents will occur and a monitoring period will commence.

Behaviour will be tracked using school systems and the monitoring period will close if behavioural incidents reduce.

If behavioural incidents do not reduce or they escalate, a meeting between the SENDCo and the class teacher will occur.

The SENDCo will then support the teacher to analyse the behaviours using an Antecedent Behaviour Communication and Consequence chart (ABCC) and an iceberg model.

This will inform an Individual Behaviour Management Plan (IBMP) and a personalised Risk Assessment (RA) for the child

For children with an IBMP, their behaviour will be reviewed weekly/fortnightly with parents by the SENDCo resulting in changes to IBMP/RA (Asses, Plan, Do, Review).

If needed, external agencies will be utilised in the form of consultation, referral, outreach support (e.g. School nurses, PBS, Educational Psychologist, Riverside, Waterloo etc). *External agencies will support the school with specialised guidance to inform/conduct continued cycles of 'Assess, Plan, Do, Review' alongside parents.

Other provision and actions may be taken to reduce risk e.g. reduced timetable, suspension, use of alternate education providers (e.g. Robin's Oak, Second Chance, Oarsome Chance, Online tutoring etc). Evidence submitted in a request for an EHCP if appropriate.

Should unsafe behaviours/disruption to learning continue despite the repeated process of continued Graduated Approach, a managed move will be considered/processed.

Should a managed move not be successful and unsafe behaviours/disruption to learning continue permanent exclusion will be considered/processed.

Collective Efficacy

Profile of need in the schools

Of children on SEND Register				
32/53 (60%) have needs in two or more of the 4 broad areas of SEND				
	C&L	C&I	SEMH	Phys/Sensory
Infant School	39/53 74%	28/53 53%	33/53 62%	21/53 40%

Of children on the SEND Register				
48/89 (54%) have needs in two or more of the 4 broad areas of SEND				
	C&L	C&I	SEMH	Phys/Sensory
Junior School	78/89 (88%)	36/89 (40%)	38/89 (43%)	16/89 (18%)

Identification Process



Identification of SEND at Springwood Federation

Name of child <div style="border: 1px solid black; width: 100px; height: 20px;"></div>	Year Group/class R-fores.	Concern/s Identified - no eye contact - refuses to speak - will not play alongside others. - chews colour when anxious - won't ask/ tap teacher for help. Will look at staff to signal he needs help.	Parents aware? <input checked="" type="radio"/> Yes <input type="radio"/> No
Area of need: Cognition and Learning Social, emotional and mental health <input checked="" type="checkbox"/> Communication and interaction <input checked="" type="checkbox"/> Physical/sensory Other		What has been tried already? - GIVE CARDS ON WAISTBAND - eat defecials - chew toy - building rapport with staff - Interventions - morning job - building confidence (setting in) - hand gestures YES/NO.	Were they informed of concerns? <input checked="" type="checkbox"/> Did they raise concerns initially? Have concerns and provision/progress been discussed over time? <input checked="" type="checkbox"/> Are they supportive of child being identified as SEND? <input checked="" type="checkbox"/>
External agency involvement (e.g. referrals, reports, appointments) or identified with SEND at previous setting Referred to paediatrician.		Evidence (e.g. books, observations, teacher assessment, baseline measures, screening tests, PPRs, intervention data, CPOMS) tapes - evidence of 'setting in' targets. - evidence of building relationships	Is the child aware of difficulty/asking for help? will not ask for help. will leave comfort from Lft at times
How long have concerns been evident? Spring onwards.			

Added to the Register

- ▶ Needs have to correspond with those identified on identification sheet or pre-identified by external agency involvement/historic information from previous school/parent.
- ▶ Highlight appropriately the categories of need identified
- ▶ Include the generic description of each area of need identified - personalise if possible/appropriate
- ▶ Update as appropriate re external agency involvement. SENDCo will also sample and update on monitoring cycle.
- ▶ Ensure provision in class matches needs identified and that reported to parents in SEND phone calls (6.12.23 and 20.3.2024).
- ▶ Data table completed termly as part of data upload prior to PPRs.
- ▶ End of year expectation to evaluate progress

Springwood Federation: A personalised approach to assessment for children with SEND

	Things I am good at: Likes to be asked at the HRS/GW.	Things I find difficult: No answer	Things which help me: No answer
	Things which help me: No answer	Things which help me: No answer	Things which help me: No answer

External Agency Involvement (see SEND files for reports)

- Paediatricians
- Monitoring for SALT – in preparation for referral

Areas of Need (✓): Cognition and learning Communication and Interaction SEMH Physical/Sensory

Speech, Language or communication need

- Speech may also be disordered or delayed, so that social interactions are limited and this may result in frustration, stress and/or challenging behaviour.
- They may have difficulty in understanding and/or expressing emotions, abstract and non-literal language, inference, social interactions all of which could result in ritualistic and/or rigid behaviours.
- Any of the above result in challenging behaviours, school refusal, difficulty in forming relationships, frustration or anxiety.

