

Northfield School Indicators

Behaviour, emotional & social development

1. The pupil has a statement of SEN or in exceptional cases, is currently undergoing a statutory assessment of their needs
2. The pupil has persistent, complex, profound and long-term needs in the area of behaviour, emotional and social development (BESD).

The Code of Practice provides descriptors and interventions for behaviour, emotional and social development covering a range of needs:

"Children and young people who demonstrate features of emotional and behavioural difficulties who are withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration; those with immature social skills; and those presenting challenging behaviours arising from other complex special needs, may require help or counselling for some, or all, of the following:

- Flexible teaching arrangements
- Help with development and social competence and emotional maturity
- Help in adjusting to school expectations and routines
- Help in acquiring the skills of positive interaction with peers and adults
- Specialised behavioural and cognitive approaches
- Re-channelling or re-focusing to diminish repetitive and self-injurious behaviours
- Provision of class and school systems which control or censure negative or difficult behaviours and encourage positive behaviour
- Provision of a safe and supportive environment

SEN Code of Practice (2001), **7.60**

3. It will be expected that all reasonable steps have been taken to support a placement in mainstream and that these have not been successful. The interventions/actions detailed above will typically have been supported through a number of provisions:
 - A high level of additional resources, typically, at least 15 hours 1:1 or equivalent intensive support
 - On-going EBD outreach
 - Re-integration Support Programmes (KS3 and 4) from Meadowbrook College
 - Connexions support
 - Pastoral Support Plans
 - Support from other external agencies
4. The pupil may also have significant needs (meets the criteria for statutory assessment) in one or more of the following areas:
 - communication and interaction

Northfield School Indicators

- sensory and/or physical
- cognition and learning

5. The parent expresses a preference for special school placement which is agreed by the Moderation Panel

Or

the parent prefers a placement in mainstream school, but evidence exists that no reasonable steps could be taken by the LEA or school to overcome the 'incompatibility with the efficient education of other pupils' (Education Act 1996).

An indicative proportion of pupils who will be admitted to specialist provision each year for BESD will be around one per 3,000 pupils, averaged across all mainstream schools