

A Graduated Approach for SEND at Hade Edge School



Teachers identify children with SEND or those not making expected progress **every term.**

IDENTIFICATION OF LEARNING NEED - Hade Edge School

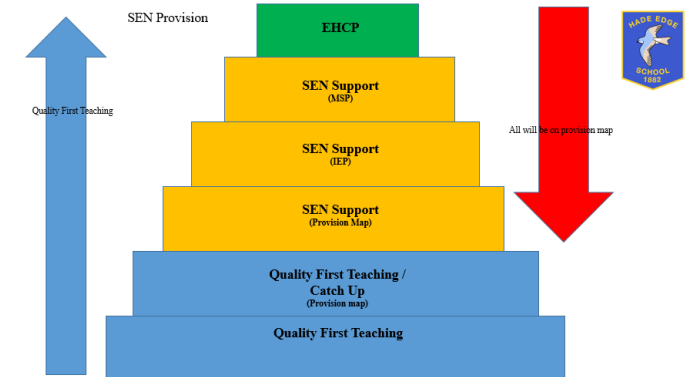
Class:	Date	USE FIRST AND LAST NAMES	SPECIFIC SEN DIAGNOSIS e.g. ASD	Speech, language and communication need SPECIFY	Behaviour, Social and emotional	Reading Comprehension or decoding	Writing - what?	Maths - what?
A - High needs EHCP / MSP								
B - SEN Support IEP/ ANP								
C - Monitoring WAVE 1 Children requiring some adapted work and some additional in class support.								
C - Monitoring		<p>Have you:</p> <ul style="list-style-type: none"> Identified learning need / area of difficulty. Monitored progress in line with national expectations. Differentiated and adapted work to meet learning need in class. Began to collect evidence and monitoring of learning need. 	<p>Have you:</p> <ul style="list-style-type: none"> Provided a visual timetable Adapted language and vocabulary to meet their level of understanding. Provided word banks appropriate to the topic/ book/maths area. Used visual stimulus to aid vocabulary. Provided actions for words to stimulate word finding. Modelled excellent pronunciation and speech. Provided sentence frames for writing and talk frame for speaking 	<p>Have you:</p> <ul style="list-style-type: none"> Spoken with the child about their needs / difficulties. Spoken to parents Created a behavior chart /log. Provided child with personalized reward system. Used positive reinforcement and praised efforts. 				

3.4) **Quality First Teaching**

As stated within the SEN Code of Practice (2014), "high quality teaching that is **differentiated and personalised** will meet the individual needs of the majority of children and young people... Special educational provision is underpinned by high quality teaching and is compromised by anything less."

Kirkcaldy local authority has clear expectations regarding the aspects of **Quality First Teaching** which must be in place to ensure a solid foundation to meeting the needs of children and young people with special educational needs within our schools. It is only after this has been implemented that we should consider whether a child or young person has special educational needs. An overview of these expectations are detailed in the table below and **at the bottom of this table the links provided take you to more detailed guidance of what is expected to be provided through Quality First Teaching across each of the broad areas of need:**

Approach / Intervention / Resource	Expected Outcomes
<p>Intention:</p> <ul style="list-style-type: none"> Ethos of diversity and respect, all children feel valued and included in the whole school community. Disabled children and young people and those with SEN are not treated less favourably than others and face no artificial challenges. Activities alongside non-disabled / peers without identified SEN, including whole school/ class events and general school functions. Children & Young People are able to have a say when adults are making decisions that affect them, and are not over-looked. A set of "Standards for Participation" have been developed by a group of Kirkcaldy children & young people with SEN, provided on the following link: http://www.kirkcaldy.gov.uk/files/standardsforparticipation.pdf <p>Intention approach:</p> <ul style="list-style-type: none"> Value and involvement, children and young people with SEN and the work to support their achievement is valued and treated in by the school (and learning/training across 3-7 whole school approach). Reflective practice. Consistency of approach and strategies across all staff. Staff as positive role models, supporting children and young people social interactions and experience to learn from. <p>Monitoring progress</p>	<ul style="list-style-type: none"> Increased and equal access to the curriculum. Increased retention of key information and information. Improved capacity for independent learning. Increased listening and attention. Improved progress and attainment. Reduced anxiety, increased confidence and self-esteem.