Communication and Interaction:

- The child/young person (CYP) has language and communication difficulties which create a barrier to learning and/or impedes the development of social skills and relationships.
- Areas of speech, fluency, language social communication skills, are not age appropriate and/or consistent with peers.
- The child/young person has disordered/delayed receptive language skills: They may have:
 - difficulty understanding the meaning of words and concepts: abstract vocabulary, words with more than one meaning depending on context, literal understanding of language
- Reduced higher level language skills, such as drawing inference, making predictions, cause and effect reasoning; problem solving.
- The child/young person has disordered/delayed expressive language. They may have difficulty with:
 - speech: articulation difficulties, verbal dyspraxia, dysfluency
 - accessing vocabulary (word retrieval)
 - organising and sequencing thoughts and ideas and expressing these in both, spoken and written output.

Springwood Federation: A personalised approach to assessment for children with SEND

• The child/young person has social interaction and communication difficulties which can cause conflict, impact on their ability to form and maintain friendships, make them socially isolated and vulnerable.

• The child/young person have difficulty in understanding and/or expressing emotions.

Any of the above may result in frustration, stress, high levels of anxiety, ritualistic and/or challenging behaviours, school refusal and mental health difficulties.

Prime Areas									
End of Year	CBL	PSED				PD			
Not on Track	LAU	S	SR	MS	SR	GMS	FMS		
Start (November)									
February Milestone									
Spring Term									
End									

Specific Areas										
End of Year	L			M			UW		EABD	
Not on Track	C	WR	W	N	NP	P&P	PC&C	T&W	C&M	B&E
Start (November)										
February Milestone										
Spring Term										
End										

End of Year 1:

End of Year progress aim	Set to curriculum level of				
	Met (SD)				
	Not met				
	A year's progress made?				

SEND Phone Calls

(in addition to Parent Consultations)

- ▶ Share the provision that is in place
- ▶ Share the Progress made each term
- ▶ Share the identified next steps (from the EHCP/external agency recommendations/screening test e.g. DEST, SEND Toolkits. HAM etc)
- ▶ Log parental response

Summer 2023 SEND Review		
SEND difficulties/barriers	Provision	Progress and next steps
<p>Cognition and Learning</p> <ul style="list-style-type: none"> • Below ARE in maths, writing and reading. • Lacking motivation and have a limited concentration span. • Limited interpersonal skills, including low self-esteem. • Handwriting (forming lower-case letters in the correct directions, starting and finishing in the right place. 	<ul style="list-style-type: none"> • Differentiated planning (especially for maths) • Sometimes guided writing in a smaller group • Smaller group support (for some lessons, more so maths) • Writing on whiteboards to increase confidence before writing in books • Independent box including brain break activities and activities to boost self-esteem • Oral rehearsal of sentences to ensure that there are no missing words • Handwriting and letter formation practice • Support and taught methods within maths • Encouragement and brain break time given once completing tasks for motivation. • Daily Dyslexia gold • Individual behaviour plan to support boundaries and rewards. • Write from the start, letter formation practice weekly. • Playdoh rewards to strengthen hands. 	<p>Previous target reading: develop simple inference and explanation skills about his reading.</p> <p>Progress: Oscar is a fluent reader and uses his knowledge of phonics to break down unfamiliar words. He needs to make sure that he uses evidence from the text rather than guessing.</p> <p>Target for Sept 2023:</p> <ul style="list-style-type: none"> • Draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words. <p>Previous target Writing: Independently use expanded noun phrases to describe and specify.</p> <p>Progress: Oscar has a good range of vocabulary and is beginning to include them in his writing. He is beginning to think about using capital letters and full stops. He needs to make sure he leaves finger spaces to ensure his work is easy to read.</p> <p>Target for Sept 2023:</p> <ul style="list-style-type: none"> • Use compound sentences with coordinating conjunctions • Use adverbs and prepositions to express time, place and cause <p>Previous target Maths</p> <ul style="list-style-type: none"> • Recall and use addition and subtraction facts to 20 fluently. • Match the operation with the correct symbol for add, subtract, multiply and division. • Solve simple problems using concrete equipment independently, thinking about each step required. <p>Progress: Oscar is able to confidently tell you number facts to 100. He understands which operation is needed to solve a problem and can give other terms for each operation. He feels confident using dienes to solve problems and is beginning to use more formal methods to add and subtract</p> <p>Target for Sept 2023:</p> <ul style="list-style-type: none"> • recall and use multiplication and division facts for the 4 and 8 multiplication tables • find 10 or 100 more or less than a given number

Provision

Reviewed weekly by the SENDCo, in addition to some children with EHCPs

► Infants Reduced Hours Provision

EYFS

XXX - Monday to Friday, XXX will attend from 9:15am to 10:30am

XXX - Monday to Friday, XXX will attend from 9:00am to 12:15am

XXX - Monday to Friday, XXX will attend from 11:45am to 3pm

Year 1

XXX - Monday to Friday, XXX will attend from 8:30am to 12:15pm

XXX - Monday and Friday in Fresh Air Learning, Tuesday - Thursday
2.5 hour - arrival between 8:55am and 9:10am. Collection at 11:30am.

