

Our Graduated Approach to Special Educational Needs 2018-2019

Element 1 funding			Element 2 funding	Element 3 funding	
In the classroom: Class teacher responsibility Initial Support and SEN support			SENCO and class teacher responsibility	SEN Support and EHCP's SENCO responsibility	
Strategies for inclusion Differentiated curriculum: by input, by task, by outcome Seating and positioning are 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 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 TA to support a specific target Visual timetable (See Provision Plans for further information on Quality First Teaching strategies)			Initial concerns: Class teacher responsibility General Pupil progress data/class assessments Classroom Observations/pupil responses Discussions with parent/carer to gather information Speech and language SLCN checklist Literacy Speech and Language Checklist Sentence Reading Test Single word spelling test Dyslexia checklist Writing observation checklist Phonics assessment Working memory checklist Maths Numicon explorative assessment Motor skills Observation checklist Social/Emotional Observation checklists	Occurs when: Child is already known to have SEN on arrival in school Child is causing concern to a teacher and one Assess Plan Do Review Cycle to address issues has been completed without sufficient impact on progress.	Additional and Different' provision (Managed by SENCO) A planned package of interventions and support with input from SENCO and/or external agencies Wave 3 Interventions Highly personalised interventions Specialist small group or individual therapeutic interventions 1:1 ELSA interventions Talking Partners Speaking and listening through Narrative Nurture Group Speech and language therapy Occupational Therapy Physiotherapy Additional adult support allocated for an identified and specific purpose E.g. medical needs, physical needs, emotional needs, specific support for a learning task Additional adult time required for meetings and liaison in order to support child's needs, plan and prepare specialised lessons and resources
Literacy Reading ruler/overlay Pencil grips Writing frames Desktop aids Alternative ways of recording ICT	Numeracy Use of concrete apparatus to support concepts, e.g. Numicon Maths help box Additional checks of understanding	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 SLT targets in class Interventions Black Sheep Narrative Time to Talk Socially Speaking Lego Therapy	SENCO Activities to establish SEN Additional diagnostic assessment: WRAT assessments for spelling and reading TAAS assessment Steve Chin- Trouble with maths assessment Dyslexia assessment Sensory Checklists and observations Discussions with child 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)	Additional adult support allocated for an identified and specific purpose E.g. medical needs, physical needs, emotional needs, specific support for a learning task Additional adult time required for meetings and liaison in order to support child's needs, plan and prepare specialised lessons and resources	
Interventions Precision teaching Write from the Start Clicker Talking Tins Reading Research Toe by Toe Read, Write Inc	Interventions Precision teaching No Nonsense maths Power of 2 Perform with Times Tables First class at number	Interventions Black Sheep Narrative Time to Talk Socially Speaking Lego Therapy	SENCO Review with Class teacher and parents may result in: <ul style="list-style-type: none"> Inclusion Passports/Personal Provision Plans, prepared by SENCO and class teacher and maintained by class teacher Additional and different provision (SEN Support) SENCO monitoring and on-going advice Referral to external professional(s) Agreement that needs are now met and progress is appropriate 	Element 3 Funding (Higher Needs) Evidence Based Application to LA required Needs are clearly identified and meet the criteria Provision is clearly identified and evidenced, and meets the criteria Review cycles have been regular involving class teacher and SENCO with parents and child Annual review meeting 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	
Social and Emotional Additional planned strategies to support behaviour Reward systems and positive feedback Meet and greet system Support for unstructured times Additional play with a purpose Personalised visual timetable Interventions Understanding emotions We are Awesome Emotions wall Positive post its Emotions wheel Lego Therapy My turn, your turn	Motor Skills PE and outdoor play: balance, hand eye co-ordination, gross motor skills Play activities e.g. cutting, sticking, threading, joining, tracing, pouring, Copy me games Interventions Handwriting warm ups Dough Disco Squiggle whilst you wiggle Handwriting without tears Speed up Dynamic resistance activities	Parent/carer involvement Teacher uses assess plan do review cycle Structured Conversations: Parent/carer perceptions and concerns Learning Conversations Parent/carer aspirations for their child Next steps towards this discussed Specific targets agreed Home support for learning discussed and agreed.	Catch Up Interventions (Wave 2- Additional interventions to enable child to work at age related expectations) Regularly delivered, short blocks of intervention to accelerate progress Rapid Phonics Read Write Inc Speed Up Numicon targeted learning group Black Sheep Narrative pack group (Reception / KS1/KS2) Catch Up interventions are monitored through pre and post intervention data and observations to ensure there is evidence of their effectiveness	Element 3 Funding (Higher Needs) Evidence Based Application to LA required Needs are clearly identified and meet the criteria Provision is clearly identified and evidenced, and meets the criteria Review cycles have been regular involving class teacher and SENCO with parents and child Annual review meeting 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	