

The Graduated Response

A coordinated approach to meeting emotional health and wellbeing needs



Introduction

Oldham's Whole School and College approach recognises that emotional health and wellbeing, is everyone's responsibility, not just the SENCo, pastoral team, or school nurse. It should be embedded in the culture and ethos of the whole school. Staff, pupils and parents should recognise the wealth of opportunities available to positively impact the children and young people's wellbeing.

All staff need to take responsibility for identifying young people who may be "struggling". Class teachers or form tutors are well placed to spot early signs of a problem. This may be changes in behaviour, appearance, attendance, attainment or engagement. A graduated response helps to recognise if this group of children and young people require selected or targeted support to meet their emotional health and wellbeing needs in addition to the universal support already delivered by the school. It aims to help schools and colleges implement a holistic and joined up approach, which will ensure timely and appropriate intervention.

Some advantages of education-based emotional health and wellbeing programmes and services include:

- 1 Schools and colleges provide enhanced access to services, since they serve as a single location through which the majority of children and young people can be reached**
- 2 Programmes delivered in educational settings reduce barriers to treatment and intervention such as cost and transportation**
- 3 Schools and colleges offer services in a familiar setting and may reduce stigma for looking for help**
- 4 Intervention implemented within educational settings provides opportunities for practising new skills in real life contexts**
- 5 Parents/carers frequently consult teachers about their child's problems and having emotional health and wellbeing programmes in schools and colleges may enhance the quality of advice provided to parents**

Links to mental health and Ofsted criteria

The inclusion of new criteria for assessing schools' provision for mental health, set out in the Ofsted framework from September 2015, requires Ofsted inspectors to routinely assess and report on pupils' mental health and emotional wellbeing, or the steps taken by schools to meet pupils' needs. The Ofsted inspection framework is clear that schools have a duty to promote the wellbeing of their pupils and can expect support from local partners to meet it.

The range of activities required by Ofsted fall under four main headings:

- 1 Developing a whole school approach to emotional and mental health needs

- 2 Quantifying the level of behavioural and emotional difficulties in the school so that effective measures can be put in place to support young people and improve behaviour;

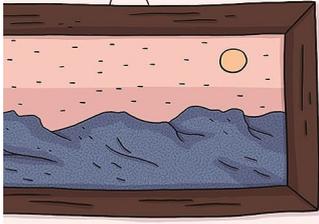
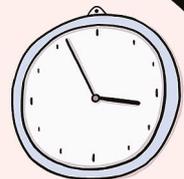
- 3 Using existing structures and staff within the school (e.g. lessons that cover emotional and mental health, school nurses etc.) to promote the emotional and mental wellbeing of the school, and provide additional support for young people with behaviour and emotional difficulties; and

- 4 Commissioning external support services for the school e.g. other agencies such as the local child and adolescent mental health service (CAMHS) or voluntary sector organisations, to provide additional targeted support and interventions



WE JUST WANT TO MAKE SURE HE'S OK...

LET'S WORK TOGETHER.



The principles of a graduated response

The Department for Education (DfE) sets out the principles of a graduated response within its Special Educational Needs and Disability Code of Practice (2015). Social, emotional and mental health difficulties are identified as a broad area of need within the document. The Code of Practice states that a graduated response “should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil’s needs and of what supports the pupil in making good progress and securing good outcomes”