XXX - Monday and Friday in Fresh Air Learning, Tuesday - Thursday
0.5 hour - 1pm to 1:30pm

XXX - Monday to Friday, XXX will attend from 8:30am to 10am.

Year 2

XXX - XXX will arrive at school at 1pm. She will exit the school through the office at 2:55pm. On a Monday and a Friday, XXX and her sibling will attend a Fresh Air Learning session from 11:10pm to 1pm.

XXX - Monday to Friday, XXX will attend from 8:45am to 10:00am.

XXX - Monday, Wednesday and Friday school attendance 8:30am-10:45am. Tuesday and Thursday school attendance 8:30am-10:30am, followed by Fresh Air Learning 10:30am to 11:30am.

► Juniors Reduced Hours Provision

Year 4

XXX - Monday to Friday, XXX will attend 1pm to 3pm.

XXX - Monday and Tuesday, XXX will attend Inreach at Robin's Oak (9:30am to 2pm). Wednesday to Friday, XXX will attend 8:30am to 11:30am.

XXX - Monday to Friday, XXX will attend 8:30am to 1pm. However, mother stated that if he has any 'Red' days, he will be collected at 12pm instead.

Year 5

XXX - XXX will attend daily 8:30am to 10:15am. Tuesday and Friday he will be collected for a 2 hour session with Enable Ability.

XXX - XXX will return to being fulltime attendance with half day for his chemotherapy treatment.

Year 6

XXX - XXX will arrive at school at 1:00pm. He will exit the school with his peers at 3:00pm. On a Monday and a Friday, XXX and his sibling will attend a Fresh Air Learning session from 11:10am to 1pm.

Individual Behaviour Management Plans (IBMPs), PBS/Riverside/Waterloo Involvement and Continuous Professional Development

Number of Children with IBMPs:

EYFS x 8
Year 1 x 8
Year 2 x 5
Year 3 x 1
Year 4 x 3
Year 5 x 2
Year 6 x 2

Children open to PBS are:

EYFS - as year group (considering 4 separate)

Year 1 x 2
Year 2 x 2
Year 4 x 1

Children who are going to attend/attending PBS Inreach 2 days a week:

Year 2 x 1
Year 4 x 1

Children open to Riverside are:

Year 1 x 2

Children open to Waterloo are:

Year 1 x 2

Children in receipt of Play Therapy:

EYFS x 1
Year 2 x 1
Year 3 x 1
Year 4 x 1

Children open to PBS are:

EYFS - as year group (considering 4 separate)

Year 1 x 2
Year 2 x 2
Year 4 x 1

Children who are going to attend/attending PBS Inreach 2 days a week:

Year 2 x 1
Year 4 x 1

Children open to Riverside are:

Year 1 x 2

Children open to Waterloo are:

Year 1 x 2

Children in receipt of Play Therapy:

EYFS x 1
Year 2 x 1
Year 3 x 1
Year 4 x 1

Educational Psychologist

EP in on 8.2.24 - XXX will be spending the day in the infant school - problem solving around some of our Key children.

EYFS - 8:30-10:15

Y1 - 10:30-12:15

1-1:30 Strategic regroup

Y2 - 1:30-3:00

Examples of CPD (updated and shared with staff weekly):

PBS in at least fortnightly to work with year groups EYFS-2 and 2 individuals in Y4

XXX attending PBS Monday PM weekly to cascade strategies to teams from Inreach provision.

XXX to be attending PBS Tuesday PM weekly (TBC)

Individual Education Behaviour Plan

Name: Year Group:

Strengths:

- Freddie sometimes responds well to humour and responds well to an adult's attention.
- Making relationships
- Hand/eye coordination
- Sensory
- Knowledge and understanding of the world
- Freddie is beginning to sit next to a chosen friend for two-five minutes
- Freddie's levels of engagement improve if he has a 1:1

Key behaviour difficulties:

Communication and interaction

- Freddie has difficulties with communication (communicating feelings), social interaction and flexible thinking which cause barriers to learning and the development of positive social relationships despite the provision of differentiated learning opportunities.
- Freddie cannot communicate his emotions in an appropriate manner and will show his feelings through the following: spitting, hair pulling, running, kicking, hitting, slapping, scratching, pinching, refusing, throwing objects, hiding, biting, swearing, climbing, making threats and screaming (I will spit, I will wind you up, I will run away, I will escape, I will climb up the fence and jump over to there and get away') etc.

