

Have we tried or thought about...?

COGNITION & LEARNING	EXPLORATION OF OTHER SEND	TIMETABLE/CURRICULUM	EARLY INTERVENTION WORK LINKED TO CRIMINAL JUSTICE
<ul style="list-style-type: none"> • Assessment or re-assessment for SEND • SpLD in-school screener • Reading and spelling age assessment • Assessment for processing speed/recall 	<ul style="list-style-type: none"> • Assessment or re-assessment for SEND • Request for support from the LA specialist teaching service • Take to local EP consultation • Consider creating an IEP/SSP/Student passport with key strategies for a specific SEND, if this is a possibility; such as good practice for young people with ADHD/ASC; to aid teaching staff • If the young person has an EHCP seek guidance from the SEND team regarding an early review/change of banding • Explore the superb "Ordinarily Available Toolkit for SEND": Teaching And Learning Toolkit: Ordinarily Available Provision (lancashire.gov.uk) • Explore GEMS resources from the Specialist Teaching team: Good Engagement Methods (GEMs) - Lancashire County Council. (Ready-made guidance sheets for staff linked to key SEND needs) • Referral to IEST, if the young person already has identified SEND needs/EHCP 	<ul style="list-style-type: none"> • "Different day" • Reduced curricular options • Change of classes, teachers, groups or programme • Phased return (short term) • Out of year classes • Respite time in inclusion area of school • Increasing some aspects of timetable that go well • Plan in more movement times or time in different areas of school • Scheduling intervention for "hot spot" lessons/times • Have the right "tier" decisions been made at KS4? 	<ul style="list-style-type: none"> • Contact Lancashire Child and Youth Justice Service to see if support is available for a young person at risk of/involved in criminal behaviour Lancashire Child and Youth Justice Service - Lancashire County Council
SOCIAL SKILLS DEVELOPMENT	MENTORING/COACHING	PASTORAL SUPPORT PLAN	SUBSTANCE MISUSE/SIMILAR INTERVENTION
<ul style="list-style-type: none"> • Specific intervention programme to address focus area (e.g. self esteem, managing angry feelings, anxiety) • Targeted social or emotional skills intervention (e.g. from Emotional Literacy Support Assistant) 	<ul style="list-style-type: none"> • Think about who the young person has the most positive and constructive relationship with in school; how can they be involved? • Learning mentor involvement • Daily morning check in with keyworker • Mentoring (staff) • Peer mentoring from an older student who may have been in a similar place and has "turned things around" • Behaviour and Learning Coach • Volunteer coach or mentor who is not in school each day (e.g. Governor or invigilator) 	<ul style="list-style-type: none"> • Establish a formal PSP on the set pro-forma after a meeting with all involved in support and monitoring 	<ul style="list-style-type: none"> • Consider seeking support from "We are with you" around alcohol and other drug misuse: Home - With You (wearewithyou.org.uk)

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FAMILY & COMMUNITY	STUDENT VOICE	MONITORING	MANAGED MOVE/TRANSFER
<ul style="list-style-type: none"> • Consider a referral to Child, Family & Wellbeing for mental health and wellbeing support • Refer parents to Talk Zone for support with parenting and general advice • Offer access to a parenting programme e.g. Incredible Years • Could Homestart offer the family any support? • Are there financial concerns which are impacting on the young person and their wellbeing, behaviour or attendance? • Could SEND IAS offer family support? 	<ul style="list-style-type: none"> • Refer to the Children's Champion team to access support and listening to the young person (childrenschampions@lancashire.gov.uk) • Talk to the young person about who in school, in any role, they feel comfortable talking to and have a better relationship with. Facilitate time for them to talk, uninterrupted, and see what emerges from these discussions. What can we learn? What could we do? Could this be regular mentoring support? 	<ul style="list-style-type: none"> • Begin a positive monitoring card (or virtual card) linked to positive calls home • Daily goals, lesson by lesson; linked to positive calls home or meaningful praise from keyworker 	<ul style="list-style-type: none"> • Managed Move brokered with another local school; clear targets and timeframe Intervention placement at another school within the trust
CAREERS/FUTURES	ALTERNATIVE PROVISION	SPECIALIST TEAM SUPPORT	RESTORATIVE APPROACH OR INTERVENTION
<ul style="list-style-type: none"> • Consultation with Careers Adviser to try to establish goals/areas of interest for future so other interventions can be linked to this • Careers profile to explore options Careers advice - job profiles, information and resources National Careers Service • Explore resources available on TalkZone: Education, employment and training - Lancashire County Council 	<ul style="list-style-type: none"> • Contact the Alternative Provision Lead to discuss options (provision@lancashire.gov.uk) • Explore options available for respite at your local PRU • Explore 14+ options available in local FE providers • Consider programmes offered by registered voluntary organisations • What AP is there locally and might this be appropriate? • Consider an internship for a young person with SEND • Involvement in an alternative programme such as Prince's Trust 	<ul style="list-style-type: none"> • Contact your local Education Partnership Officer for links into other local support/agencies • Liaise with the Virtual Schools team if the student is CLA/post CLA • Contact the Equality & Diversity/EAL team to discuss possible support • If the student has an allocated social worker, ensure they are fully involved and updated • Would it be appropriate to seek advice from the Ethnic Minority/Gypsy Roma Traveller Achievement Service? 	<ul style="list-style-type: none"> • Can a structured restorative approach or conference be considered? (Staff CPD available from LPDS)

