

**Plymouth Graduated Approach to Inclusion: Plan and Review Overview Document**

# Plymouth Graduated Approach to Inclusion (GATI)

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# The framework

The Plymouth Graduated Approach to inclusion framework should be used as an electronic tool to support teachers and school leaders to identify, assess and record the needs of children and young people requiring additional or special educational provision. This framework is designed to support the identification planning and recording of appropriate provision and provides guidance for reviewing progress

The framework is a cornerstone of Plymouth’s Local Offer. The Local Offer provides children and young people with special educational needs or disabilities, families and professionals information in one place, helping them to understand what services they can expect from a range of local agencies (including their entitlements). The Local Offer covers provision for children and young people from birth to 25 and includes information on education, health and social care services. The Local Offer can be found at: **Plymouth Local Offer**

This framework is in two parts;

Part 1: supports schools and settings with the **identification** of vulnerable pupils and those pupils with special educational needs

Part 2: supports schools in **planning** to meet the needs identified in part one, signposts to appropriate resources and websites

The document can be found on Plymouth’s Local Offer.

The primary aim of this framework is to ensure that levels of support at an early stage, which are part of a school’s universal offer, are implemented **before** a pupil progresses through to targeted or specialist levels of support (fig. 2). This describes an approach which is graduated, designed to meet children’s needs according to their complexity.

This framework is also designed to:-

1. Help educational settings to understand and meet their duties across a range of legislation and guidance
2. Support families and young people to understand how education settings offer support
3. Support professionals in health, care and the voluntary sector to sign-post families and young people to the support they need
4. Help school staff, particularly SENCOs, leadership teams and class teachers understand the common approach to meeting needs across the city

**Useful information**

[**Keeping children safe in education**](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2)

[**Send code of practice 0-25**](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

[**Children Missing Education**](https://www.gov.uk/government/publications/children-missing-education)

[**Education Act 1996**](http://www.legislation.gov.uk/ukpga/1996/56/contents)

[**Supporting pupils at school with medical conditions**](https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3)

[**Equality Act 2010 Guidance for Schools**](https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools)

[**DfE Mental Health and Behaviour in Schools Guidance (Nov 2018)**](https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2)

[**Statutory Guidance on School exclusion**](https://www.gov.uk/government/publications/school-exclusion)

[**Information regarding ‘off rolling’**](https://educationinspection.blog.gov.uk/2019/05/10/what-is-off-rolling-and-how-does-ofsted-look-at-it-on-inspection/)

[**Alternative provision**](https://www.gov.uk/government/publications/alternative-provision)

**How should this framework be used?**

The tools in this framework should be implemented using an assess, plan, do, review cycle (fig. 1), this should be underpinned by a person centred approach. Details about person centred planning can be found at [**SENCO Guide**](https://www.plymouthonlinedirectory.com/plymouthlocaloffer/sencoguide)

**Fig 1**.

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We understand that children and young people (CYP) do not fit neatly into a single category of need. Many CYPs will have needs across a range of areas and will receive support from a number of professionals including SEND and those working towards supporting wellbeing. The tools in this document can be used flexibly across a school’s provision map so that a range of needs can be supported by the appropriate strategies and staffing expertise.

**Plymouth Early Help**

*‘Providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child’s life, from the foundation years through to the teenage years’.*

Working Together to Safeguard Children 2018

All children receive Universal Services from health and education. However some children will need extra support in order to be healthy, safe and to achieve their potential.

We want all our children and young people, including those with SEND, to achieve the best possible outcomes and receive the support they need when they need it most.

As part of holistic assessment and planning for all children the processes outlined in ‘Keeping Children Safe in Education’ are expected to be followed and applied at each stage of the graduated approach.

In Plymouth, we have built on the SEND pathway of support and the wider ‘Early Help’ continuum to develop one, integrated, holistic graduated approach which is captured in the Early Help Assessment Tool (EHAT). This pathway will enable practitioners to work with children, young people and their families ensuring they receive the right support when they need it most. For children with SEND the assess, plan, do review process to meet their needs may be used to inform that EHAT process. More information about the EHAT can be found at [**Plymouth Local offer - EHAT**](https://www.plymouthonlinedirectory.com/plymouthlocaloffer/ehat)

The graduated approach described in this document focuses predominantly on a graduated approach for SEND in schools (fig. 2), but whenever necessary it should be used as part of a wider early help offer that seeks to gain a holistic perspective of the child’s needs.

