**How to identify SEND –** graduated response and procedures

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| **Wave 1** – Pupils are progressing well with normal planned differentiated class work* A variety of teaching styles, classroom management techniques and access strategies are used
* Targeted on all children’s needs and prior learning
* Planning and teaching demonstrates that the full range of individual needs have been identified
* ‘universal approach’
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| * Children are making good progress
 | * Children need to ‘catch up’
* Some concerns that children are slipping behind
* Include in ‘swoop’ and monitor closely
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| **Wave 1+** – as Wave 1* Pupils need closer scrutiny and monitoring including ‘swoop’ by CT and/or TA
* Ensure pupil is clear about the task with misconceptions being addressed
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| * Children make good progress and can go back to Wave 1 universal approach
 | * Children make little or no progress even when teaching approaches are targeted
* Slow rate of progress or poor attainment
* Has physical/sensory difficulties
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| **Wave 2** – Pupils need some more individual differentiation of the curriculum to meet agreed needs. This to be delivered by CT or TA.* Interventions can be delivered in the classroom and integrated into the curriculum planning as well as outside the classroom
* It is **not always necessary for these learners to have an IEP**, provided there is a baseline before the intervention, targets set for the individual/group and a final assessment recording outcomes (measuring impact)
* A referral may be made at this point to the Wednesday referral meetings if interventions are not working
* This can be done in some cases with the in school Intervention Team and FSW

*Programmes could include: Rapid Maths, TRUGs, I CAN Talkboost, BLAST, Colourful Semantics, Precision Learning, Phonics Tuition, Easy Read, Toe by Toe, Spell Magic, Social Groups, PACE, Emotional support groups, Physical or Sensory support (see Intervention Menu for full list)***Screens/Assessment may take place by SENCO** |

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| * Children have made good progress during intervention and return to Wave 1 or Wave 1+
 | * Children continue to make little or no progress over a sustained period of support
* Work at National Curriculum more than 1 level below year-based objectives
* Presents persistent behavioural or emotional difficulties
* Has sensory or physical problems and continues to make little or no progress
* Has communication/interaction difficulties and continues to make little or no progress
* Needs specialist services
* Referral + discussion with SENCo, class teacher and parent re: possible inclusion on SEND Register at School Action
* An IEP will usually be generated
* Team around ‘me’ meeting may take place
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| **Wave 3 at School Action****Class teacher is responsible professional for pupil’s attainment and progress*** The CT will write an IEP (linked to PPMs)
* IEP is reviewed twice yearly at Parents evenings and again by CT in Jan/July PPM
* IEP has SMART targets
* Provision may be from in school Intervention Team or FSW
* Provision as Intervention Menu
 | **Wave 3 at School Action +** (as SA)**Class teacher is responsible professional for pupil’s attainment and progress*** External service involved in assessment and planning of IEP targets
* Clear individual programmes of support with access to specialist learning materials
* Some specialist teacher approaches

*Provision includes: Sp and Lang Therapy, CIT, Psychologist, MAST, FSW, CAMHs, TAMHs* |

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| The SENCo will consult with Senior Leaders, professionals and parents to decide whether to proceed towards making a request to the LA for a Statutory Assessment of Special Educational Need |