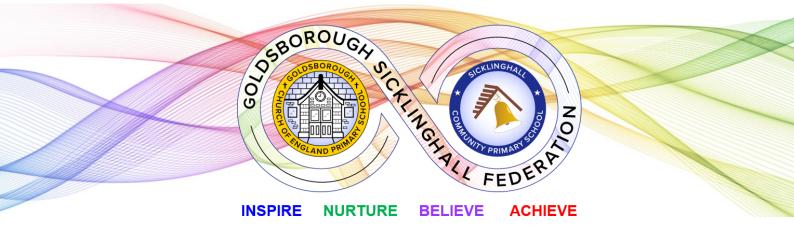


Working together to be the best that we can be.

Goldsborough Sicklinghall Federation

Graduated Approach to Special Education needs and implementing the Code of Practice in the classroom.

Element 1 funding				
In the classroom: Class teacher respo	Initial concerns: Class teacher			
Initial Support and SEN support			responsibility	
Strategies for inclusion	General			
Differentiated curriculum: by input, by task, by outcome			Pupil progress data/class assessments	
Seating and positioning are considered to optimise learning			Classroom Observations/pupil responses	
Visual support for learning and self-or	Discussions with parent/carer to gather			
Visual, auditory and kinaesthetic teach	information			
Explicit teaching of strategies for inde	Speech and language			
Effective questioning to develop think	SLCN checklist			
Explicit teaching of how to think and l	Literacy			
Emotional support and targeted appro	Speech and Language Checklist			
Use of class TA to support a specific ta	Sentence Reading Test			
Visual timetable	Single word spelling test			
(See Provision Maps for further inform	Dyslexia checklist			
Literacy Numeracy Speech, Language and Communication			Writing observation checklist	
Reading ruler/overlay	Use of concrete apparatus	Short instructions	Phonics assessment	
Pencil grips	to support concepts, e.g.	Instructions in order of doing	Working memory checklist	
Writing frames	Numicon	Information in small chunks	Maths	
Desktop aids	Desktop aids	Visual support for key concepts and vocabulary	Numicon explorative assessment	
Alternative ways of recording	Maths help box	TA/parent pre-tutoring of new topic vocabulary	Motor skills	
ICT	Additional checks of	Allowing thinking time for response to questions	Observation checklist	
	understanding	Model language	Social/Emotional	
	anderstanding	Model socially appropriate interactions	Observation checklists	
Interventions	Interventions	Supporting SLT targets in class		
Precision teaching	Precision teaching			
Write from the Start	No Nonsense maths	Interventions		
Clicker	Power of 2	Black Sheep Narrative		
Talking Tins	Perform with Times Tables	Time to Talk		
Reading Research	First class at number	Socially Speaking		
Toe by Toe		Lego Therapy		
Read, Write Inc		2080		
Social and Emotional	Motor Skills	Parent/carer involvement	Catch Up Interventions	
Additional planned strategies to	PE and outdoor play:	Teacher uses assess plan do review cycle	(Additional interventions to enable child	
support behaviour	balance, hand eye co-	Structured Conversations: Parent/carer	to work at age related expectations)	
Reward systems and positive	ordination, gross motor	perceptions and concerns	Regularly delivered, short blocks of	
feedback	skills	Learning Conversations	intervention to accelerate progress	
Meet and greet system	Play activities e.g. cutting,	Parent/carer aspirations for their child	Rapid Phonics	
Support for unstructured times	sticking, threading, joining,	Next steps towards this discussed	Precision Teaching	
Additional play with a purpose	tracing, pouring, Copy me	Specific targets agreed	Speed Up	
Personalised visual timetable	games	Home support for learning discussed and	Numicon targeted learning group	
	0	agreed.	Black Sheep Narrative pack group	
	Interventions		(Reception / KS1/KS2)	
Interventions	Handwriting warmups			
Understanding emotions/emotions	Dough Disco		Catch Up interventions are monitored	
coaching	Squiggle whilst you wiggle		through pre and post intervention data	
We are Awesome	Handwriting without tears		and observations to ensure there is	
Emotions wall	Speed up		evidence of their effectiveness	
Positive post its	Dynamic resistance			
Emotions wheel	activities			
Lego Therapy				
My turn, your turn				
itty turn, your turn				



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Element 2 funding	Element 3 funding	
SENCO and class teacher responsibility	SEN Support and EHCP's	
	SENCO responsibility	
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 Highly personalised interventions	
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	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	
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 time required for meetings and liaison in order to support child's needs, plan and prepare specialised lessons and resources	
SENCO Review with Class teacher and parents may result in:	Element 3 Funding (Higher Needs) Evidence Based Application to LA required	
 SEN Support 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 	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	
appropriate	EHC Plans May be indicated when: High level needs are present The graduated approach has been fully used Requires evidence	