**Adopting a Multi-agency Approach**

These documents provide a framework for assessment, planning and support in each of the four areas set out in the SEND CoP. Many learners have needs across more than one category and certain conditions may not fall neatly into one area of need. Guidance to help with assessing special educational needs and managing provision is divided into universal, targeted and specialist levels.

Some learners will need assessment and advice from a range of professionals. Schools should consider involving specialists, including those secured by the school itself or from outside agencies (CoP 6.58). A school should always consider involving professionals where a learner continues to make little or no progress, or where they continue to work at levels substantially below those expected, despite evidence-based SEN support delivered by appropriately trained staff. This way of working is referred to as a multi-agency approach and is usually coordinated by the SENCO.

Professionals may include, but are not limited to:

* specialist teachers or support workers e.g., teachers with a mandatory qualification for children with hearing and/or visual impairment
* educational psychologists
* Child and Adolescent Mental Health Service (CAMHS) professionals
* therapists, including speech and language therapists, occupational therapists and physiotherapists
* a range of medical professionals e.g. pediatricians
* social workers in appropriate cases

In Plymouth advice and consultation as part of the free local offer is available from, but not limited to, the following Services.

* Plymouth Children’s Early Help Team [Early Help - Plymouth Safeguarding Children Partnership (plymouthscb.co.uk)](https://plymouthscb.co.uk/earlyhelp/) and SEND helpline for advice and consultation around early help assessment [Plymouth Early Help and SEND Advice line | PLYMOUTH.GOV.UK](https://www.plymouth.gov.uk/plymouth-early-help-and-send-advice-line) working together to provide integrated multi-agency support
* [Inclusion Attendance and Welfare](https://www.plymouthonlinedirectory.com/childrenandfamilies/schoolattendance/iaws) Service (Plymouth City Council)
* [SEND Service](https://www.plymouth.gov.uk/send) (PCC Services)
	+ Early Years Inclusion Service [Plymouth Early Years Inclusion Service | PLYMOUTH.GOV.UK](https://www.plymouth.gov.uk/plymouth-early-years-inclusion-service)
	+ Educational Psychology Service (PCC) <https://www.plymouthonlinedirectory.com/plymouthlocaloffer/educationalpsychologyservice>
	+ Communication and Interaction Team [Communication Interaction Team - Plymouth Online Directory](https://beta.plymouthonlinedirectory.com/plymouthlocaloffer/communicationinteractionteam)
	+ Sensory Support Team - Hearing and Visual impairment [Plymouth Advisory Team for Sensory Support (PATSS) - Plymouth Online Directory](https://www.plymouthonlinedirectory.com/plymouthlocaloffer/patss)
	+ SEND Occupational Therapy Team [Occupational Therapy for children and young people | PLYMOUTH.GOV.UK](https://www.plymouth.gov.uk/occupational-therapy-children-and-young-people)
	+ Short Breaks for Disabled Children [Short breaks for your disabled child - Plymouth Online Directory](https://www.plymouthonlinedirectory.com/plymouthlocaloffer/shortbreaks)
* [Virtual School](https://www.plymouth.gov.uk/schoolseducationchildcareskillsandemployability/educatinglookedafterchildrenvirtualschool) for Looked After Children (PCC)
* [Woodlands School - Outreach](https://www.woodlands.plymouth.sch.uk/outreach) for pupils with complex physical disabilities

Health

* [CAMHS](https://www.livewellsouthwest.co.uk/childrens-services/camhs)Child and Adolescent Mental Health:specialist services and support workers in schools (Livewell Southwest)
* [School Nursing Service](https://www.plymouthonlinedirectory.com/healthandwellbeing/childrenhealthservices/schoolnursingservice) (Livewell Southwest)
* [Speech and Language Therapy Service](https://www.livewellsouthwest.co.uk/childrens-services/speech-and-language) (Livewell Southwest)