Social, emotional and mental health

- Mother finds Freddie's behaviour difficult at home although she reports that he does not present with the same behaviours seen in school and nursery.
- Does not manage change easily
- Non and Next timetable unsuccessful
- Does not manage loud, busy places easily. Does not like using headphones

Cognition and Learning

- Freddie has attention and concentration difficulties

Physical and/or sensory

- He can experience sensory 'overload' and this can be a trigger for dysregulation. Sensory processing issues – can become heightened when the EYFS environment is noisy
- Solent Therapies Checklists raised sensory challenges, social communication challenges, attention/listening and organisation challenges

Possible communication of need:

I do not feel safe
 I do not like change
 I do not understand
 I do not know how to play with others and I do not like to share
 I have a need for control – I do not want to follow adult instructions/rules and being told 'No' is a trigger
 I have sensory needs and aversions – I do not like it when it is busy/noisy.
 I do not know how to use language to communicate so I use physical interactions and aggression
 I am not ready to learn
 I need to have clear and consistent barriers and a safe space
 Do not know how to ask for help

What we wish to see instead:

- Freddie to be safe in school
- Freddie to engage in his personalised learning in school (teacher directed tasks)
- Freddie to follow the teacher's instructions
- Freddie to follow 'Now and Next' style organisation

- Freddie to make a decision from the 'choices' he is given by teachers and other key adults (TAs, LTS)

How parents/carers can help:

- Seek guidance and investigation from health professionals – GP, paediatricians etc.
- Discuss expectations and rules with Freddie so he receives consistent messages - reiterate and reinforce messages from the school e.g. Kind hands and feet, Kind words
- Reinforce to Freddie that he must listen to teachers and make a choice from given options
- Encourage him to work towards rewards (either agreed awards in school or at home)

How school can help

The School will:

- Support Freddie by Co-regulating and modelling Self-regulation
- Provide adaptations to the environment to try to engage Freddie whilst keeping other children safe
- Liaise with parents regularly
- Request support from appropriate external agencies e.g. Primary Behaviour Support, EP, SEND Team
- Complete Risk assessments
- Promote the child's resilience, perseverance and effort

Ways of celebrating

- Weekly review calls with the SENDCo.
- Traffic light system will be used to track his week on a behaviour chart and this will be emailed home on a Friday. 5 greens will lead to an incremental increase in time.
- Positive praise will be used to develop relationships and help Freddie to feel success

Agreed Provision and Plan

Adjustments to be made by the school to support the achievement of the target behaviours including staffing/activities/equipment/other agency involvement.

Proactive strategies:

- Seek guidance from Portage, EP, PBS, Riverside, SEND, Health professionals and the Inclusion Team
- Use visual cues to reinforce verbal instructions
- Use Thrive language and feelings monsters resources and to support Freddie to begin to identify his emotions
- Personalise the curriculum so that Freddie's 'learning' is based on his next steps of being able to stay safe and being able to play.
- Praise
- Use parallel play model and when appropriate have staff interact with Freddie to join his game (child led) to build relationships. Freddie has identified a child who is a good role model.
- Provide support from additional adults where possible
- Build evidence for an EHCP
- Work in collaboration with parents and external agencies
- Provide a reduced timetable of personalised provision as a package of support to attempt to meet need
- Co-regulate with Freddie
- Visual reminders of which adults will be in class/teaching Freddie that day/across the week
- Give Freddie 2 choices
- Freddie currently attends for two hours a day

Reactive strategies:

If Freddie becomes dysregulated and is not responding to above provision/communication as he is no longer using his rational brain (in crisis - peak of assault cycle) adults should:

- Attempt to use de-escalation/distraction strategies e.g. look at something different/engaging together
- Give Freddie two choices
- Attempt 'change of adult'
- Support transition to his Safe Space
- Use reduced language and repeat two choices
- Call for SLT support

Consequences:

- Put away equipment that he has misused or hurt others with stating 'Not Safe'.
- SENDCo will conduct weekly review calls with parents to determine whether the reduced timetable and provision is appropriate
- Fixed Term Suspensions will be considered in the case of ongoing violent incidences

Reviews

9.12.22

Difficulty with behaviour is perceived to be due to changes in routine/noise levels etc.

Next week to offer more stability now that the production has finished.

Freddie to be presented with choice to engage in Christmas activities or to complete another activity somewhere relatively quiet.

24.2.23

Further suspension led to:

- meeting with parents
- reduced hours provision decreasing to 1 hour daily - time changed to 10am -11am
- Alternative provision setting being consulted – will provide 1 day a week (TBC)
- EP advice regarding sensory processing assessment
- RA and NIRTE RA updated

For further information and updates see CPOMS.

Year 1

15.9.23 Reviewed

Monitoring arrangements

Charlotte Stevenson reviews based on recent presentation (weekly tally uploaded to CPOMS on Thursdays) – fortnightly review. More frequent should presentation worsen.