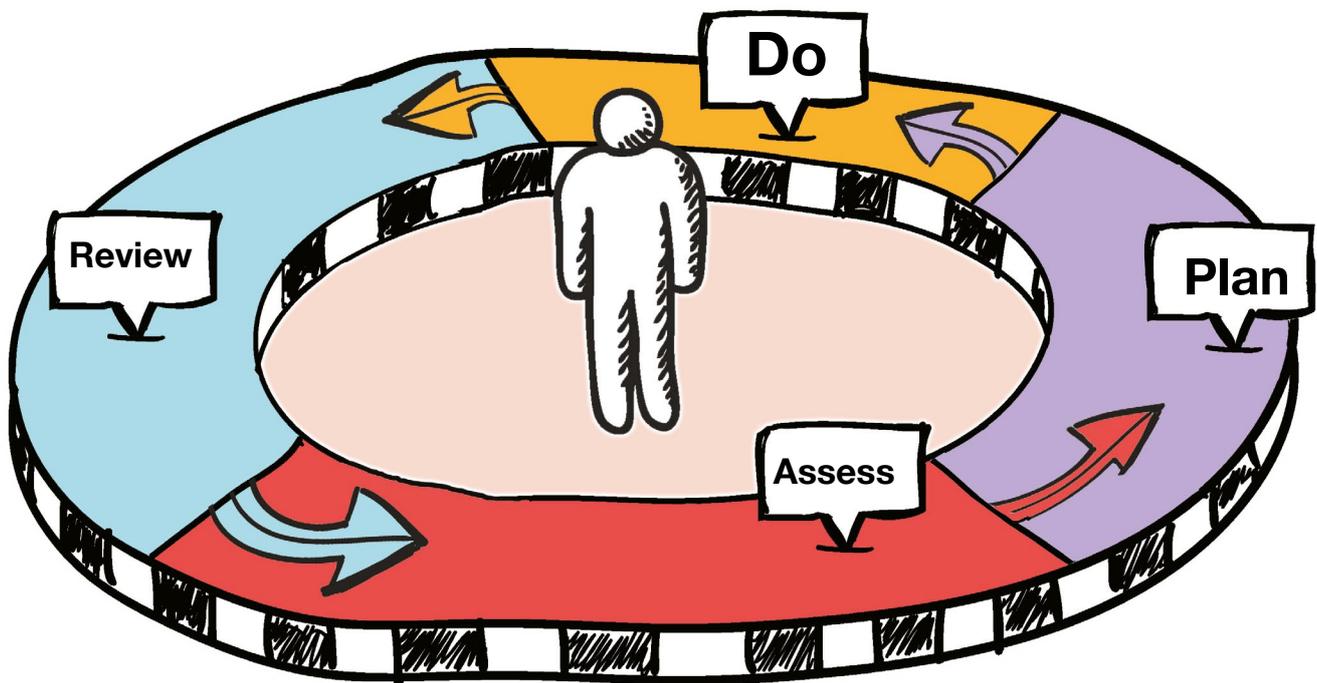
The four parts of this cycle are: **Assess, Plan, Do,** and **Review** (see figure below).

Here the implementation of the **Assess, Plan, Do, Review** cycle in relation to emotional health and wellbeing has three key stages:

Stage 1 – Universal Support

Stage 2 – Selected Support

Stage 3 – Targeted Support



Throughout the graduated response the focus is on high quality formulation to inform the key stakeholders' understanding of the reasons underlying the children and young peoples' behaviour. Only through high quality formulation can appropriate and holistic adjustments, intervention and support be identified and implemented.

In order to ensure that children and young people receive timely, joined-up, and holistic support, it is important that schools and colleges retain ownership, even when external services/professionals become involved. Educational settings play a vital role in promoting the wellbeing of children and young people, and are a much greater stakeholder in the child or young person's day to day life making them best placed to hold this central, coordinating role.

A team, including a member of the Senior Leadership Team, Special Educational Needs Coordinator (SENCo) and a pastoral staff member should be responsible for embedding the graduated response throughout the school and college, and take a key strategic lead role.

Understanding The Graduated Response, and the terms explained

What is formulation?

Formulation is the process of identifying and forming a shared understanding of need. The main principles of formulation are to explore the reasons underlying behaviour so that appropriate adjustments, interventions and support can be decided. Here the term behaviour refers to what we observe of the child or young person whether that be internalising behaviour (e.g. low mood), or externalising behaviour (e.g. aggression). High quality formulation is collaborative and is based on a broad and holistic range of information including the child or young person's voice, parental/carer views, observations, information gathered through assessment tools (e.g. emotional wellbeing checklists), and Functional Behaviour Analysis (FBA). Training delivered to support schools and college settings in implementing this graduated response to emotional health and wellbeing will focus further on undertaking high quality formulation. Additional information and advice can be sought from Oldham's Educational and Child Psychology Service.

What are Multi Element Plans (MEPs)?

Multi Element Plans are tools that use information ascertained through the formulation process to produce a clear and holistic plan for appropriate adjustments, intervention and support. MEPs recognise that children and young people operate within a complex network of systems and therefore single interventions delivered in isolation can have only limited impact. Instead MEPs provide a tool through which multiple interventions and adjustments can be planned and implemented, taking into account environmental, individual, and social factors.

What is Universal Support?

