



BARNSLEY

Metropolitan Borough Council

Threshold Descriptors

BEHAVIOURAL, EMOTIONAL AND SOCIAL DIFFICULTIES

(to be used with Nursery Education Funded Children only)

S2-5

Providers must have and implemented a Behaviour Management Policy and Procedures. A named practitioner should be responsible for behaviour management in the setting.

There is an expectation that all staff provide consistency of approach with regards to behaviour management and set clear boundaries at all times. (Statutory Framework for EYFS 2012:3.50).

Range	Behavioural, Emotional and Social Difficulties (Nursery) Descriptor	Assessment & Planning	Groupings for Learning	Curriculum & Teaching Methods	Resources
1	<p>Low level/low frequency features of social and emotional and behavioural difficulties where child may:</p> <ul style="list-style-type: none"> be withdrawn or isolated have immature social skills, be disruptive and disturbing, be hyperactive and lack concentration follow most but not all routines in the learning environment. show signs of stress and anxiety <p>This might include difficulties with:</p> <ul style="list-style-type: none"> social relationships compliance with the structure of a group difficulties joining in small/large group work following whole group instructions. 	<p>Assessment</p> <ul style="list-style-type: none"> Part of Early Years assessments. SENCO may be involved in more specific assessment and observations. Records kept to include observations assessment of context, structured, unstructured times, frequency, triggers, Risk assessments of difficult times of the day Progress should be a measured change in behaviour and learning following each review cycle. Recognition of learning styles. <p>Planning</p> <ul style="list-style-type: none"> Programme of support related to assessments Parents/carers involved regularly and support targets at home. Child may be involved in setting and monitoring own targets. 	<ul style="list-style-type: none"> Mainstream setting with attention paid to organisation and groupings. Opportunities for small group work based on identified need e.g. listening/thinking/social skills. Time limited programme of support, which relates to an identified trigger Small group work to learn appropriate behaviours and for associated learning difficulties <p>A quiet area may be useful for individual work</p>	<ul style="list-style-type: none"> Differentiation of activities and supporting materials enabling full access. Increased differentiation by presentation and/or outcome. Simplification and reduction of adult language Opportunities for skill reinforcement/revision/transfer and generalisation. Some use of specific group programmes. Preparation for any change and the need for clear routines Guidance for the Early Years Foundation Stage. Antecedent, Behaviour and Consequence (ABC) charts. Behaviour monitoring diaries. Visual systems/timetables. Access to additional circle time activities 	<ul style="list-style-type: none"> Main provision by Early Years Practitioner and resources usually available in the setting. Support/advice from SENCO with assessment and planning. Additional adults routinely used to support flexible groupings and differentiation. Inclusion Development Programme - BESD module (http://www.foundationyears.org.uk/2011/10/supporting-children-with-behaviour-emotional-and-social-difficulties/). Social and Emotional Aspects of Development materials. Close liaison and common approach with parents/carers.
2	<p>Moderate social and emotional and behavioural difficulties including:</p> <ul style="list-style-type: none"> No significant measured change in the target behaviour/social skill. BESD continues to interfere with child's social/learning development across a range of settings. Child is following only some of the routines in the learning environment. 	<p>Assessment</p> <ul style="list-style-type: none"> As range 1 plus more detailed and targeted observation i.e. time sampling observations Use and analysis of assessment tools Assessment of progress in response to intervention Child self-assessment of behaviour or feelings. More detailed recording, 	<ul style="list-style-type: none"> In addition to the provision at range 1 identified daily support to develop social skills/dealing with emotions to support the behaviour learning targets. Mainstream setting with regular targeted small group support. Time limited 	<p>As Range 1 plus:</p> <ul style="list-style-type: none"> Modification of level/pace/amount of adult language to child's identified need. Strategies developed shared with setting staff, parent/carer. Increased emphasis on identifying and taking account of preferred learning style. Individual targets within group programmes and/or 1:1. Approaches which take account of child's difficulties in the understanding of social rules and expectations. 	<ul style="list-style-type: none"> Main provision by Early Years practitioner with support from SENCO and advice from specialists as appropriate. Increased parental/carer involvement and multi-agency support services to plan and regularly review IEPs. Support for times identified by risk assessments Additional adult support to provide sustained targeted support during "hotspots." Use of motivators

