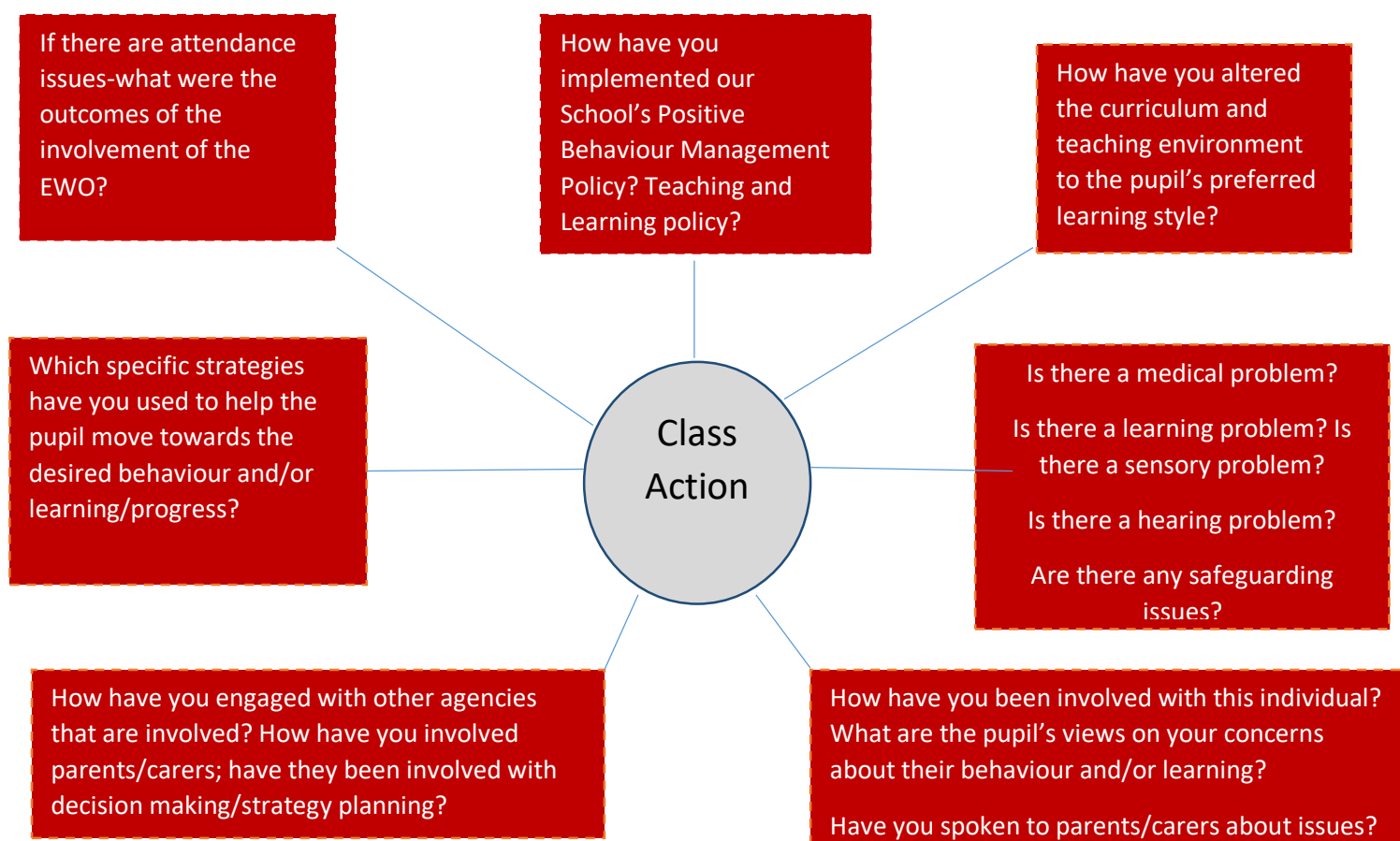




3 Step Model to Identify & Support Learning & Progress and/or Behaviour Difficulties

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.



