

Reynolds Academy Graduated Response to Special Educational Needs (SEN)

Step 1:	Assess	Plan	Do	Review
<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 or more of four categories:</p> <ul style="list-style-type: none"> • Cognition and learning • Sensory or physical • Communication and interaction • Social, emotional or mental 	<p>The class teacher will scaffold and make reasonable adjustments as a means of removing the barriers to learning.</p>	<p>Support may be carried out in a number of ways including:</p> <ul style="list-style-type: none"> • Pre and Post learning • Scaffolds • Dual coding • Visuals and electronic aids • Adult support • Specialised resources • Peer support • Visual timetables • Clear instructions with prompts and visuals as required 	<p>Use formative and summative assessments to evaluate the impact of the support. This could be discussed further at pupil progress meetings.</p> <p>Complete the step 1 form outlining whether you wish to remove from monitoring, continue to monitor or move to the SEN register.</p> <p>If moving to the SEN – email the SENCO to explain the main area of need and attach the step 1 form. SENCO and class teacher to meet and look at potential dates to arrange a meeting with the parents/carers.</p>

Has the child made better than expected or at least expected progress?

If yes, then continue at the current level for as long as necessary. If no, move onto Step 2

Step 2: Concern form completed and child moves onto SEN Register for School Monitoring Pupil Progress Passport completed	Assess	Plan	Do	Review
	<p>Formative, summative and standardised assessments to get a full picture of the child's learning profile. The completed step 1 form outlines the areas of difficulty or need under the following categories:</p> <ul style="list-style-type: none"> • Cognition and learning • Sensory or physical • Communication and interaction • Social, emotional or mental 	<p>Planning at this stage will be completed alongside the school's provision map. The step 1 form will be discussed by the SENCO and the class teacher and appropriate interventions will be put into place if necessary. Discussion and planning with parents will be undertaken.</p> <p>A Pupil Passport will be created by the class teacher which includes the views of the child. This will be written with the support of the SENCO. Once agreed, a meeting will be held with parents to gain their views, present the plan and agree outcomes.</p>	<p>Intervention will begin and tailored support in the classroom will continue. Children may have access to a range of resources such as:</p> <ul style="list-style-type: none"> • Reading rulers • Overlays • Therapy bands • Therapy putty • Fidget toys • Calm zone • Adapted resources • Writing slopes • Pencil grips • Assistive technology • Sensory circuits • Chew buddies • Sloping/wobble cushions 	<p>Use formative and summative assessments to evaluate the impact of the interventions and support. This could also be done at pupil progress meetings.</p> <p>Termly reviews: Meet with parent/carer to discussed the targets and progress set out in the pupil passport.</p> <p>October – class teacher meeting.</p> <p>February – Class teacher and SENCO meeting.</p> <p>June – Current class teacher, SENCO and new class teacher for the following academic year.</p>

Has the child made better than expected or at least expected progress?

If yes, then continue at the current level for as long as necessary. If no, move onto Step 3

Step 3:	Assess	Plan	Do	Review
School Support (Outside agency)	<p>A request for outside agency assessment and/or support will be requested at this stage. The following services may be utilised:</p> <ul style="list-style-type: none"> • Educational Psychologist • Speech and Language Support (SALT) • Child Development Centre (CDC) • Neurodevelopmental Pathway • Compass Go • ETHV <p>The SENCO will complete further assessments if appropriate, such as:</p> <ul style="list-style-type: none"> • SNAP assessment • Boxall profile 	<p>Pupil passports will have new information on there to include recommendations from outside agencies.</p> <p>Reports from external agencies will be shared with parents/carers and staff and appropriate support and provision will be coordinated accordingly.</p>	<p>The Pupil Passport, any further interventions and differentiation will be implemented for another cycle. At this level there may also be some staff training and support.</p> <p>As above but also including:</p> <ul style="list-style-type: none"> • Speech and language interventions • Lego therapy • Phonics catch up • Dyslexia screening • Access arrangements for exams/tests • ELSA • Internal interventions 	<p>Use formative and summative assessments to evaluate the impact of the IEP targets, interventions and differentiation. This will be done at a meeting with the SENCO, class teacher and may involve outside agencies.</p> <p>Termly reviews: Meet with parent/carer to discussed the targets and progress set out in the pupil passport.</p> <p>October – class teacher meeting.</p> <p>February – Class teacher and SENCO meeting.</p> <p>June – Current class teacher, SENCO and new class teacher for the following academic year.</p>

Has the child made better than expected or at least expected progress?

If yes, then continue at the current level for as long as necessary. If no, review and implement another cycle of Pupil Passports before moving onto Step 4

Step 4:	Assess	Plan	Do	Review
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<p>Request for Education, Health and Care Plan</p>	<p>A request for an Education, Health and Care Plan will be discussed with all parties involved. If it is agreed that this is the best pathway to removing the barriers from the child's learning then the SENCO will move forward with this request.</p>	<p>EHC Plan – SENCO to complete and meet with the pupil, parents/carers to add their voice.</p>	<p>EHC Plan implementation and provision included above.</p>	<p>Annual Review with LA Termly reviews within school.</p> <p>Termly reviews: Meet with parent/carer to discussed the targets and progress set out in the EHC plan.</p> <p>October – class teacher meeting.</p> <p>February – Class teacher and SENCO meeting.</p> <p>June – Current class teacher, SENCO and new class teacher for the following academic year.</p>
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