Weekly Tracker/Tally

- Personalised to the child, i.e. teachers may see different behaviours, require a different format (tick instead of tally) etc
- Notes to be added if required.
- Appropriate tone and none emotive language used as these are shared with external agencies, e.g. sent to SEND Team as evidence of ongoing need for AR/request for EHCP etc

Name: [REDACTED] Week commencing: 8/9/25

	De-escalation /distraction strategies	Change of adult	SLT required	Positive handling	Consequences needed	Leaving classroom/unable to stay safe	Refusal to complete learning	Disruptive behaviour
Friday	08/09	Absent	→	FOREST SCHOOL				
Monday	11/09	Absent	→	INSET DAY FOREST SCHOOL				
Tuesday	12/09							3 jobs completed
Wednesday	13/09		→ out of front entrance			1		1 job over 2 @ recess
Thursday	14/09	11	1					1 job over 2 @ recess 2 supervised outings

12/09 - Very positive morning. Robert entered school well and happily. Robert followed instructions over session, completed 3 jobs with Ⓢ and played a 10 minute game with friends. Robert remained safe and made good choices throughout session.

13/09 - Robert came into school well and used skateboard safely to transition into the session. Robert chose not to play with friends this am. 1 job (maths) completed 1:1 in stages with some refusal behaviours - ripped and screwed it up, began to dysregulate as didn't want to do it - able to regulate with Ⓢ and noise good choice. Remained regulated over rest of session. When using door at front entrance - Mrs Acres blocked access to button - R. ran back towards year 2, Mrs Acres followed to Ⓢ. R.S hid and ran back to front entrance and opened door. Walked outside. Refused to come back in - SLT called and immediately arrived to Ⓢ R.S back inside. R.S was not outside alone at any point. Discussion with R.S and mum re: staying safe and not pressing the button under any circumstances.

14/09 - Robert refused to come in safely - reluctant to leave Mum and began kicking and punching front door, refused to stop - SLT called to Ⓢ. Regulated in hall with Mr Cury and skate board time, then transitioned down to area. Completed 1 job 1:1 with Ⓢ - some refusals and dys-regulated behaviours displayed, but regulated with Ⓢ and remained safe over session.

door at front entrance - Mrs Acres blocked access to button - R. ran back towards year 2, Mrs Acres followed to Ⓢ. R.S hid and ran back to front entrance and opened door. Walked outside. Refused to come back in - SLT called and immediately arrived to Ⓢ R.S back inside. R.S was not outside alone at any point. Discussion with R.S and mum re: staying safe and not pressing the button under any circumstances.

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Violent/Risky Behaviour

Assesses Risk

Details Proactive and Reactive Measures

Details reviews

CHILDREN'S SERVICES HEALTH & SAFETY

CHILDREN'S SERVICES RISK ASSESSMENT TEMPLATE FORM R4TRF004
Challenging Behaviour in School Risk Assessment

To be completed by those meeting to assess risk from children whose behaviour is, or is considered to be, challenging. It is a tool used to identify and assess risk to children's educational attainment, physical safety and wellbeing. It is not a diagnostic tool. Considerations should be based on current knowledge and perception based on your understanding. The appropriate 'Response' (below) will be entered in **Table One** against each listed behaviour.

This assessment is in four parts:
Part 1 - General assessment information & summary comments
Part 2 - Evaluation of risk
Part 3 - Proactive measures
Part 4 - Assessment of review

PART 1 - GENERAL ASSESSMENT INFORMATION & SUMMARY COMMENTS

School / Site: [insert school/site where assessment is being carried out]
Springwood Federation

Name of child: [insert name of child whose behaviour is being assessed]

Missina Bhatt

Age & year group: [insert the age and year group of child under assessment]
Year 1 (December 2016-2017)

Assessment date: [insert date when risk assessment is being carried out]
12.9.23, Updated: 17.9.23

Assessor's name(s): [insert]
ABV

Event: [When relevant, Violent Behaviours towards staff and peers, EHCP in place (Y/N) (1.1.18.1)]

Other children with SEND also target e.g. JL

Name of assessor of Children's Services:

Assessment review: [Set future review dates & sign commitment upon completion]

Review date: [] Reviewed by: [] Remarks: []

Updates additional following relevant incidents/behaviour factors (linked into CPOMS)

PART 2 - Evaluation of Risk

BEHAVIOUR CAUSING CONCERN - ASSESSING THE LEVEL OF RISK

Use **Table One** to record your initial consideration (based on analysis of risk as determined below)

CPOMS/SEND/INFORMATION REVIEW Page 1 of 6

CHILDREN'S SERVICES HEALTH & SAFETY

Table One
The Target column in **Table One** should be used to indicate the type of person(s) to whom the challenging behaviour or risk behaviour is directed. Considerations should be based on current knowledge and perception based on your understanding. The appropriate 'Response' (below) will be entered in **Table One** against each listed behaviour.

CODE	TYPE OF TARGET
A	Individual(s) only
B	Individual(s) and staff
C	Child and staff/other staff/other staff
D	Other children
E	Staff
F	Parents
G	The general community

Probability
Record your considered view of the likelihood that the behaviour will occur against the following guide to clarify your level of risk of incident. The appropriate 'Probability' (code) should be entered against in **Table One** against each listed behaviour.