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.

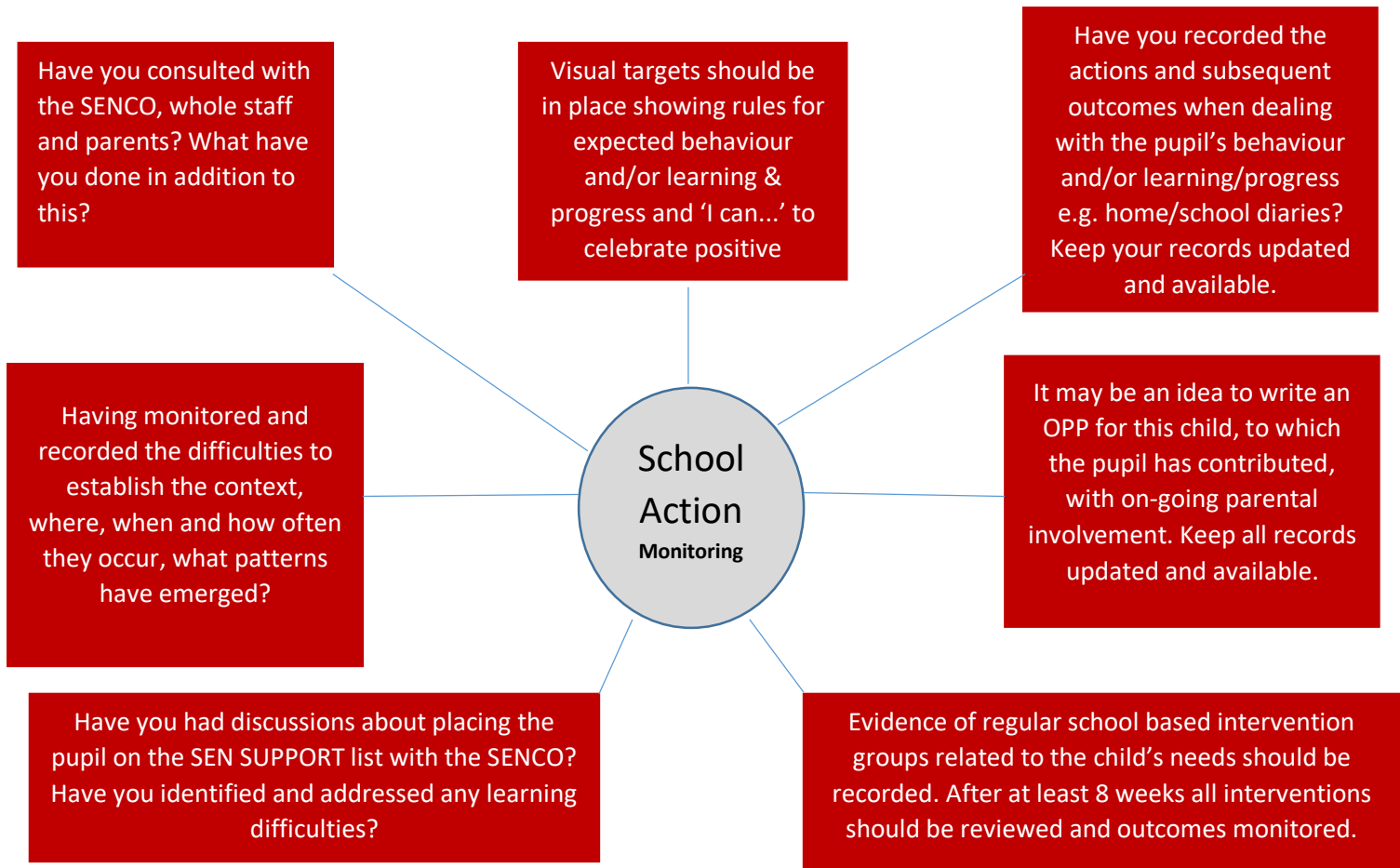
Learning- Focus groups, flexible groupings, small group support, guided sessions with teacher, working walls, help desks, responsive interventions, differentiated planning, differentiated questioning, LSA support, word mats, English basic skills reminders, Maths Basic skills reminders, use of ICT, use 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**



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.