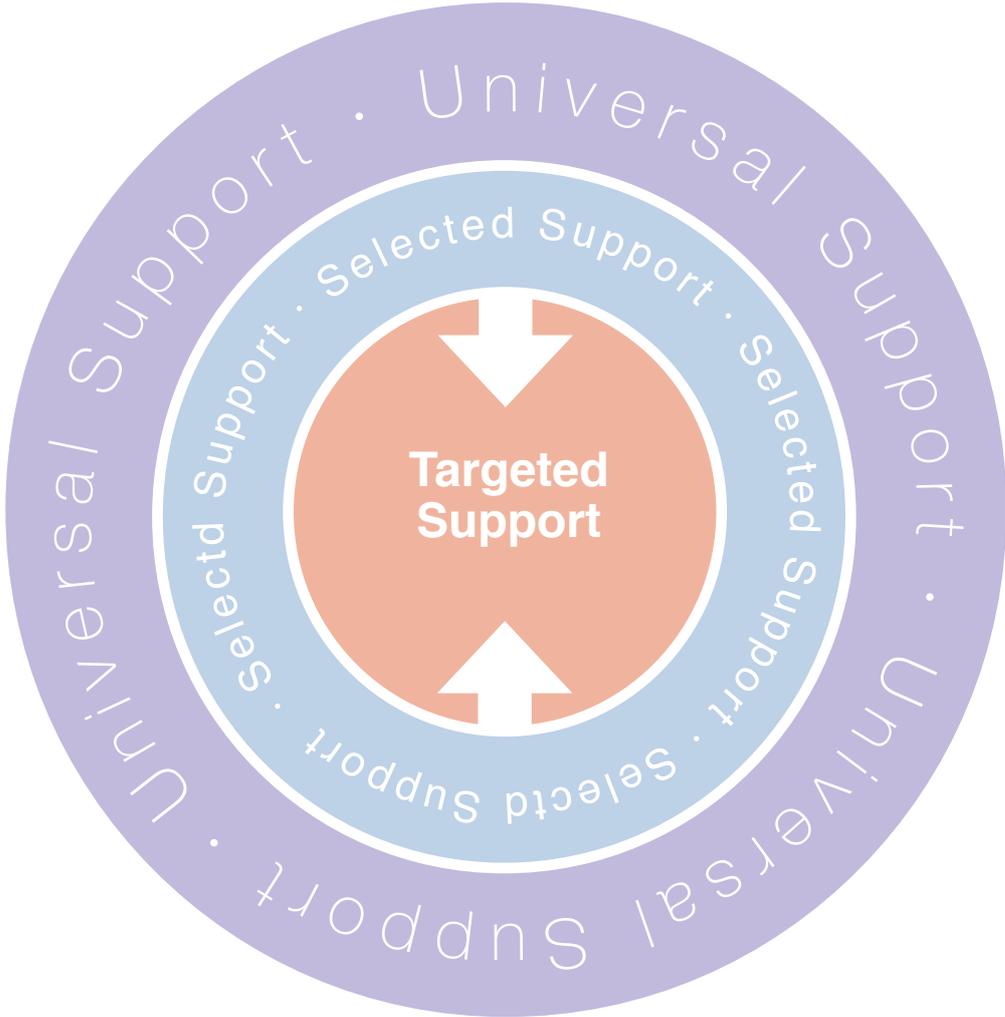
Universal Support refers to adjustments, interventions and support accessible to all children and young people, delivered at a whole-school level, such as that outlined in Oldham’s whole-school framework.

What is Selected Support?

For the purposes of the approach detailed within this document, Selected Support refers to support and interventions delivered using the educational setting’s resources, and led by a staff member.

What is Targeted Support?

Targeted Support refers to support and interventions for children and young people who have more complex and enduring emotional or mental health needs who generally require some level of involvement from an appropriately qualified professional in addition to ongoing adjustment, intervention and support delivered from the setting’s resources.



The Graduated Response

The following describes how to use **assess, plan, do, review** cycles to deliver Selected and Targeted Support to children and young people with emotional health and wellbeing needs.

