

Trinity School
SEN Support Graduated Approach and Identification

Step 1 - Assess

- Ongoing assessment and tracking of all pupils at pupil progress meeting shows less than expected progress despite Quality First Teaching or
 - Concerns are raised regarding emotional well-being or behaviour
- These concerns could also be raised by the parent/carer or an external agency

Step 2 – Plan & Do (Wave 2)

Class teacher leads on planning QFT and setting outcomes. This should include some/all of the following:

- Class teacher has a discussion with child about needs.
- Class teacher plans QFT that would be suitable for child.
- Class teacher sets outcomes (QFT provision) and review date (6-8 weeks).
- Class teacher to meet/discuss with parents/carers to discuss concerns and agree actions for school and home.
 - Allocate booster support, volunteer support or LSA support if available and possible.
- The class provision map or a learning passport will record all plans, pupil voice and meetings with parent/carers.
 - Child added to Additional Teacher Monitoring list

Notes:

- QFT might include targeting a small group for focused class teacher input 2/3 times per week (e.g. 5 min reading) or use of a particular resource. Class/subject teacher led interventions involving working outside the classroom can be included at this stage.
- If needed class teacher can seek advise/support from phase leaders/subject leaders/ SENCo to ensure pupil is receiving quality first teaching appropriate to their needs. e.g. differentiation, targeted feedback, use of in-class support, use of enhancing technology.

Step 3 – Review 1

Good progress, return to regular tracking	Less than expected progress towards agreed outcomes despite QFT targeted at areas of need. A new cycle of Plan & Do (as above).	Some progress made. Repeat cycle as above whilst considering alterations. Followed by Plan & Do.
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Step 4 – Review 2

As above, however if after 2 or 3 cycles progress is not as we would hope, proceed to step 5.

Step 5 – Assess (Wave 3)

- Class teacher to complete SEN concern form and share with SENDCo.
- Meeting with SENCo to share process so far and for a way forward.
- At this point a learning passport will probably be initiated if not already.

Possible ways forward for either class teacher or SENCo:

- Continue plan & do cycle with new focus.
- Allocation of booster support or intervention.
- Meeting with child to identify feelings and wishes.
- Meeting with parents and gain their views – SPACES or similar completed with them.
- Further assessments or analyses carried out to provide clear understanding of pupil's needs, this might include: review of records and any earlier interventions; structured observations of child undertaking work in area of weakness; analysis of samples of relevant work e.g. mis-cue analysis, ABC behaviour log, audio recordings; use of screening and assessment tools.
- At this point it might be appropriate to make a decision about a child being put on the Inclusion register, needing further exploration by referring to an outside agency and/or considering EA.

Followed by a new cycle of Plan, Do & Review (as above)

Continue with Assess, Plan, Review & Do cycle as long as necessary recording on Learning Passport.