Outreach from Plymouth Special schools

* [Courtlands School](http://www.courtlands.acemat.uk/) and ACE(Transforming Futures MAT) (commissioned from the provider)
* [Quay Partnership Plymouth - Plymouth Online Directory](https://www.plymouthonlinedirectory.com/article/1764/Quay-Partnership-Plymouth) outreach offer from Plymouth Special Schools (commissioned from the Providers)

**Introduction for parents and carers**

If you are a parent of a child with SEND we are delighted that you are looking at this graduated approach to inclusion. The guide has been written to help schools and education settings, and is open to parents too. By sharing with parents we are making sure the same information is available for families, teachers and other professionals working with your children

This document is a detailed procedure guide for schools and uses language familiar to those who work in education which means it not always be easy to read. If you come across something you don’t understand fully ask the SENCO at school or Plymouth Information Advice and Support for SEND (PIAS) [**Plymouth information advice and support**](https://www.plymouthias.org.uk/)

The Local Offer is a good place to go for more information to:[**Plymouth Local Offer**](https://www.plymouthonlinedirectory.com/plymouthlocalofferhome)

In Plymouth there is a strong commitment to working with parents and carers so you are actively involved in decisions around your child’s Special educational need and/or disability (SEND). This is the clear message of the SEND Code of Practice (COP) which sets out how parents and young people should be involved in identifying, understanding and taking decisions about special educational needs. Our partners in Plymouth are ‘Plymouth Parent Carer Voice’ (PPCV) and they have played a key role in shaping these documents. PPCV are a group of volunteer parents and carers of children and young people with SEND. Together they work in partnership with the Plymouth City Council, to help shape and improve the range of services in education, health and social care for families in the Plymouth area. Further information about PPCV can be found at [**Plymouth Parent Carer Voice**](https://www.plymouthpcv.co.uk/)

Parents quite rightly like to know how their child’s school or setting will make decisions about any extra support their child needs and what that support will look like in practice. This Guide may help you understand this. Many parents find it helpful to understand what a school is basing decisions on. It can sometimes be reassuring and also helps you ask informed questions about your child’s support and progress. Some sections of this document will be more useful to you as a parent than others. Part 1 (Assess) will help you understand how your child’s school should identify that your child has SEN; then part 2 (plan and review) sets out how schools should respond to those needs. It sets out the range of action (“interventions”) a school should use for each of the main areas of additional need and what to try next if they don’t make progress

Not all of the guide will be relevant for every child but it could help you discuss what is being used with your child. If you are wondering if your child needs an Education Health and Care Plan (EHCP) you could look at the suggestions for their type of need and compare this with your child’s current support in the plan and review section. The process for schools requesting assessment for an EHCP and how the local authority makes decisions about this can be found at [**Plymouth Local Offer - EHCP**](https://www.plymouthonlinedirectory.com/plymouthlocaloffer/ehcp)

If you have time to read the whole Graduated Approach to Inclusion you will get a good picture of how SEND should be handled by all schools and settings across the city. We hope you will find it interesting and use it to help you work with your child’s school to help your child get the best out of their education

# Groups to which this framework is applicable

The tools in this framework aim to ensure a graduated approach to meeting the needs of pupils between key stage 1 and key stage 4 in one or more of the following categories:

1. Pupils with special educational needs and disabilities (SEND)
2. Pupils in danger of missing education
3. Pupils with medical conditions
4. Young carers
5. Children supported by ‘Children’s social care’
6. **Pupils with SEND**

**What is a special educational need?**

|  |
| --- |
| A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her (6.15 CoP).A child of compulsory school age or a young person has a learning difficulty or disability if he or she:Has a significantly greater difficulty in learning than the majority of others of the same age **or**Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions (Children & Families Act, Part 3, section 20) |

**What is a disability?**

A person is disabled under the Equality Act 2010 if you have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ negative effect on your ability to do normal daily activities

* ‘substantial’ is more than minor or trivial, e.g. it takes much longer than it usually would to complete a daily task like getting dressed
* ‘long-term’ means 12 months or more, e.g. a breathing condition that develops as a result of a lung infection (section 6)

The Act provides for certain people to be deemed to meet the definition of disability without having to show that they have an impairment that has (or is likely to have) a substantial and long-term adverse effect on the ability to carry out normal day-to-day activities

For a more detailed explanation, please see the useful information section on page 3.