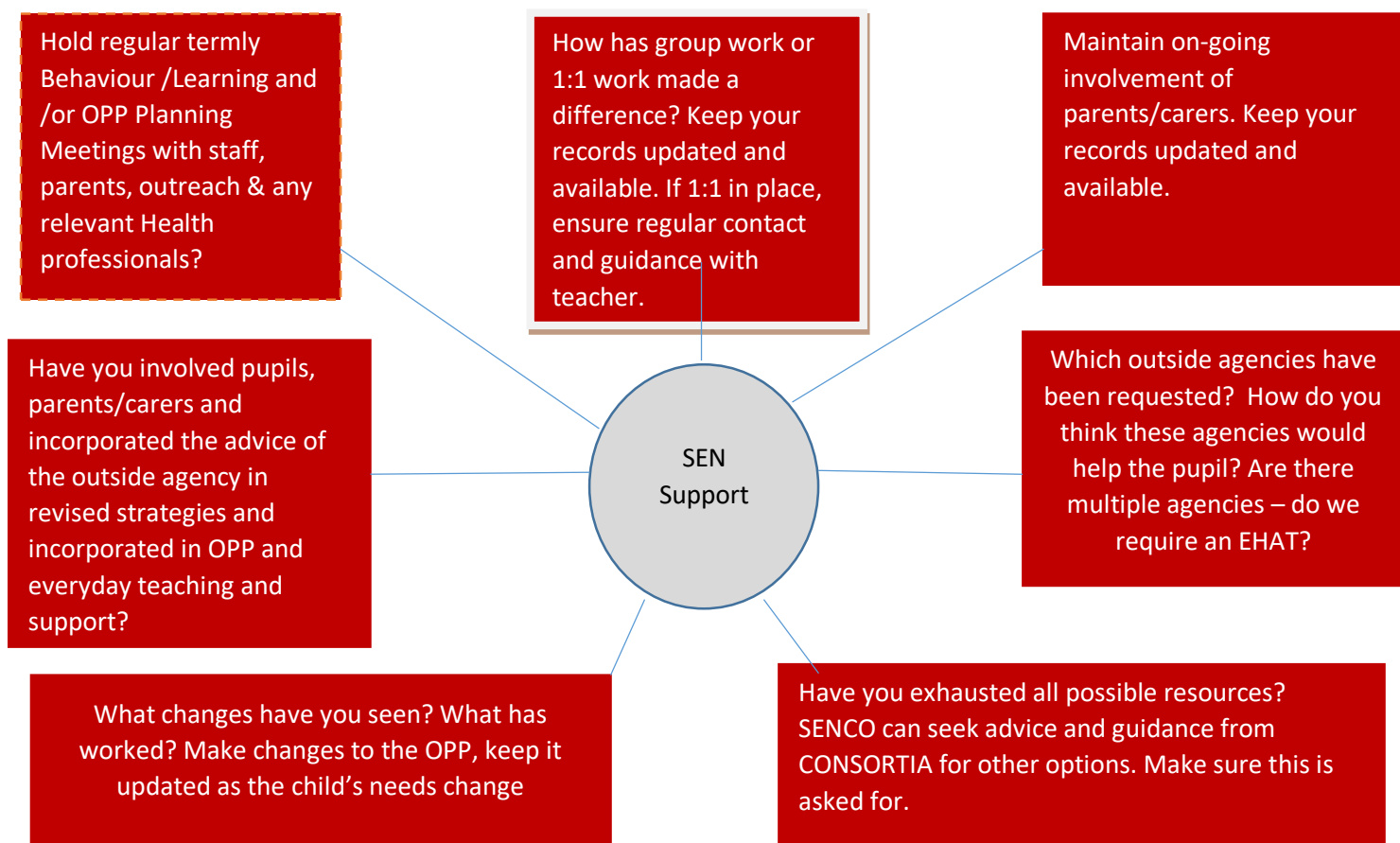
This stage could also include support from one or more of our 'in school' interventions. This could include: LEGO Therapy, Thinc Therapy, Sensory Circuit, Social Stories, Talking Partners, Socially Speaking, Maths basic skills, English basic skills, Welcom, Talk Boost, 1:1 Reading, Precision Teaching, 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.



