

Kingsbury Episcopi Primary School - Our Graduated Approach to Special Educational Needs

Universal Provision				Targeted/Additional SEN Provision Plans	Specialist Provision – EHC
IN THE CLASSROOM: CLASSTEACHER RESPONSIBILITY Initial Support and SEN support		Initial Concerns CLASSTEACHER RESPONSIBILITY		SENCO and CLASS TEACHER RESPONSIBILITY	
Strategies for Inclusion Inclusive curriculum with adaptations: by input, by task, by outcome Seating and positioning is considered to optimise learning Visual support for learning and self-organisation Visual, auditory and kinaesthetic teaching and learning opportunities Explicit teaching of strategies for independence (e.g. 3 before me, Effective questioning to develop thinking skills) Explicit teaching of how to think and learn (metacognition) Emotional support and targeted approaches to managing behaviour Use of class LSA to support a specific target Visual timetable		General Pupil progress data / class assessments Classroom Observations/ pupil responses Discussions with parent/carer to gather information <u>Checklists to complete / discuss with SENCO for advice</u> <u>Speech and language</u> <u>SLCN checklist</u> <u>Literacy</u> Speech and Language Checklist Salford Sentence Reading Test HAST II Dyslexia checklist Writing observation checklist Phonics assessment Working memory checklist <u>Maths</u> <u>Dyscalculia checklist</u> <u>Motor skills</u> Observation checklist <u>Social/Emotional</u> Observation checklists Boxall profile		Occurs when: - Pupil is already known to have SEN on arrival in school - Pupil is causing concern to a teacher and one Assess Plan Do Review Cycle to meet needs has been completed without sufficient impact on progress.	‘Additional and Different’ provision timetabled by Class Teacher (Managed by SENCO) <u>A planned package of interventions and support with input from SENCO and/or external agencies</u> <u>A Wave 3 intervention (1:1)</u> Individualised Literacy interventions <u>Specialist small group or individual therapeutic interventions</u> 1:1 ELSA interventions 1:1 Drawing & Talking Talkabout Nurture Group Speech and language therapy Occupational Therapy Physiotherapy NELI Spelling Detectives Number Detectives <u>Additional adult support allocated for an identified and specific purpose</u> Eg medical needs, physical needs, emotional needs, specific support for a learning task Additional adult time required for meetings and liaison in order to support pupil needs, plan and prepare specialised lessons and resources
Literacy Reading ruler / overlay Pencil grips Writing frames Desktop aids Alternative ways of recording ICT In class Interventions Precision teaching Barrier games Priority 1:1 reader Priority 1:1 writer	Numeracy Use of concrete apparatus to support concepts, e.g. Numicon Desktop aids /Maths help box Additional checks of understanding In class interventions Precision teaching Barrier Games	Speech Language and Communication Short instructions Instructions in order of doing Information in small chunks Visual support for key concepts and vocabulary TA/parent pre-tutoring of new topic vocabulary Allowing thinking time for response to questions Model language Model socially appropriate interactions Supporting SaLT targets in class		SENCO Activities to establish SEN Additional diagnostic assessment: - Dyslexia portfolio - TALC - Boxall Profile - NUMERACY test - Visual Stress Assessment - Observations and work scrutiny Discussion of outcomes and provision with teacher and parent/carers as part of Assess Plan Do Review cycle (see Parent/Carer Involvement)	
Social and Emotional Additional planned strategies to support behaviour (rewards and sanctions) Reward systems and positive feedback Meet and greet system Support for unstructured times Additional play with a purpose Personalised visual timetable	Motor Skills PE and outdoor play : balance, hand eye co-ordination, gross motor skills Play activities eg: cutting, sticking, threading, joining, tracing, pouring Copy me games Handwriting warm ups In-class interventions Pegs to paper	Parent/ Carer involvement Teacher uses assess plan do review cycle to meet parents Structured Conversations: Parent/carer perceptions and concerns Parent/carer aspirations for their child Next steps towards this discussed Specific targets agreed Home support for learning discussed and agreed. Actions summarised and recorded by class teacher, implemented and reviewed after one term.	Catch Up Interventions (Wave 2) Regularly delivered, short blocks of intervention to accelerate progress Pre-teaching Over learning Phonological awareness activities Precision Teaching Catch Up interventions are monitored through pre and post intervention data and observations to ensure there is evidence of their effectiveness	SENCO Review with Class teacher and parents may result in: - Individual learning Plan - One Page Pupil profile and IEP prepared and maintained by teacher - IEP monitoring sheet prepared by SENCO and maintained by teacher - Additional and different provision (SEN Support) - SENCO monitoring and ongoing advice - Referral to external professional(s) - Agreement that needs are now met and progress is appropriate, discontinuation	Element 3 Funding (Higher Needs) Evidence Based Application to LA required <u>Needs</u> are clearly identified and meet the criteria <u>Provision</u> is clearly identified and evidenced, and meets the criteria <u>Review cycles</u> have been regular involving class teacher and SENCO with parents and pupil <u>Annual review meeting</u> has been completed by SENCO using a person centred approach EHC Plans May be indicated when: High level needs are present The graduated approach has been fully used Requires evidence