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MENTAL WELLBEING SUPPORT OR INTERVENTION	IN-SCHOOL EWHB SUPPORT	CATCH UP AND/OR INTERVENTION	OTHER EXTERNAL SUPPORT
<ul style="list-style-type: none"> • Mental wellbeing support or intervention • Support from Mental Health in Schools Team • Refer to Child, family & Wellbeing service • Access support from another voluntary organisation or agency (e.g. Barnados, Action for Children) • Access to counselling within school or from a local provider • Could the young person access support from NEST, if they have been a victim of crime/bullying or harm? Nest Lancashire - Supporting young victims • Explore We are With You: Home - With You (wearewithyou.org.uk) 	<ul style="list-style-type: none"> • In-school EHWB support • Support from the Mental Health in Schools team • Can the young person access an in-school Nurture provision at your school or another locally? • Time Out card to access keyworker • Specific intervention programme to address focus area (e.g. self esteem, managing angry feelings, anxiety) • Ensure that staff working with the young person have been adopting a Trauma-Informed approach; explore further resources here: Tackle Violence Together Lancashire Violence Reduction Network (lancsvrn.co.uk) • Is the young person possibly caring for someone outside school? Can Young Carers support them? • Personalised and bespoke behaviour plan with scripted responses, agreed consequences etc; tailored to the individual young person • Could Compass Bloom offer support with anger management? Central & West Lancs Compass Bloom - Compass (compass-uk.org) 	<ul style="list-style-type: none"> • Use of Catch-up funding to offer 1:1 or small group tuition • Intervention groups for key subjects with lost learning • TA or HLTA withdrawal support • In-class TA support with bespoke behaviour plan 	<ul style="list-style-type: none"> • Consider contacting one of the DfE Behaviour Hubs for support Are there safeguarding issues which need to be further explored? Consider talking through with Schools Safeguarding if unsure (school.safeguarding@lancashire.gov.uk) Are respite placements available at your local PRU? What AP is there locally and might this be appropriate?
INVOLVEMENT FROM HEALTH TEAMS	ROLES & OPPORTUNITIES IN SCHOOL	EMOTIONALLY-BASED SCHOOL AVOIDANCE	EXCEPTION FINDING...
<ul style="list-style-type: none"> • School Nursing team • Mental Health in Schools team • Linking into the GP services 	<ul style="list-style-type: none"> • Could the young person take on some role of responsibility in an area where they are successful at school? (e.g. Sports Leader/coaching in school team) • What are their interests out of school? How does this link into the school's extra or co-curricular programme? Could they be engaged by a key member of staff? Are there financial barriers to involvement and could PP funding help? 	<ul style="list-style-type: none"> • Could the Attendance support team help? • Explore some of the techniques and approaches from the EBSA toolkit: september-2022-ebsa-guidance-toolkit.pdf (lancashire.gov.uk) 	<ul style="list-style-type: none"> • Try to think: when does the young person really engage? At what times are there no issues with inappropriate behaviour? What can we learn from this? • How can we create more of these times and build on these for the future? • Could the Primary school advise? What worked well there?