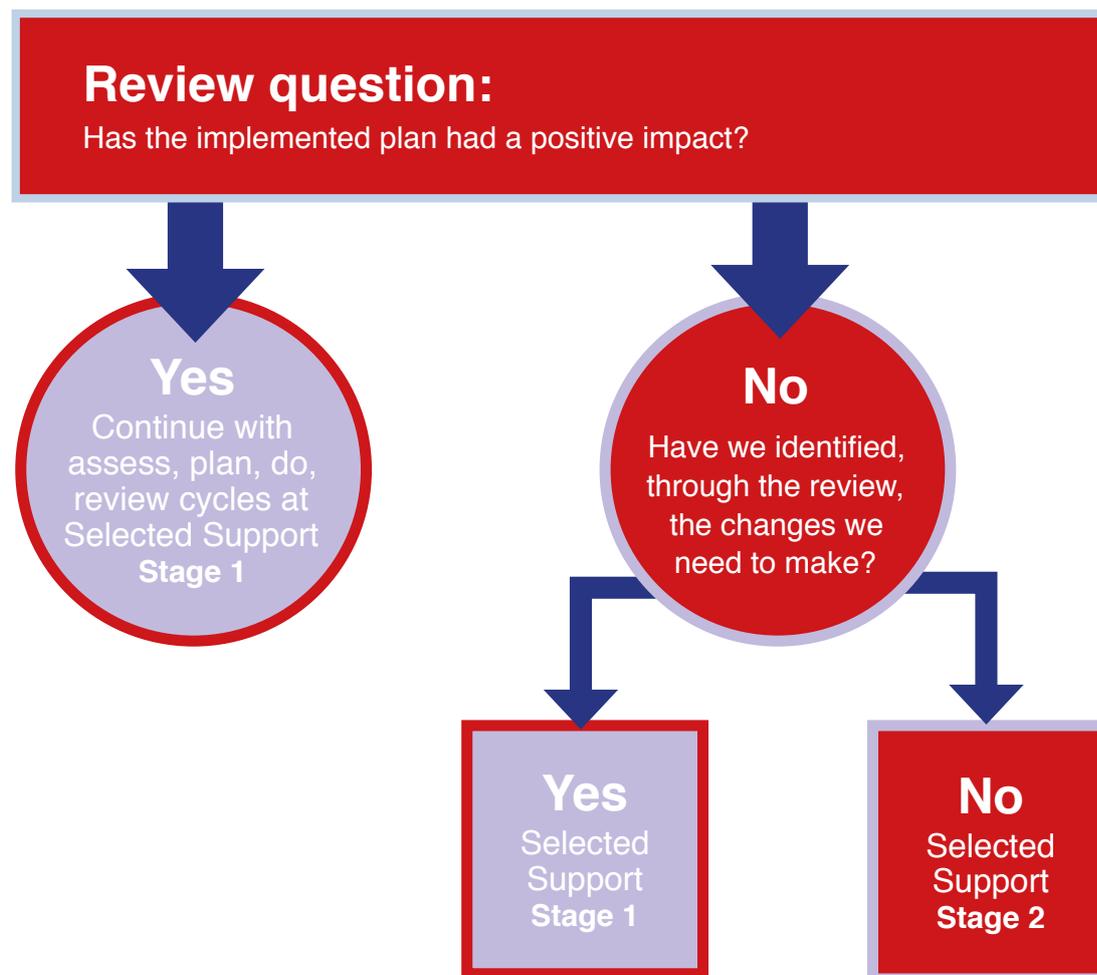
Stage 1 – Universal Support

Assess: (see formulation) Clear analysis of the child or young person’s needs. There should be an holistic and collaborative approach to assessment using tools such as an FBA, gathering of the child or young person’s views and the views of the parent/guardian.

Plan: (see MEP) Adjustments, interventions and support to be put in place, based on the findings of the assessment.

