



**INSPIRE NURTURE BELIEVE ACHIEVE**

*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 responsibility Initial Support and SEN support		Initial concerns: Class teacher responsibility
<b>Strategies for inclusion</b> 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 Maps for further information on Quality First Teaching strategies)		<b>General</b> Pupil progress data/class assessments Classroom Observations/pupil responses Discussions with parent/carer to gather information <b>Speech and language</b> SLCN checklist <b>Literacy</b> Speech and Language Checklist Sentence Reading Test Single word spelling test Dyslexia checklist Writing observation checklist Phonics assessment Working memory checklist <b>Maths</b> Numicon explorative assessment <b>Motor skills</b> Observation checklist <b>Social/Emotional</b> Observation checklists
<b>Literacy</b> Reading ruler/overlay Pencil grips Writing frames Desktop aids Alternative ways of recording ICT  <b>Interventions</b> Precision teaching Write from the Start Clicker Talking Tins Reading Research Toe by Toe Read, Write Inc	<b>Numeracy</b> Use of concrete apparatus to support concepts, e.g. Numicon Desktop aids Maths help box Additional checks of understanding  <b>Interventions</b> Precision teaching No Nonsense maths Power of 2 Perform with Times Tables First class at number	<b>Speech, Language and Communication</b> 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  <b>Interventions</b> Black Sheep Narrative Time to Talk Socially Speaking Lego Therapy
<b>Social and Emotional</b> 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  <b>Interventions</b> Understanding emotions/emotions coaching We are Awesome Emotions wall Positive post its Emotions wheel Lego Therapy My turn, your turn	<b>Motor Skills</b> 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  <b>Interventions</b> Handwriting warmups Dough Disco Squiggle whilst you wiggle Handwriting without tears Speed up Dynamic resistance activities	<b>Parent/carer involvement</b> 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.  <b>Catch Up Interventions</b> (Additional interventions to enable child to work at age related expectations) <b>Regularly delivered, short blocks of intervention to accelerate progress</b> Rapid Phonics Precision Teaching Speed Up Numicon targeted learning group Black Sheep Narrative pack group (Reception / KS1/KS2)  <b>Catch Up interventions are monitored through pre and post intervention data and observations to ensure there is evidence of their effectiveness</b>



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<p><b>Element 2 funding</b></p>	<p><b>Element 3 funding</b></p>
<p><b>SENCO and class teacher responsibility</b></p>	<p><b>SEN Support and EHCP's</b> <b>SENCO responsibility</b></p>
<p><b>Occurs when:</b> Child is already known to have SEN on arrival in school</p> <p>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.</p>	<p><b>Additional and Different' provision (Managed by SENCO)</b> A planned package of interventions and support with input from SENCO and/or external agencies</p> <p>Highly personalised interventions</p>
<p><b>SENCO Activities to establish SEN Additional diagnostic assessment:</b></p> <p>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</p> <p>Discussion of outcomes and provision with teacher and parent/carers as part of Assess Plan Do Review cycle (see Parent/Carer Involvement)</p>	<p><b>Specialist small group or individual therapeutic interventions</b> 1:1 ELSA interventions Talking Partners Speaking and listening through Narrative Nurture Group Speech and language therapy Occupational Therapy Physiotherapy</p> <p><b>Additional adult support allocated for an identified and specific purpose</b> E.g. medical needs, physical needs, emotional needs, specific support for a learning task</p> <p><b>Additional adult time required for meetings and liaison in order to support child's needs, plan and prepare specialised lessons and resources</b></p>
<p><b>SENCO Review with Class teacher and parents may result in:</b></p> <ul style="list-style-type: none"> <li>• SEN Support Plans prepared by SENCO and class teacher and maintained by class teacher</li> <li>• Additional and different provision (SEN Support)</li> <li>• SENCO monitoring and on-going advice</li> <li>• Referral to external professional(s)</li> <li>• Agreement that needs are now met, and progress is appropriate</li> </ul>	<p><b>Element 3 Funding (Higher Needs) Evidence Based Application to LA required</b></p> <p><b>Needs</b> are clearly identified and meet the criteria <b>Provision</b> is clearly identified and evidenced, and meets the criteria <b>Review cycles</b> have been regular involving class teacher and SENCO with parents and child <b>Annual review meeting</b> has been completed by SENCO using a person-centred approach</p> <p><b>EHC Plans</b></p> <p>May be indicated when: High level needs are present The graduated approach has been fully used Requires evidence</p>