CODE	LEVEL	DEFINITIONAL DESCRIPTION
HL	HIGH LEVEL	The individual presents with a high level of risk to themselves or others that is not likely to change.
L	LIKELY	Individual presents with a moderate level of risk that is not likely to change.
U	UNLIKELY	Although the individual may be considered to be at risk, the risk is not likely to change.

Justification
Make a considered and balanced judgement about the behaviours of the challenging behaviour as below. The appropriate 'Justification' (code) below is to be entered in **Table One** against each listed challenging behaviour.

CODE	LEVEL	DEFINITIONAL DESCRIPTION
VB	VERY SERIOUS	The individual presents with a very high level of risk to themselves or others that is not likely to change. This includes a high level of risk to themselves or others that is not likely to change.
S	SERIOUS	The individual presents with a high level of risk to themselves or others that is not likely to change. This includes a high level of risk to themselves or others that is not likely to change.
LS	LESS SERIOUS	The individual presents with a low level of risk to themselves or others that is not likely to change. This includes a low level of risk to themselves or others that is not likely to change.

Influencing factors
When considering the individual's character and other factors, the assessor may have a significant impact on the overall assessment of the challenging behaviour. Consider the factors below (and add other factors) to assist in determining when and what such challenging behaviour may be triggered or prevented.

Some influencing factors may be particularly closely related to particular challenging behaviour. You may choose to identify by recording the influencing factors, factors relating to each influencing factor in the first column of **Table One**. This may enable you to plan your proactive measures more specifically.

CPOMS/SEND/INFORMATION REVIEW Page 2 of 6

CHILDREN'S SERVICES HEALTH & SAFETY

CODE	POSSIBLE INFLUENCING FACTOR
A	Child's personality
B	Child's physical health
C	Child's social skills
D	Child's emotional health
E	Child's cognitive abilities
F	Child's learning difficulties
G	Child's communication skills
H	Child's behaviour
I	Child's environment
J	Child's family
K	Child's school
L	Child's community
M	Child's culture
N	Child's religion
O	Child's ethnicity
P	Child's gender
Q	Child's age
R	Child's sex
S	Child's appearance
T	Child's interests
U	Child's hobbies
V	Child's friends
W	Child's family
X	Child's school
Y	Child's community
Z	Child's culture
AA	Child's religion
AB	Child's ethnicity
AC	Child's gender
AD	Child's age
AE	Child's sex
AF	Child's appearance
AG	Child's interests
AH	Child's hobbies
AI	Child's friends
AJ	Child's family
AK	Child's school
AL	Child's community
AM	Child's culture
AN	Child's religion
AO	Child's ethnicity
AP	Child's gender
AQ	Child's age
AR	Child's sex
AS	Child's appearance
AT	Child's interests
AU	Child's hobbies
AV	Child's friends
AW	Child's family
AX	Child's school
AY	Child's community
AZ	Child's culture
BA	Child's religion
BB	Child's ethnicity
BC	Child's gender
BD	Child's age
BE	Child's sex
BF	Child's appearance
BG	Child's interests
BH	Child's hobbies
BI	Child's friends
BJ	Child's family
BK	Child's school
BL	Child's community
BM	Child's culture
BN	Child's religion
BO	Child's ethnicity
BP	Child's gender
BQ	Child's age
BR	Child's sex
BS	Child's appearance
BT	Child's interests
BU	Child's hobbies
BV	Child's friends
BW	Child's family
BX	Child's school
BY	Child's community
BZ	Child's culture
CA	Child's religion
CB	Child's ethnicity
CC	Child's gender
CD	Child's age
CE	Child's sex
CF	Child's appearance
CG	Child's interests
CH	Child's hobbies
CI	Child's friends
CJ	Child's family
CK	Child's school
CL	Child's community
CM	Child's culture
CN	Child's religion
CO	Child's ethnicity
CP	Child's gender
CQ	Child's age
CR	Child's sex
CS	Child's appearance
CT	Child's interests
CU	Child's hobbies
CV	Child's friends
CW	Child's family
CX	Child's school
CY	Child's community
CZ	Child's culture
DA	Child's religion
DB	Child's ethnicity
DC	Child's gender
DD	Child's age
DE	Child's sex
DF	Child's appearance
DG	Child's interests
DH	Child's hobbies
DI	Child's friends
DJ	Child's family
DK	Child's school
DL	Child's community
DM	Child's culture
DN	Child's religion
DO	Child's ethnicity
DP	Child's gender
DQ	Child's age
DR	Child's sex
DS	Child's appearance
DT	Child's interests
DU	Child's hobbies
DV	Child's friends
DW	Child's family
DX	Child's school
DY	Child's community
DZ	Child's culture
EA	Child's religion
EB	Child's ethnicity
EC	Child's gender
ED	Child's age
EE	Child's sex
EF	Child's appearance
EG	Child's interests
EH	Child's hobbies
EI	Child's friends
EJ	Child's family
EK	Child's school
EL	Child's community
EM	Child's culture
EN	Child's religion
EO	Child's ethnicity
EP	Child's gender
EQ	Child's age
ER	Child's sex
ES	Child's appearance
ET	Child's interests
EU	Child's hobbies
EV	Child's friends
EW	Child's family
EX	Child's school
EY	Child's community
EZ	Child's culture
FA	Child's religion
FB	Child's ethnicity
FC	Child's gender
FD	Child's age
FE	Child's sex
FF	Child's appearance
FG	Child's interests
FH	Child's hobbies
FI	Child's friends
FJ	Child's family
FK	Child's school
FL	Child's community
FM	Child's culture
FN	Child's religion
FO	Child's ethnicity
FP	Child's gender
FQ	Child's age
FR	Child's sex
FS	Child's appearance
FT	Child's interests
FU	Child's hobbies
FV	Child's friends
FW	Child's family
FX	Child's school
FY	Child's community
FZ	Child's culture
GA	Child's religion
GB	Child's ethnicity
GC	Child's gender
GD	Child's age
GE	Child's sex
GF	Child's appearance
GG	Child's interests
GH	Child's hobbies
GI	Child's friends
GJ	Child's family
GK	Child's school
GL	Child's community
GM	Child's culture
GN	Child's religion
GO	Child's ethnicity
GP	Child's gender
GQ	Child's age
GR	Child's sex
GS	Child's appearance
GT	Child's interests
GU	Child's hobbies
GV	Child's friends
GW	Child's family
GX	Child's school
GY	Child's community
GZ	Child's culture
HA	Child's religion
HB	Child's ethnicity
HC	Child's gender
HD	Child's age
HE	Child's sex
HF	Child's appearance
HG	Child's interests
HH	Child's hobbies
HI	Child's friends
HJ	Child's family
HK	Child's school
HL	Child's community
HM	Child's culture
HN	Child's religion
HO	Child's ethnicity
HP	Child's gender
HQ	Child's age
HR	Child's sex
HS	Child's appearance
HT	Child's interests
HU	Child's hobbies
HV	Child's friends
HW	Child's family
HX	Child's school
HY	Child's community
HZ	Child's culture
IA	Child's religion
IB	Child's ethnicity
IC	Child's gender
ID	Child's age
IE	Child's sex
IF	Child's appearance
IG	Child's interests
IH	Child's hobbies
II	Child's friends
IJ	Child's family
IK	Child's school
IL	Child's community
IM	Child's culture
IN	Child's religion
IO	Child's ethnicity
IP	Child's gender
IQ	Child's age
IR	Child's sex
IS	Child's appearance
IT	Child's interests
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Risk Assessment – Not in full time education