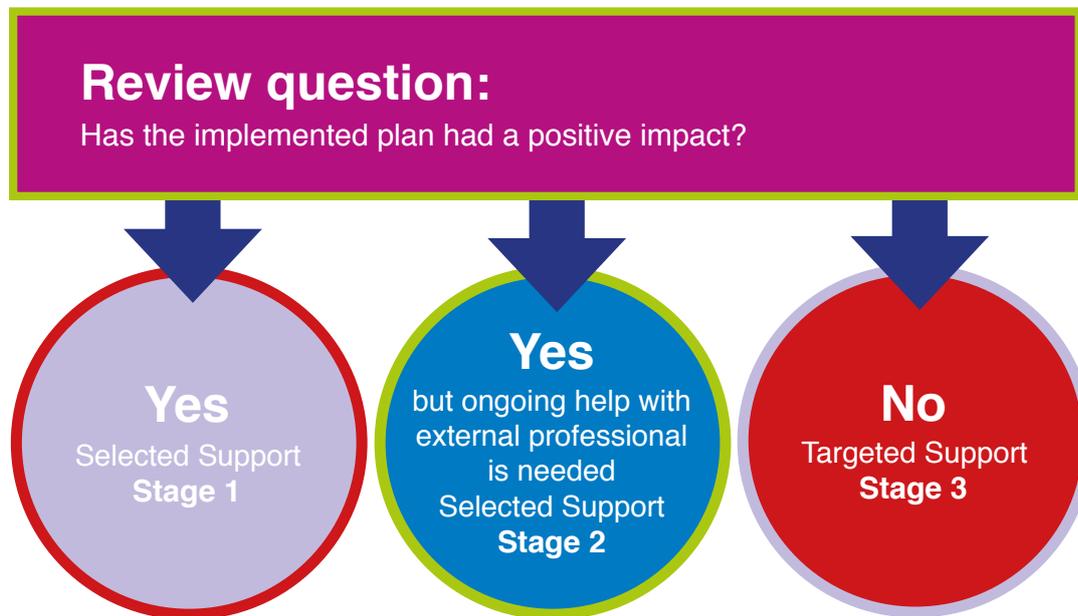
Do: Implementation of agreed adjustments, interventions and support.

Review: Evaluation of the impact and quality of the adjustments and support along with the views of the child or young person and their parents. This information should feed into the next ‘assess, plan, do, review’ cycle.



Stage 2 – Selected Support

At stage 2 the **assess, plan, do, review** cycles continue, **with support and consultation from external, specialist emotional health and wellbeing services/professionals** (e.g. Educational Psychology, Healthy Young Minds, MIND, School Nurse).



Stage 3 – Targeted Support

When it is agreed through consultation with relevant professionals and family/carers at Selected Support – Stage 2 that, **alongside** the adjustments, interventions and support provided by school, additional support from an external provider is appropriate, the ‘assess, plan, do, review’ cycles move to the Targeted Support level.

It is important that despite the involvement of external professionals, the school retains ‘ownership’ of the provision given to support the child and young person and continues to coordinate the response to the child through continuing ‘assess, plan, do, review’ cycles, with input from other professionals to shape appropriate adjustments, interventions and support.

Where it is identified that a child or young person requires Targeted Support schools and colleges may look to commission specialist mental health support. With a wealth of professionals offering their services it can be quite confusing to decide on the most appropriate and effective intervention. To support schools in commissioning effective and appropriate support Healthy Young Minds has produced a ‘Quality Assurance Framework’.

This Quality Assurance Framework is intended to support schools located in the Pennine Care NHS Foundation Trust’s (PCFT) footprint with the commissioning of safe and effective emotional health and wellbeing services. It provides commissioning guidance to ensure that any emotional and mental health interventions provided in schools are:

- 1. Safe and effective**
- 2. Provided by appropriately qualified and experienced practitioners and**
- 3. Delivered to ensure value for money and minimise risk to the schools**

The framework can be downloaded at:

www.healthyyoungmindspennine.nhs.uk/media/1024_qaframework_191016_fv.pdf

Important:

Children and young people in crisis

This document provides a model based on a graduated response to identifying and meeting the emotional health and wellbeing needs of children and young people in schools and colleges. We do recognise however that children and young people can experience crisis points, and there may be isolated times where it is not appropriate or safe to follow this graduated approach, and a more immediate response is required.

Examples of this include:

- If a child or young person informs you they have taken an overdose or made an attempt to end their life
- If a child or young person informs you they have actual INTENT or a PLAN to end their life
- If a child or young person appears to be in a highly distressed state due to experiencing altered perceptions, unusual or abnormal experiences such as hearing voices

In these circumstances it would be appropriate to implement one of the following steps:

- If the child or young person reports an overdose/severe self-harm and appears physically unwell then an ambulance should be called and parents/carers informed.
- If the child or young person reports any intent/plan to end their life a telephone consultation should be initiated with Healthy Young Minds and parents informed before the child or young person leaves the school.
- If there is any uncertainty about the risk to a child or young person's mental health or safety, please contact the duty worker at Healthy Young Minds Oldham for a consultation T: 0161 770 7777.

If there are safeguarding concerns, schools should follow their usual safeguarding procedures.

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