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2	<ul style="list-style-type: none"> Child has continued difficulties with social interactions and relationships with both adults and peers. Child may be socially vulnerable, withdrawn, inconsistent. Unpredictable patterns of behaviour observed. Child may show patterns of stress/anxiety related to specific times of the day. Child may have a preference for own agenda, reluctant to follow instructions. 	<p>monitoring of frequency, intensity, A.B.C. over a range of contexts. Involvement of education and non education professionals as appropriate.</p> <ul style="list-style-type: none"> Wider assessments for learning/other SEN Common Assessment Framework (CAF) <p>Planning</p> <ul style="list-style-type: none"> Curriculum plan reflects levels of achievement and includes individually focused IEP targets Additional steps taken to engage child and parents/carers as appropriate. Identifying non-educational input. 	<p>programmes of small group work based on identified need.</p> <ul style="list-style-type: none"> On going opportunities for 1:1 support focused on specific IEP targets. 	<ul style="list-style-type: none"> Emphasis on increasing differentiation of activities and materials and take account of individual learning styles. Short term individual support focusing on listening, concentration, social skills, solution focused approaches Regular small group work with an increasing emphasis on relationships, emotions, social skills, conflict resolution Guidance for the Early Years Foundation Stage. ABC charts. Observation schedules. Reward systems, involving regular monitoring and support. Behaviour monitoring diaries. Use of behaviour targets, prompt cards. Visual systems/timetables. Access to additional circle time activities. Individual BESD programme 	
3	<ul style="list-style-type: none"> Significant levels of social, emotional and behavioural needs Increased frequency/high intensity of social/emotional behaviours, (withdrawn or disruptive) which affect their learning and relationships with adults/peers. Significant difficulties with social interaction, social communication, social understanding. Will lack understanding in social context and therefore be socially vulnerable. Isolated or prone to outbursts 	<p>Assessment</p> <ul style="list-style-type: none"> As Range 2 plus more systematic application of assessment tools. Involvement of education and non-education professionals as appropriate. Request for statutory assessment of SEN <p>Planning</p> <ul style="list-style-type: none"> Behaviour and curriculum plan closely tracks levels of achievement and all IEP targets are individualised, short term and specific. More frequent involvement of parent/carer to engage child. 	<ul style="list-style-type: none"> Modification of some activities. Regular opportunities for small group work based on identified need. Daily opportunities for 1:1 support focused on specific BESD/learning targets 	<p>As Range 2 plus:</p> <ul style="list-style-type: none"> Focus on both curriculum and BESD outcomes throughout the day. Individualised level/pace/amount of adult language. Learning style determines teaching methods. 1:1 teaching for the introduction of new concepts and the reinforcement of routines and expectations. Small steps targets within group programmes and/or 1:1 work tasks. Targets monitored with the child daily or as appropriate.. Guidance for the Early Years Foundation Stage. Individual Education or Behaviour Plan ABC charts. Pupil profile. Observation schedules. Enhanced report cards and reward systems. involving regular monitoring and support. Behaviour monitoring diaries. Use of behaviour targets, prompt cards. Visual systems/timetables. Regular small group work/concentration 	<ul style="list-style-type: none"> Main provision by practitioner with support from SENCO and advice from education and non-education professional as appropriate. Use of motivators Daily access to staff in setting with experience of BESD, e.g. lead behaviour professional. Additional adult, under the direction of lead practitioner, to provide sustained targeted support on an individual/group basis. May include withdrawal. Additional daily support provided within setting to support learning and behaviour. Additional adult, under the direction of the teacher, supports child working on modified activities. Increased access to a combination of individual, small group and large group activities. Parenting courses. Use of Family Support Worker from the Children's Centre

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3				skills/ social skills/listening skills/conflict resolution. <ul style="list-style-type: none"> • Access to additional circle time activities • Access to specialist equipment for developing specific BESD skills e.g. use of IT to develop understanding of feelings • Individual BESD Programme 	
4	As Range 3 plus: <ul style="list-style-type: none"> • Regular outbursts due to frustration and/or inability to control behaviours • Needs regular breaks from the routine or activity to maintain control of emotions • Often isolated as behaviour is disruptive and prevents others learning • Often requires close supervision due to little sense of danger or understanding of their actions on others. • May manipulate a situation to create a specific reaction/response from others 	As Range 3 plus: <ul style="list-style-type: none"> • Individual Risk Assessments • Individual Care/Handling Plan • Team Teach Assessments of behaviours. 	<ul style="list-style-type: none"> • Predominantly working on modified activities • High level of 1 to 1 support in order to access learning 	As Range 3 plus: <ul style="list-style-type: none"> • Activities and presentation personalised to child's needs • Realistic expectations of child's ability to manage in a group situation • Incorporate time for de-escalation of emotions/feelings i.e. calming down activities 	As Range 3 plus: <ul style="list-style-type: none"> • Use of motivators • Team Teach • Engage Educational Psychologist • Specialist training for staff e.g. Thrive
5	Severe BESD which will impact on ability to access learning and prevent the child from reaching full potential. <ul style="list-style-type: none"> • Requires access to specialist BESD environment or an environment personalised to the child's needs • High levels of aggression and oppositional behaviour • Child in Care with history of transient placements and high levels of instability • Risk of exclusion from the setting on health and safety grounds • Referred to Health for further investigations into 	<ul style="list-style-type: none"> • More detailed assessment of BESD • Child assessed as not appropriate for future mainstream provision • At risk of permanent exclusion despite a variety of strategies being used and evidenced • SEN assessment determines specialist provision is appropriate • 1 to 1 'out of school' provision with individual locality based tuition • Support provided to home setting • May be a Child in Need 	<ul style="list-style-type: none"> • Increased staffing ratios • Small group size with additional support • Additional support staff and/or specialists required to successfully deliver appropriate curriculum • 1 to 1. 	<ul style="list-style-type: none"> • Child requires specialist teaching and curriculum • Learning experiences address significant social and emotional need and provide a broad and balanced curriculum • Practitioners require high levels of specialist training • Differentiation and personalisation are a priority to deliver appropriate curriculum • Some additional 'off-site' provision may be required to supplement and enrich nursery based learning • Some therapeutic intervention e.g. play therapy • Limited, personalised 1 to 1 programmes delivered to address gaps in learning and/or specific BESD • High levels of support required • Very personalised pathways that 1 to 1 	<ul style="list-style-type: none"> • Significant adaptations to setting including personalised resources. • Possibly some multi-agency involvement • Possible therapeutic intervention • Parenting Support required • Possible Education Welfare Officer involvement

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5	<p>the cause for behaviours</p> <ul style="list-style-type: none"> • Not responding to existing interventions and strategies • Needs cannot be met with the usual adult:child ratios in a mainstream setting • Serious medical needs which does not make a mainstream setting practical • May have a diagnosis of a medical condition which may explain BESD 			<p>teaching</p> <ul style="list-style-type: none"> • High level multi-agency involvement and planning required 	