Please remember that a Risk Assessment reduces the level of risk it does not usually remove it completely

Date: Continuation from EYFS. Review 12.9.23

What are the hazards?	Who might be harmed and how?	What are you already doing (existing Control Measures)?	Do you need to do anything else to manage this risk (Additional Control Measures)?	Action by whom?	Action by when?	Done Review Dates
Hunter demonstrate running behaviours	Hunter could become lost or run into a road (see below)	Dad keeps a hold of Hunter's hand when they are out walking in public or near roads.	Continue to promote and model 'Staying Safe' in school regarding not running from adults and keeping safe around roads and car parks	Year 1 Team	Ongoing	No reported recent concerns. To continue.
Hunter does not demonstrate understanding of road safety	He could be hit/injured by a car or other vehicle/bike	Dad keeps a hold of Hunter's hand when they are out walking in public or near roads.	Continue to promote and model 'Staying Safe' in school regarding roads and car parks	Year 1 Team	Ongoing	No reported recent concerns. To continue.
Hunter has PICA and eats inedible objects e.g. hand sanitiser, bark, sand, paper, cardboard	He could choke or ingest poisonous/sharp/dangerous objects	Parents are aware of the risk and discourage Hunter when they see him doing it. They report he does this less at home.	Replace inedible objects with raw pasta or chew toys.	Parents and Year 1	Ongoing	Hunter can eat/attempt to eat between 0-7 inedible objects a day at school. He has previously drank hand sanitiser. Vigilance is required.

Risk Levels	Prior to Measures	After Measures
High	High	Medium
Medium		

Low		
Very Low		

Risk Assessor(s)		
Risk Assessor(1)	Signature: Charlotte Stevenson	Date: 12.9.23
Dates Reviewed	Notes	Actions
To be reviewed when there is an increase/change in objects eaten/attempted to be eaten.		

Alternative Provision

Fresh Air Learning - Records are beautifully presented records of our children's time in the woods.