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 baseline our children. Ensure a baseline measurement is ALWAYS carried out as this will give us the best opportunity to measure progress.
Maths	
Social, Emotional, Behavioural and Mental Health	

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

Social, Emotional, Behavioural and Mental Health Needs		
Universal Resources to be used for the whole class		
Circle time, P4C, Behaviour policy, ROAR, Mental Health resources (staff share), SEAL, NSPCC PANTS, CEOP, Yoga, Mindfulness techniques, Massage Therapies		
Social and Emotional Needs		
Targeted and Specialist Support		
Resources	Purpose	Lead Staff member
Bereavement	Loss of family member, pets	Jo Rooke
Mindfulness/Thinc therapy	Support for pupils with anxiety and stress related issues, help with relaxation, dealing with stress/anxiety	Cath Heggerty / Jo Rooke
Massage Therapy	Relaxation and dealing with anxiety	Sarah Simms
Mental Health classroom/teacher strategies	Support for teachers in how to support children in their class with mental health	Kelly O'Hanlon Jenny Rees
Sensory Processing		
Targeted and Specialist Support		
Resources	Purpose	Lead Staff member
Sensory Circuits	Supports self-regulation	Chris England
Individualised sensory support	Children who require a personalised, specifically designed, sensory input throughout their day	Chris England - access to Shine Therapies
Sensory Room	Relaxation, safe space, self-regulation	Chris England
Forest School Environment	Outdoor learning environment	Kelly O'Hanlon Chris England
Behaviour		
Resources	Purpose	Lead Staff member
1-1 support or classroom strategies	Support and guidance	SLT / Chris England
Sensory Room	Relaxation, safe space, self-regulation	Chris England
Forest School Environment	Outdoor learning environment	Kelly O'Hanlon 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 Defenders	Social Communication	Chris England
Chew toys	Social Communication	Chris England
Wobble cushions	Concentration support	Chris England
Individualised resources, curriculum, environment design, techniques	To ensure all things listed are designed to support and allow the child to be happy, safe and supported in school	Chris England
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 plans/support	Support for in class learning	Chris England
Individualised resources, curriculum, environment design, techniques	To ensure all things listed are designed to support and allow the child to be happy, safe and supported in school	Chris England
Physical Needs		
Resources	Purpose	Lead Staff member
Writing Slopes	Support to learning	Chris England
Pencil grips	Fine motor control	Chris England
Specifically designed areas of school	Support to learning	Chris England
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		
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		



Targeted and Specialist Support - For individualised targets/curriculum see Kirsty 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 teachers	Additional support for teaching	Chris England Kirsty Cartwright
Language and Communication		
Resources	Purpose	Lead Staff member
Blanks Level of Questioning	Develop Expressive Language	Chris England 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 support for teachers	Address specific reading and spelling difficulties	Chris England
Coloured filter (Irlan's syndrome)	Enables pupils with specific difficulties to see words more clearly	Chris England
Maths Needs		
Universal Resources to be used for the whole class - See Kirsty Cartwright/Chris England Learning- Focus groups, flexible groupings, small group support, guided sessions with teacher, working walls, help desks, responsive interventions, differentiated planning, differentiated questioning, LSA support, Maths Basic skills reminders, use of ICT, use of concrete resources		
Precision teaching	Address particular gaps in learning	All support staff
Numicon	Concrete resources & interventions to address gaps in learning	Chris England
1 st Class @ Number	Address gaps from Y2 Maths POS	Laura Wood
Equals	Addresses gaps from Y2 - Y5	Chris England Grace Haws
Same day intervention	Instant intervention for children that need learning frequently reinforced	Chris England