1. **Pupils in danger of missing education**

**How is a pupil in danger of missing education defined?**

Children missing education are vulnerable; it is essential that all services work together to identify and re-engage these children back into appropriate education provision as quickly as possible. It is important to establish the reasons for the child being at risk of missing out on education at the earliest possible stage; the list below is not exhaustive but provides examples of reasons for children being in danger of missing from education:-

* Emotionally based school non attendance
* At risk of permanent exclusion
* Challenging behaviour
* Reduced timetable
* Low attendance
* Medical needs which prevents them from attending school
* Have unidentified/unmet SEND needs

**When does a pupil become ‘at risk of permanent exclusion’?**

Work between the local authority and schools has identified a number of early signs that can identify if a child is in danger of permanent exclusion. These can include risk taking behaviour, unmet SEND, disabilities which impact on behaviour in school and children in need of help and protection, including those in care. In these instances schools must only use permanent exclusion as a last resort and when nothing else will do.

Schools must ensure that in carrying out their duties they have had due regard to relevant, overlapping guidance. For example, guidance relating to behaviour management, exclusion, social emotional and mental health and guidance on the role of the designated teacher for looked after and previously looked after children.

Further information can be found in the SEMH section of this document.

**Alternative provision**

Alternative provision (AP) refers to education a pupil receives away from their school, arranged by local authorities or by the schools themselves. The best AP offers some of the greatest expertise of working with children with challenging behaviour and additional needs – offering advice, outreach and short-term placements that help children get back on track and help divert them from the pathway to missing education. There are a variety of organisations which provide AP in Plymouth, it is essential that any AP commissioned by a school has a clear framework contract in place and that any commissioned places are driven by high quality outcomes for CYP so that they can be supported to maintain their place in school.

1. **Pupils with medical conditions**

**At what point does a pupil’s medical condition require a plan?**

DfE guidance (see useful information section) indicates that pupils’ medical conditions can include both physical and/or social, emotional and mental health needs. Medical conditions would be included within the scope of this document as part of a graduated approach depending on the short and/or long term nature of the pupil’s conditions. Multi-agency work with medical professionals is indicated as appropriate according to individual need. Individual healthcare plans can help to ensure that schools effectively support pupils with medical conditions (including mental health). They provide clarity about what needs to be done, when and by whom. They are often essential, such as in cases where conditions fluctuate or where there is a high risk that emergency intervention will be needed, the plans are helpful in the majority of cases where a pupils medical conditions are long-term and complex.

In particular, long-term absences due to health problems affecting children’s educational attainment impact on their ability to integrate with their peers and affect their general wellbeing and emotional health. Reintegration back into school should be properly supported so that children with medical conditions fully engage with learning and do not fall behind when they are unable to attend. Short-term and frequent absences, including those for appointments connected with a pupil’s medical condition (which can often be lengthy), also need to be effectively managed and appropriate support put in place to limit the impact on the child’s educational attainment and emotional and general wellbeing.

1. **Young Carers**

'A young carer means a person under 18 who provides or intends to provide care for another person' [Children and Families Act section 96 2014]. This support is practical or emotional and ongoing care is given to another person.

'A young carer becomes vulnerable when their caring role risks impacting upon their emotional or physical wellbeing or their prospects in education and life' [Care Act Statutory Guidance 6.48 2014].

The Department for Education (DfE) Recognises young carers as a vulnerable group.

Plymouth takes a graduated approach to supporting young carers and further information about the support offered to young carers, parents and professionals can be found at: [Support for Young Carers in Plymouth- POD](https://www.plymouthonlinedirectory.com/childrenandfamilies/plymouthyoungcarers)

Young carers are entitled to a holistic transition assessment before they reach the age of 18. Please see the transition pathway planning document for more information along with a report by the Children’s Society (commissioned by the Department of Health and Social Care) which identifies and disseminates effective practice to support and enable Young Adult Carers to make positive transitions between the ages of 16 and 24.