From this the SENDCo collates a list of children who need some additional monitoring and support. This is the monitoring register.



Following this, different levels of support are implemented depending on the child's needs. Children will be monitored for 1 term during this process. Teachers will ensure that quality first teaching is in place.

If concerns continue, the teacher will refer the child on to the SENDCo for further investigation and assessment.

SEND Referral Form



Date:

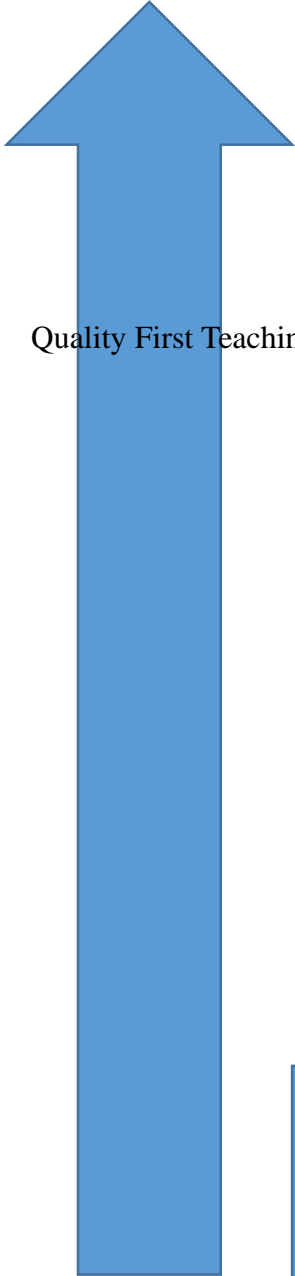
Name of Child	
Current Class / Year Group	
Date of Birth	
Current Position on SEND (Not on / Monitor / EEF / Sp Support Plan)	
Proposed Position on SEND (Monitor / EEF / Sp Support Plan)	
Attainment at the end of the previous academic year	
Progress this academic year	
Attainment at the end of the previous term	
Current provision in main class	
Additional Comments	

