

# WHAT SHOULD HAPPEN IF YOUR CHILD IS STRUGGLING IN SCHOOL

UK schools should follow a **graduated response**. This approach is all about making sure each child gets the right kind of help at the right time. It's about noticing if a child is struggling, figuring out what help they need, and then making sure they get that help, adjusting along the way if needed.

**YOU SHOULD BE INVOLVED IN ALL OF THE STAGES OF A GRADUATED RESPONSE.**

## IDENTIFY NEED

The first step is to identify the needs of the child. Teachers and support staff observe the child's progress and compare it with the expected level of development. Concerns about a child's progress may also be raised by parents or the child themselves.

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## ASSESS NEED

If a teacher thinks a child might need extra help, they will take a closer look. This might involve the teacher who specialises in helping children with SEN, known as the SENCO, and sometimes other experts like speech/language therapists, educational psychologists. They try to figure out exactly what the child's strengths and differences are.

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## MAKE A PLAN

Based on the assessments, a plan is created. This includes setting out what additional support will be provided to meet the identified needs. The plan should be detailed, including the expected impact on progress, development, and a clear date for review.

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## DO THE PLAN

Next, the school start the extra support. This might be special activities, different ways of teaching, or help from outside the school. The main teacher will still be involved, but the SENCO will help make sure everything is going as planned.

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## REVIEW THE PLAN

After a while, school will review the plan to see if it is working. This involves talking with the child and their family. If things aren't working as hoped, the plan will need changing until the right support is in place..

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If the extra help isn't making enough of a difference, the school will need to look into specialist provision. This will mean getting advice from specialists outside the school. In some cases, they might even look into getting an official plan (an EHCP) that sets out exactly what support the child needs.

## WHAT WE CAN DO TO SUPPORT YOU AND SCHOOL

**Accepting Behaviour** is a team of specialist teachers and teaching assistants, set up in 2019 by Aaron & Jayne Yorke to provide a specialist service for local authorities, schools and families, to support their autistic students and those with social communication and interaction differences.



Aaron has 20 years experience as a qualified specialist teacher & autism advisor for Local Authorities, with a BSc in Psychology, QTS, & PGC in autism, and is a member of the Society of Education Consultants.



Jayne has 20 years experience as a qualified specialist teacher with a BSc in Psychology, QTS and a Masters of Special Educational Needs and Inclusion.

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### FAMILY SUPPORT



We provide initial advice and guidance on how best to help support your child through the process of finding the appropriate support.

We support in the home in school or online to help develop an individualised pathway for your child.

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### SCHOOL SUPPORT



We offer in school support including one to one observations, and acceptance based staff training.

We also support all types of professional meetings, and provide statutory reports with advice and suggestions for provision if required.

For more information or to book a consultation please email [info@acceptingbehaviour.com](mailto:info@acceptingbehaviour.com)