[**Children's Society report**](https://www.childrenssociety.org.uk/sites/default/files/2020-10/young-carer_transition_report.pdf)

[**Local-Offer - Transition Pathway Planning**](https://www.plymouthonlinedirectory.com/media/585/Local-Offer-Transition-Pathway-Planning/pdf/Local_Offer_Transition_Pathway_Planning.pdf?m=636937210594270000)

1. **Children Supported by Children’s Social Care**

Children supported by Children’s Social Care are Children in Need of help or protection, including looked after children, as well as those who have left care through adoption, Special Guardianship or Child Arrangement Orders.

Children who require support from Children’s Social care may have experienced trauma including abuse and neglect and lived in complex family circumstances. This can have significant consequences for education and increases the prevalence of social, emotional and mental health needs.

(DfE Help, protection, education: concluding the Children in Need review June 2019)

The Timpson Review (DfE 2017) also identified that this group of children and young people are more likely to be excluded from school.

**Pupils with EAL**

It is important to establish if a child who has English as an additional language (EAL) and causing concern is demonstrating expected patterns of development or whether their delay or difficulties are beyond their EAL needs.

**Other vulnerable learners**

The Plymouth Graduated Approach to inclusion framework can be used to support all groups of vulnerable learners.

# Plan: Checklist

|  |
| --- |
| These actions are essential when planning provision |
| **Involve pupils:*** Do they recognise and share the concerns identified?
* What are their priorities and aims?
* What do they think will help them progress?
 |
| **Involve parents/carers:*** Parents/carers **must** be formally notified when SEN support is put into place.
* Do they recognise and share the concerns identified?
* What are their priorities and aims?
* Share the schools plan to support progress
* Consider how parents/carers can support progress at home
 |
| **Review current provision:*** Has the pupil accessed high quality teaching across the curriculum?
* Do all staff understand how to meet the needs of specific pupils?
 |
| **Identify outcomes:*** There should be shorter targeted steps/outcomes (half-termly/termly) which should build towards long term outcomes (over a phase or Key Stage). Where a pupil has an EHCP these long term outcomes will be included on the EHC plan. Provision should facilitate progress towards these outcomes
* Have positive outcomes for social and personal development been included?
* How will the provision/interventions be evaluated?
* Include outcomes that will support successful transition to the next phase of education, employment and independence
 |
| **Plan provision:*** Review the school/setting arrangements for SEN support/outcome based plan. What provision is already available within the school/setting that would meet this pupil’s needs?
* What new provision might need to be developed?
* What resources might need to be secured (staffing and equipment)?
* Are there any training needs for staff?
* Ensure all relevant staff are aware of the SEN support being provided.
* What is the expected impact of the provision?
* Have all of the recommended strategies from external agency reports been fully implemented? If not why not?
* If the child is in care, ensure that targets and additional funding identified through the PEP are being addressed and reviewed termly
 |
| **Record:*** Use the school’s preferred format for recording needs, outcomes and provision (i.e. school based My Plan, provision map)
* Consider using early help assessment tool (EHAT) to record holistic assessment of need and identify joint outcomes for CYP and family. Link to EHAT
* Set a date for a review (approximately 6 weeks or 1 term)
* Ensure a copy is placed on the pupil’s SEN file and made available to the parents/carers and relevant staff
 |

**Using the plan and review framework**

Using learning from the ‘assess’ process explore provision banks relevant to the pupil’s needs so strategies can be planned

Each area is divided into 3 levels of provision:

* **Universal:** school-based provision checklist to support best practice
* **Targeted:** school-based provision checklist as part of an outcomes based plan
* **Specialist:** provision as part of an outcomes based plan or EHC plan

It is expected that in almost all cases, earlier levels of provision will have been effectively implemented and evaluated before higher levels of the graduated approach are considered

For additional help with planning, including links to information on the web, explore **Further SEND Support** for needs within:

* [Communication and interaction](#Communication)
* [Cognition and learning](#cognition)
* [Social, emotional and mental health](#social)
* [Sensory and Physical](#sensory)

#

Please see the Graduated Approach Interactive Tool for Checklists to support the identification of need in the classroom environment and with individual children.

The **SEND Code of Practice**  (2015) states that where a PUPIL does not make sufficient progress through the usual approaches to teaching and learning, staff should decide on ‘additional to’ or ‘different from’ interventions.

