

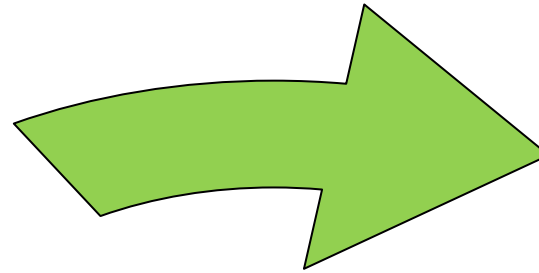
Additional Learning Needs - Graduated Response

Action	Who is involved?	What is involved?	Next steps
<p>M - Medical</p>	<p>All staff will be made aware of who has a medical condition through the Medical register. Parents are heavily involved in supporting their child and the school to ensure their health needs are being met.</p> <p>Specific outside agencies – GP, Paediatrician, CAMHS e.t.c. will provide reports to the school and attend meeting when necessary. First aiders will be briefed on specific techniques required for specific health issues. Pete Ephgrave (Health and Safety) will oversee any risk assessment required for the child as a result of their condition.</p>	<p>Some students have very specific medical/ emotional needs. These students may not have special educational needs or be underachieving but they require careful monitoring and a multi professional support package.</p> <p>Examples: Diabetes / Epilepsy are medical difficulties that all staff should be aware of in order to meet need.</p> <p>Please read Health Care Plans.</p> <p>Severe emotional stress/trauma may require on-going counselling – DSP only.</p> <p>Should the condition pose an immediate risk to the well being of the child or others e.g. fits, then a Risk assessment will be carried with parents and shared with staff.</p> <p>Please read Risk Assessments.</p>	<p>In most cases students manage their own difficulties, attend lessons and make good progress.</p> <p>Should these difficulties start to affect achievement and progress then they will step up to Monitoring.</p>
<p>N – No SEN need/Monitoring</p>	<p>All staff constantly monitor all students’ academic and personal development. The class/form teachers are responsible for students learning and will make appropriate adjustments to their delivery and planning to support the students’ needs.</p> <p>DoL will be monitoring students’ progress to ensure they are not underachieving or failing to sustain progress.</p> <p>SL will be ensuring that subject teachers are taking steps to further identify possible problem areas and planning for and meeting need in the classroom through Quality First</p>	<p>Once an underachiever is identified immediate steps should be taken to ensure that this situation is rectified. A student/parent interview should be conducted to look at possible reasons for underachievement by the teacher or form tutor if it is in more than one subject.</p> <p>Factors identified should be addressed with setting of Personal goals (report). The teacher/tutor/DoL will then support the student to meet these goals through frequent monitoring and feedback/</p>	<p>If after half a term there is no improvement in progress/motivation following personalised support and interventions both in class and departmental the class teacher will be responsible for identifying possible additional need and start to plan lessons with this particular difficulty in mind. HoD/DoL would be expected to complete student observations during this period.</p>

	Teaching.	intervention/personalisation. Differentiation and reasonable adjustments to classroom teaching are expected to be put in place as part of early intervention by class teachers.	Involve Learning Support for further assessments of need, and observations in class. Teaching assistants (TAs) may be involved in closer monitoring of child's ability to access learning.
K – SEN support	<p>All staff constantly monitor all students' academic and personal development. The class/form teachers are responsible for students learning and will make appropriate adjustments to their delivery and planning to support the students' needs.</p> <p>DoL will be monitoring students' progress to ensure they are not underachieving or failing to sustain progress.</p> <p>SL will be ensuring that subject teachers are taking steps to further identify possible problem areas and planning for and meeting need in the classroom through Quality First Teaching.</p> <p>The SENCO will provide strategies and support to staff and monitor students' progress and the student experience.</p> <p>Other outside agencies may be involved e.g. Educational Psychologist, Speech and Language therapist, Communication Autism team, CAMHS, The Park ESC e.t.c.</p> <p>TA support is put in place for students who have difficulties accessing the curriculum. Parents will be required to provide further information about their child and give information about their difficulties at home. Parents should expect to be heavily involved in their child's education if their child is identified as having an SEN. <i>See Information report</i></p>	<p>If problems persist despite intervention and support the student will be assessed by the Learning support team. Strategies for support will be shared with teaching and support staff. The SENCO may request further advice from one or more external agencies. Parent/student involvement with SEN department increases.</p> <p>TA support in class will be provided if significant learning needs are identified. Student will be placed on appropriate interventions delivered by TAs and SENCO to help boost skills deficit. <i>See SFO core offer.</i></p> <p>Support implemented in the lessons using the strategies and additional/different resources suggested. Personalisation in the classroom is carefully monitored – Some joint planning with SENCO.</p> <p>SENCO will write an access plan for students where needs are severe. Access plan written with advice from outside agencies.</p> <p>All students on the SEN register at K will be asked to complete a personal profile to help support teachers planning. Parent and student are both asked what they want from the school to improve progress.</p>	<p>The majority of pupils will make progress with the further advice and intervention provided at SEN support but if the targets and strategies do not result in adequate progress all the parties involved will contribute evidence to support a request for statutory assessment.</p> <p>If the student makes excellent progress over time and needs become less severe this is stepped down.</p>

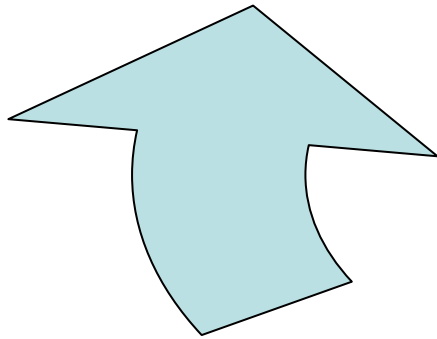
<p>S - Statutory Assessment</p> <p>Differentiation / 1to1 support and interventions</p>	<p>The class teachers are responsible for pupils learning.</p> <p>The SENCO requests further advice from a range of outside agencies implements change and monitors progress through the Access Plan. Highly personalised provision may be necessary at this stage requiring a large amount of TA and teacher time. Teachers MUST be observed using suggested strategies. Parents will be asked to complete a range of paperwork to support this application. Intervention should be highly personalised and often 1to1.</p>	<p>SENCO to complete a Statutory request form containing complete details of all the difficulties experienced by the family, student and staff and all the interventions that have been put in place to support the student, including an impact analysis.</p> <p>Staff MUST feed into this Statutory request, annotated work with evidence of personalisation also required from staff.</p>	<p>The SEN team will decide whether to go ahead with the request based on the information available when it goes to panel. If this is turned down at this point the SENCO must continue with the same level of support and try again at a later date.</p> <p>If the application is successful a statutory assessment will take place and the Student may be issued with an Education Health Care plan which is a legal document.</p>
<p>E - EHCP</p> <p>Differentiation / 1to1 support and interventions/ personalised curriculum</p>	<p>The class teachers are responsible for pupils learning.</p> <p>The SENCo will be in charge of coordinating the support for this student through TA support, additional interventions and specialist teacher support. SENCo responsible for ensuring that teaching staff are managing need effectively in the classroom. The SENCo will monitor progress and ensure that parental and student feedback is taken account of in all planning.</p>	<p>Each EHCP student MUST have an Annual review each year which reviews support and progress and whether the Statement is still valid. All outside agencies are invited to this review. The SENCO will use feedback from Teaching staff to complete the paperwork for this Review. In years9/10/11 connexions and other agencies are involved to ensure there is a smooth transition during the options process and transition to tertiary education.</p> <p>Parents will be invited to attend review meetings and provide evidence of involvement and progress at home and with independence in the community.</p>	<p>Most students will now achieve well with a highly personalised support package.</p> <p>Student with an EHCP will take this with them until they are 25 or until they enter University education.</p> <p>Occasionally a student may continue to struggle even with EHCP level provision and then an alternative specialist placement will be sought.</p>

SENCo - Impact analysis:
student/parent feedback,
assessments, intervention
Evaluations, targets met,
behaviour/ attendance data.

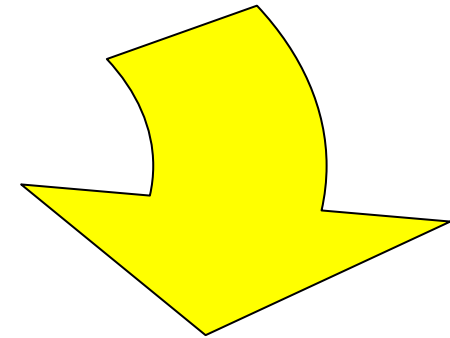


Continual assessment
Needs identified: Information
about the student collated e.g.
assessments, behaviour points
and attendance figures.

**ADDITIONAL
LEARNING NEEDS
Assess Plan Do Review
CYCLE**



Continual assessment
Progress monitored:
Teachers, DoL, SENCo
via: assessment data,
observations, book scrutiny,
learning walks.



Support Strategies
implemented :
Differentiation strategies
In class support
Interventions
Outside agency involvement