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Session 2 – 5 May 2023



Leo was ready to join us at his second session. He decided to enter the forest area using a different route and commented on the rain. Once shown, he realized he too could "make it rain". He shook a small tree and laughed when the rainwater fell from it making us all wet. Leo asked for help to shake the tree harder!

To keep the session low pressure, we offered Leo a nature walk to observe the woodland. He was enthused to go for a walk and likened the pathway to a railway track. Leo did not want to collect items found on the walk but was happy leading the way and telling us to follow him. He appears to relax quickly once in the forest environment evidenced by his increased chatting or observational statements such as "Look, a flower." or "This leaf is wet."

"This looks like a train track. We



The Oaks

School Improvement Objective

Autumn 2023

Development of Sensory Space for children with SEND to support Key Objective One (Data) (also links with Back to Basics Work)

Autumn One

Training in place for staff member:

- Cognitive Behavioural Approaches Training
- Riverside Special School
- Waterloo Special School
- Robins Oak

Autumn Two

-ELSA/PEEP room to transform into sensory space for children
(Bucket time, sensory circuits, learning spaces)

Spring 2024

Sensory Space modelled and supported by Teacher and TAs

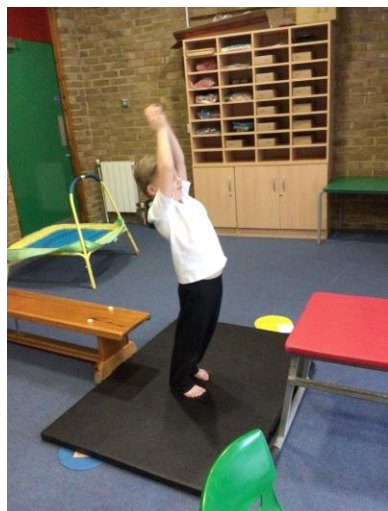
Summer 2024

Sensory Space used by TAs to support EHCPs targets

Rabbits (separate space created) supported by the Educational Psychologist

Oak Room

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:45 – 9:15	8:45-9:15 – Bucket Time (HT, CHP, FB, JL, AR) with AC, NB, VC	8:45-9:15 – HT with AC	8:45-9:15 – HT with AC	8:45-9:15 – HT with AC	8:45-9:15 – Bucket Time (HT, CHP, AR, JL, AR) with AC, NB, VC
9:15 – 9:45	9:30-10:15 – TP with JS	9:30-10:15 – RS with JS	9:30-10:15 – JL with VC	9:30-10:15 – RS with JS	9:30-10:15 – TP with EA
9:45 – 10:15	10:30-11:15 – FB with NB and JL with VC (trial taking in RE)	10:30-11:15 – JL with VC	10:30-11:15 – Bucket Time (FB, JL, AR, RE) with NB and VC access room from 10.15am	10:30-11:15 – FB with NB and JL with VC (trial taking in RE)	10:30-11:15 – FB with NB and JL with VC (trial taking in RE)
10:15 – 10:45	11:15-11:30 – TW with SS	11:15-11:30 – TW with SS	-	11:15-11:30 – TW with SS	-
10:45 – 11:15	1:15-1:45 – CHP with NB and EB with JS	1:15-1:45 – Bucket Time (ERB, EB, JL, LF, CHP) with AC, JS, VC (and CS)	1:15-1:45 – CHP with NB and EB with JS (and CS)	1:15-1:45 – Bucket Time (ERB, EB, JL, CHP) with AC, JS, VC (and CS)	1:15-1:45 – CHP with NB and EB with EA
11:15 – 11:45	2:00-2:45 – ERB with AC	2:00-2:45 – ERB with AC and LF with BD	2:00-2:45 – ERB with AC and LF with BD	2:00-2:45 – ERB with AC (and CS)	2:00-2:45 – ERB with AC and LF with BD



We have worked with PBS and the EP to plan for an intervention to meet the needs of our EYFS cohort.

The premise was to utilise Hampshire's Play Matters resources, the EYFS curriculum, children's EHCP targets and a nurture-style approach.

The group of 6 children and 2 adults, engage in highly personalised learning in a space separate from the year group (used to be the boot room and SALT intervention space).

The sessions run from 8:30am to 11:30am daily. Following this session, children return to EYFS for inclusion in the wider curriculum (those who are on reduced hours provision are not yet ready for this).

Weekly reviews are sent to parents.

Dear [REDACTED]

Rabbits group weekly update



Some positives captured for [REDACTED] from this week in Rabbits group have included:

- Participating in class photos
- Participating in sports activities

Please log into Tapestry to see pictures of your child engaging in their learning.

Your child has required significant adult support to regulate during their time in Rabbits group.

The dysregulated (unsafe and disruptive) behaviours demonstrated include:

- Refusals
- Screaming
- Hitting
- Destroying outside equipment
- Throwing heavy objects at adults and children

Your child will continue to attend Rabbits

The next review will take place on 21.06.

Play Matters Hampshire



A tool for observing a child's play and planning for their next steps.