

## Graduated Approach for Castledyke Primary school

<b>Step 1</b>	<b>Assess</b>	<b>Plan</b>	<b>Do</b>	<b>Review</b>
<p>Quality First Teaching</p> <p>Need identified by Class Teacher/ Professional/Parent</p>	<p>Formative/summative assessments show that a child is not making progress or is finding an area of learning difficult. The barrier to learning will fall under one of four categories;</p> <ul style="list-style-type: none"> <li>• Cognition and learning</li> <li>• Sensory or physical</li> <li>• Communication and interaction</li> <li>• Social, emotional or mental health</li> </ul>	<p>The class teacher will differentiate planning as means of removing the barriers to learning.</p>	<p>Differentiation could be done in a number of ways including;</p> <ul style="list-style-type: none"> <li>• Pre and post learning</li> <li>• Differentiated task</li> <li>• Adult support</li> <li>• Specialised resources</li> <li>• Peer support</li> <li>• Prompts and frameworks</li> </ul>	<p>Use formative and summative assessments to evaluate the impact of the differentiation. This could also be done at pupil progress meetings.</p>
<p>Has the child made better than expected or at least expected progress? If yes, then continue at the current level as long as is necessary. If no, move onto step 2.</p>				
<b>Step 2</b>	<b>Assess</b>	<b>Plan</b>	<b>Do</b>	<b>Review</b>
<p>Discussion with SENDCO and Inclusion Manager, INITIAL Concern</p> <p>Child moves onto INITIAL Concern Register.</p>	<p>Use formative, summative and standardised assessments to get a full picture of the child's learning profile.</p> <p>The child's area of need should be identified from one of the four categories. They may have complex needs, with one primary area of need.</p>	<p>In discussion with the SENDCO, an INITIAL Concern sheet should be completed outlining the actions that have already been taken as part of Quality First Teaching.</p> <p>If necessary appropriate interventions should be planned through the school provision map.</p>	<p>Interventions will begin and differentiation in the classroom will be evaluated. These will be monitored over a set period of time suitable to the type of intervention and the stage in the school year.</p>	<p>Use formative and summative assessments to evaluate the impact of the interventions and differentiation.</p> <p>Timing of the review may vary according to the nature of the intervention. This could also be done at pupil progress meetings.</p>

		At this stage these are most likely to be wave 2 interventions.		
Has the child made better than expected or at least expected progress? If yes, then continue at the current level as long as is necessary. If no, move onto step 3.				
<b>Step 3</b> Discussion with SENDCO, Inclusion Manager and Head teacher.  Child moves onto SEND register as SEN support	<b>Assess</b>	<b>Plan</b>	<b>Do</b>	<b>Review</b>
	Use formative, summative and standardized assessments to get a full picture of the child's learning profile. The child's area of need should be identified from one of the four categories. They may have complex needs, with one primary area of need.	At this stage an IEP or IBP should be created for the child. This should be prepared in discussion with the SENDCO to plan appropriate interventions if necessary and to plan and provide the support available through the provision map.  The IEP/IBP will be discussed with parents and will include their own views and the views of the pupil, and agree outcomes for the child. This discussion should be timed appropriately and therefore may replace a scheduled parent consultation.	Interventions will begin and differentiation in the classroom will be evaluated. These will be monitored over a set period of time suitable to the type of intervention and the stage in the school year.	Use formative and summative assessments to evaluate the impact of the interventions and differentiation. Timing of the review may vary according to the nature of the intervention. This could also be done at pupil progress meetings.
Has the child made better than expected or at least expected progress? If yes, then continue at the current level as long as necessary. If no, move onto step 4.				
<b>Step 4</b>  SEN Support with Outside agency involvement.	<b>Assess</b>	<b>Plan</b>	<b>Do</b>	<b>Review</b>
	A request for outside agency assessment and/or support will be made at this stage. This	The current IEP/IBP should be reviewed to take on the advice and strategies provided by the outside agency.	The Actions detailed in the IEP or IBP will be followed and any further interventions or	Use formative and summative assessments to evaluate the impact of the IEP/IBP,

	<p>could be from the following services:</p> <ul style="list-style-type: none"> <li>• Education Psychology</li> <li>• Autism Spectrum Education Team (ASET)</li> <li>• Speech and language support (SALT)</li> <li>• Occupational Therapy</li> <li>• Behavioral Support team</li> <li>• St Luke's Outreach service</li> </ul> <p>(for a full list of agencies offering support please see SEND report)</p>	<p>Once these are agreed with the SENDCO and Inclusion Manager, a meeting will be held with parents to review the plan.</p>	<p>differentiation will be implemented for another cycle. At this level there may also be some staff training and support.</p>	<p>interventions and differentiation. This should be done with the SENDCO, Inclusion Manager and Head teacher.</p>
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Has the child made better than expected or at least expected progress? If yes, then continue at the current level as long as necessary. If no, review and implement at least one more cycle at this level with IEP/IBP before moving onto step 5.

<b>Step 5</b>	<b>Assess</b>	<b>Plan</b>	<b>Do</b>	<b>Review</b>
Request for Education Health and Care Plan.	A request for an Education, Health and Care Plan will be discussed with all interested parties. If it is agreed that this is the best pathway to removing barriers from the child's learning then the SENDCO will move forward with this request.	EHC Plan	EHC Plan implemented.	Annual Review with the LA. Termly reviews within school.