 If PUPILs are still attaining at a level significantly below age-related expectations and there is evidence of an increasing gap between them and their peers, despite universal provision being appropriate to their needs then please refer to [**Targeted Provision**](#TargetGreen2)

For further specific resources and guidance please refer to the **SENCO Guide**

#

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**Staff Training and Environment**

When planning appropriate provision consideration must be given to what staff training is required and what adaptations to the environment should be made

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| --- |
| **Training** |
|  | **Contacts and date** |
| **In-house** |
| Consultation or assessments with members of staff with a specialist role or substantial experienceTraining delivered by members of staff with a specialist role or substantial experience |  |
| **External training** |
| Staff training targeted at building staff capacity to meet pupil needs.  |  |
| **External support and advice** |
| Consultation or assessments with external agencies to provide additional support and/or advice on meeting pupil needs |  |
| **Environment** |
| Consider the capacity of the physical environment of the school to meet the PUPIL’s needs (specialist resources, environmental adaptations). Record below |
|  |
| **Working with Health and Social Care** |
| Consider what advice and support may be useful from agencies across Health and Social Care. Record below |
| **Health** |
|  |
| **Social Care** |
|  |
| **Other** |
|  |

Proceed to [**Review**](#_Planning_a_Review)or plan for another area of need

[Communication & interaction](#_Universal_Provision_Checklist:) [Cognition & learning](#_Universal_Provision_Checklist:_1)

Social, emotional & mental health [Sensory Needs](#_Universal_Provision_Checklist:_2)

#

# Planning a Review

It is **essential** that the progress of PUPILs identified with having special educational needs is regularly reviewed. Education practitioners should meet *with parents/carers* to hold a formal review at least **three times** a year

Good review meetings should:

* Be aligned or combined with the usual cycle of discussion with parents/carers of all pupils (e.g. parents evenings)
* Be led by a member of staff that knows the pupil well
* Allow sufficient time to gather parent’s/carer’s views and agree a new plan
* Include the views of the Pupil
* Be recorded and a copy made available to parents/carers in a timely manner.
* Utilise a clear recording mechanism for evaluation and monitoring purposes, and to allow data analysis at individual, group and setting levels

Review preparation checklist

|  |
| --- |
| **2 weeks before the review** |
| Check parents/carers and key staff can still attend |  |
| Explain the purpose of the meeting to the PUPIL and gather their views and/or invite them to the meeting |  |
| Repeat assessments or carry out new ones as appropriate |  |
| Ensure an appropriate space is available for the meeting |  |

|  |
| --- |
| **Day before the review** |
| Remind the PUPIL that the meeting is taking place |  |
| Gather relevant paperwork |  |
| Ensure the appropriate recording paperwork is prepared for the meeting (i.e. My Plan) |  |

# Decision Pathway

When holding the meeting a number of questions should be considered in order to plan the

next steps. Guidance for this is provided in the form of a decision pathway diagram below

**Plymouth Graduated Approach to Inclusion**

**APPENDIX**

**Adverse Childhood Experiences (ACEs)**

Adverse Childhood Experiences (ACEs) are traumatic experiences that occur before the age of 18. These experiences range from suffering verbal, mental, sexual and physical abuse, to being raised in a household where domestic violence, alcohol abuse, parental separation or drug abuse is present. The original ACE study (Felitti et al, 1998) included the following:

* Emotional abuse
* Physical abuse
* Sexual abuse
* Mother treated violently
* Household substance misuse
* Mental illness in household
* Parental separation or divorce
* Criminal/Incarcerated household member
* Emotional neglect
* Physical neglect

\*Please note that subsequent studies (Finkelhor et al, 2013) have highlighted the importance of including:

* Chronic economic hardship
* Social rejection/victimisation by peers
* Exposure to crime (property/community violence)
* Bereavement/loss of a parent/carer

Evidence shows children who experience stressful and poor quality childhoods are more likely to develop health-harming and anti-social behaviours, more likely to perform poorly in school and more likely to be involved in crime

**Email:**

**Web:** Plymouth Local Offer

**Tel:**

This Graduated Response tool has been developed for use by Plymouth Schools and is based on the Devon County Council tool. We express our sincere thanks and acknowledgement to Devon County Council for sharing this with us