Evaluated on by Head and SENDCo

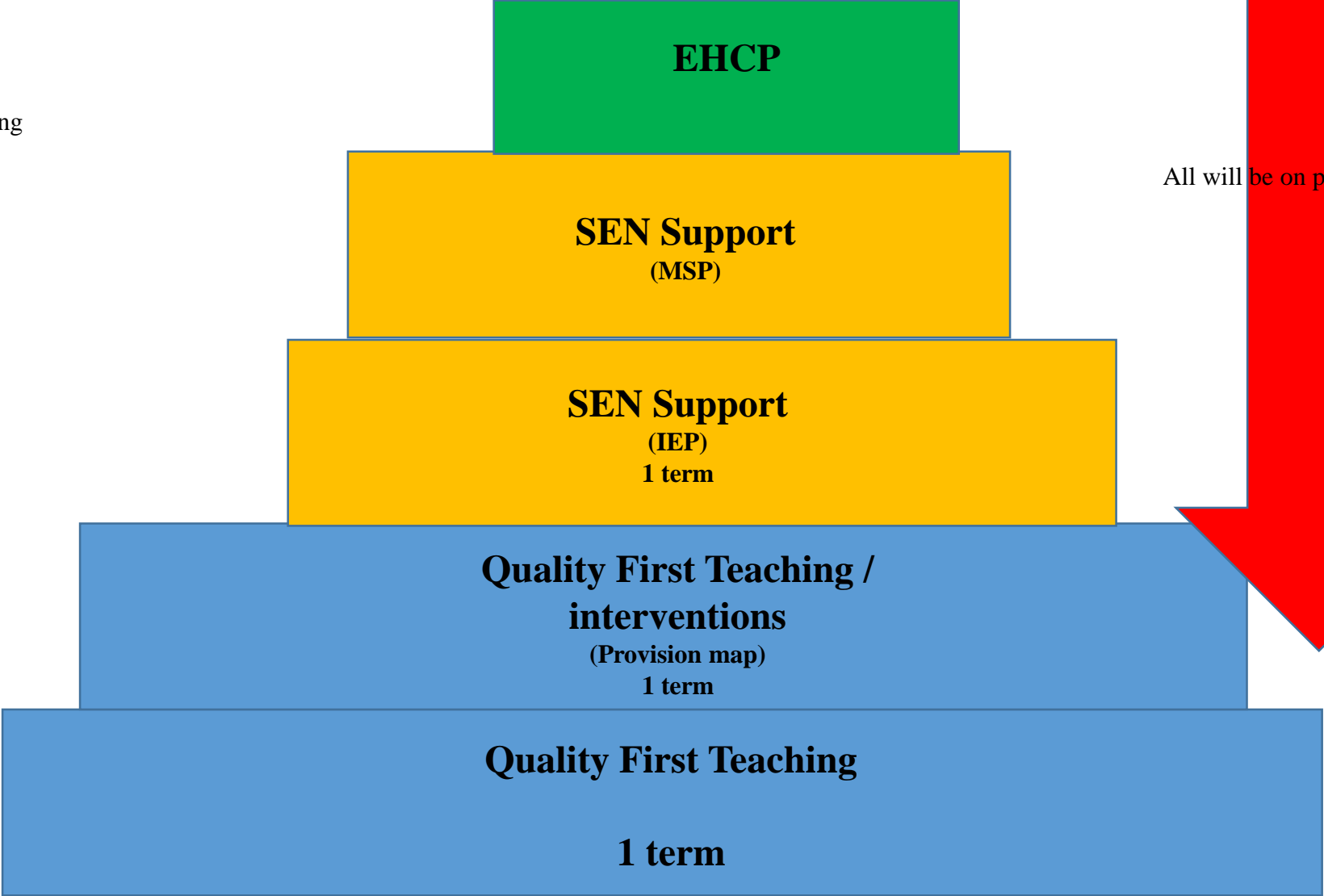
Recommendations

The SENDCo may then meet with parents, other professionals and the class teacher to implement provision and interventions. At this point all parties may agree that the child has a Special Educational Need or disability and be moved on to the SEND register.

SEN Provision



Quality First Teaching



All will be on provision map

This pyramid demonstrates the typical progression through the different levels of SEN. We acknowledge that there may be times when children jump up the pyramid depending on the needs that they are presenting. Children can move down the pyramid as well as up.

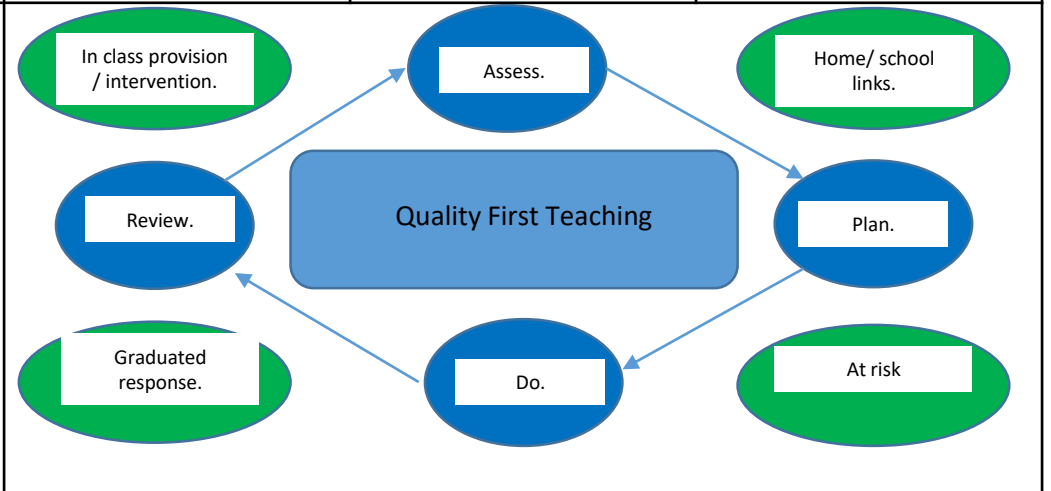
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Proposed Position on SEND (Monitor / IEP / My Support Plan)	
Attainment at the end of the previous academic year	
Progress this academic year	
Attainment at the end of the previous term	
Current provision to meet need	
Additional Concerns	

Evaluated onby Head and SENCo

Recommendations: