

3 Step Model to Identify & Support Learning & Progress and/or Behaviour Difficulties

Step 1-You have concerns about a pupil's learning & progress and/or behaviour – UNIVERSAL PROVISION

Class teachers should be able to discuss and give evidence about how a child's needs have been addressed using the following points below.

If there are attendance How have you How have you altered issues-what were the implemented our the curriculum and outcomes of the School's Positive teaching environment involvement of the **Behaviour Management** to the pupil's preferred EWO? Policy? Teaching and learning style? Learning policy? Which specific strategies Is there a medical problem? have you used to help the Is there a learning problem? Is Class pupil move towards the there a sensory problem? desired behaviour and/or Action learning/progress? Is there a hearing problem? Are there any safeguarding issues? How have you been involved with this individual? How have you engaged with other agencies that are involved? How have you involved What are the pupil's views on your concerns parents/carers; have they been involved with about their behaviour and/or learning? decision making/strategy planning? Have you spoken to parents/carers about issues?

Strategies to be used consistently to support pupils at a class based level:

Behaviour/engagement - Sticker charts, visual timetables, identify positives, involvement of parents, emotional literacy groups, P4C through the curriculum, focus on behaviour in small time slots e.g. one lesson, focus on behaviour at key times e.g. outdoors/in class/moving around school, look at curriculum and learning environment, desired behaviour statements for staff reference. Celebrate achievements and ensure child understands your expectations of them.

Learning- Focus groups, flexible groupings, small group support, guided sessions with teacher, working walls, help desks, responsive interventions, differentiated planning, differentiated questioning, LSA support, word mats, English basic skills reminders, Maths Basic skills reminders, use of ICT, use of concrete resources – always try to get the child same day intervention. If you are not able to, why not? Speak to other staff to seek guidance and advice. Communicate.



- The ongoing information gathering should inform alternative strategies to help improve pupil behaviour and/or learning & progress.
- If school/ parents continue to observe concerning behaviour and/or lack of learning & progress despite school intervention, then the pupil will need further support and can move to step 2 (School SEN Support). In order for a child to move to this stage, however, evidence must be provided for the support that has already been put in place and a measurement of its impact.



Step 2-You continue to have concerns about a pupil's learning & progress and/or behaviour TARGETED PROVISION

Have you consulted with the SENCO, whole staff and parents? What have you done in addition to this? Visual targets should be in place showing rules for expected behaviour and/or learning & progress and 'I can...' to celebrate positive

Have you recorded the actions and subsequent outcomes when dealing with the pupil's behaviour and/or learning/progress e.g. home/school diaries? Keep your records updated and available.

Having monitored and recorded the difficulties to establish the context, where, when and how often they occur, what patterns have emerged?

School Action Monitoring

It may be an idea to write an OPP for this child, to which the pupil has contributed, with on-going parental involvement. Keep all records updated and available.

Have you had discussions about placing the pupil on the SEN SUPPORT list with the SENCO? Have you identified and addressed any learning difficulties?

Evidence of regular school based intervention groups related to the child's needs should be recorded. After at least 8 weeks all interventions should be reviewed and outcomes monitored.

For examples of possible appropriate recorded interventions see Interventions & Resources for Additional Needs section.

Do you require a One-Page-Profile to be written for this child to support them with their difficulties?

Ensure you follow the Assess/Plan/Do/Review process with all children at this level – you will be required to provide evidence of this so keep everything and make notes of the dates/lessons you made observations.

This stage could also include support from one or more of our 'in school' interventions. This could include: LEGO Therapy, Thinc Therapy, Sensory Circuit, Social Stories, Talking Partners, Socially Speaking, Maths basic skills, English basic skills, Welcom, Talk Boost, 1:1 Reading, Precision Teaching, Equals, Spelling Programme (Nessy), Massage Therapy, Fine Motor Skills or of course an individually designed programme to meet the child's specific needs.



Step 3-The pupil's learning & progress and/or behaviour continues to be a concern -SPECIALIST PROVISION

This step introduces the involvement of an outside agency (e.g. Educational Psychology Service, Social Inclusion Team, CAMHS, EWO, therapists, Occupational Therapy, SENISS, Speech & Language, ASD Pathways)

Following a request or consultation form being completed the initial involvement with the outside agency will be to consult and seek advice. This will include a planning meeting with parents/carers.

Hold regular termly Maintain on-going How has group work or Behaviour /Learning and 1:1 work made a involvement of difference? Keep your /or OPP Planning parents/carers. Keep your records updated and Meetings with staff, records updated and parents, outreach & any available. available. If 1:1 in place, relevant Health ensure regular contact professionals? and guidance with teacher. Which outside agencies have Have you involved pupils, been requested? How do you parents/carers and think these agencies would incorporated the advice of SEN help the pupil? Are there the outside agency in Support multiple agencies – do we revised strategies and require an EHAT? incorporated in OPP and everyday teaching and support? Have you exhausted all possible resources? What changes have you seen? What has SENCO can seek advice and guidance from worked? Make changes to the OPP, keep it CONSORTIA for other options. Make sure this is updated as the child's needs change asked for.

The above demonstrates a willingness on the part of the school to seek advice, consult and revise strategies to help the pupil with their behaviour and/or for learning and progress to improve. It is appropriate for One Page Profiles to be revised a number of times with on-going support from outside agencies.

For a very small number of pupils – the process of planning, altering strategies and the advice of outside agencies does not lead to an improvement in the behaviour/learning/progress causing concern.

Have you held a multi-agency planning meeting? Opened an EHAT? Have you continued to monitor, review and alter strategies? Always incorporate: Assess, Plan, Do, Review in your teaching – and be able to provide evidence of this.

If all above protocols and procedures have been completed successfully with no / little progress, then school can apply to:

- A) FAP Fair Access Panel via an EHAT
- B) Statutory Assessment for an EHCP assessment



Interventions and Resources for Additional Needs

Baselines & Assessments

Literacy	We have a number of resources in school to enable us to	
Maths	baseline our children. Ensure a baseline measurement is	
Social, Emotional, Behavioural	, Behavioural ALWAYS carried out as this will give us the best	
and Mental Health	opportunity to measure progress.	

N.B Where a lead staff member is identified they will offer advice and support but would not necessarily deliver the additional support.

	oural and Mental Health Needs e used for the whole class				
		CEAL NEDCEDANTE			
	r policy, ROAR, Mental Health resources (staff share),	SEAL, NOPCC PAINTS,			
CEOP, Yoga, Mindfulness techniques, Massage Therapies					
Social and Emotional Needs					
Targeted and Specialist	T''	1 10:00 1			
Resources	Purpose	Lead Staff member			
Bereavement	Loss of family member, pets	Jo Rooke			
Mindfulness/Thinc	Support for pupils with anxiety and stress related	Cath Heggerty /			
therapy	issues, help with relaxation, dealing with stress/anxiety	Jo Rooke			
Massage Therapy	Relaxation and dealing with anxiety	Sarah Simms			
Mental Health	Support for teachers in how to support children in	Kelly O'Hanlon			
classroom/teacher	their class with mental health	Jenny Rees			
strategies					
Sensory Processing					
Targeted and Specialist	Support				
Resources	Purpose	Lead Staff member			
Sensory Circuits	Supports self-regulation	Chris England			
Individualised sensory	Children who require a personalised, specifically	Chris England -			
support	designed, sensory input throughout their day	access to Shine			
• •		Therapies			
Sensory Room	Relaxation, safe space, self-regulation	Chris England			
Forest School	Outdoor learning environment	Kelly O'Hanlon			
Environment	3	Chris England			
Behaviour					
Resources	Purpose	Lead Staff member			
1-1 support or classroom	Support and guidance	SLT / Chris England			
strategies					
Sensory Room	Relaxation, safe space, self-regulation	Chris England			
Forest School	Outdoor learning environment	Kelly O'Hanlon			
Environment	Ţ	Chris England			



ASD				
Resources	Purpose	Lead Staff member		
Visual Timetables	Social Communication	All		
Now/Next boards	Social Communication	All		
Timers	Social Communication	Chris England		
Social Stories	Social Communication	All support staff		
Headphones/Ear	Social Communication	Chris England		
Defenders				
Chew toys	Social Communication	Chris England		
Wobble cushions	Concentration support	Chris England		
Individualised resources,	To ensure all things listed are designed to support	Chris England		
curriculum, environment	and allow the child to be happy, safe and supported			
design, techniques	in school			
ADHD				
Resources	Purpose	Lead Staff member		
Visual Timetables	Social Communication	All		
Now/Next boards	Social Communication	All		
Break Out time	Concentration support	Chris England		
Concentration	Support for in class learning	Chris England		
plans/support		_		
Individualised resources,	To ensure all things listed are designed to support	Chris England		
curriculum, environment	and allow the child to be happy, safe and supported	_		
design, techniques	in school			
Physical Needs				
Resources	Purpose	Lead Staff member		
Writing Slopes	Support to learning	Chris England		
Pencil grips	Fine motor control	Chris England		
Specifically designed	Support to learning	Chris England		
areas of school				
Risk Assessments	Ensuring safety at all times	Chris England		
Social Skills				
Resources	Purpose	Lead Staff member		
Socially Speaking	Social Communication	Chris England		
Talking partners	Social Communication	Chris England		
Talk Boost/Welcomm	EYFS language and communication	Stacey England		
		Hannah Edwards		
		Jo Bridson		
Social Stories	Behaviour and social communication	All support staff		
Lego Therapy	Turn taking and communication	Chris England		
		Laura Wood		
		Steph Ratcliffe		
		Jenny Rees		
Literacy Needs				

Literacy Needs

Universal Resources to be used for the whole class

Learning- Focus groups, flexible groupings, small group support, guided sessions with teacher, working walls, help desks, responsive interventions, differentiated planning, differentiated questioning, LSA support, word mats, EGPS reminders, use of ICT, use of concrete resources, CHATTA



	Support – For individualised targets/curriculum see Ki	rsty Cartwright		
Reading, Phonics & Spelling				
Resources	Purpose	Lead Staff member		
1-1 reading	Reading confidence and fluency	Kirsty Cartwright		
		All class teachers		
Precision teaching	Address particular gaps in learning	All support staff		
Active Reading	Whole school reading intervention	All class teachers		
Phonics tracker	Identify gaps in phonic knowledge	Kelly O'Hanlon		
		Stacey England		
Spelling Strategies	Support for spelling	Kirsty Cartwright		
Writing and Handwriting				
Resources	Purpose	Lead Staff member		
Precision teaching	Address particular gaps in learning	All support staff		
Feedback sessions	Address specific issues	All staff		
Support and guidance for	Additional support for teaching	Chris England		
teachers		Kirsty Cartwright		
Language and Communica	tion			
Resources	Purpose	Lead Staff member		
Blanks Level of	Develop Expressive Language	Chris England		
Questioning		Stacey England		
		Steph Ratcliffe		
Talk Boost/Welcomm	EYFS language and communication	Stacey England		
		Hannah Edwards		
		Jo Bridson		
EAL resources	Acquisition of English language	Chris England		
Dyslexia				
Resources	Purpose	Lead Staff member		
Nessy	Address specific reading and spelling difficulties	Chris England		
Dyslexia guidance and	Address specific reading and spelling difficulties	Chris England		
support for teachers	,			
Coloured filter (Irlan's	Enables pupils with specific difficulties to see	Chris England		
syndrome)	words more clearly			
Maths Needs				
	e used for the whole class - See Kirsty Cartwright/Cl	hris Fnaland		
	exible groupings, small group support, guided sessions wi			
	ve interventions, differentiated planning, differentiated			
	s reminders, use of ICT, use of concrete resources	. quos nonnig, zon		
Support, Marris Basic Skills	5 1 5 mm a 5 1 5 5 1 7 5 1 7 5 5 1 5 5 mm a 7 5 1 5 5 5 1 6 5 5 1 6 5 5 1 6 5 5 1 6 5 5 1 6 5 5 1 6 5 5 1 6 5 5			
Precision teaching	Address particular gaps in learning	All support staff		
Numicon	Concrete resources & interventions to address gaps	Chris England		
Numicon	in learning	2.11.12 2.13/4/14		
1st Class @ Number	Address gaps from Y2 Maths POS	Laura Wood		
Equals	Addresses gaps from Y2 - Y5	Chris England		
	7.441 00000 gaps 110111 /2 /0	Grace Haws		
Same day intervention	Instant intervention for children that need learning	Chris England		
Jame day intervention	frequently reinforced	oni is England		
	Trequently reinforced	1		