

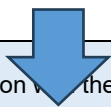
## Our 'graduated response' to SEND needs at LWJ

### **QUALITY FIRST TEACHING**

Teachers will:

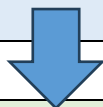
- Consider delivery, adaptation and seating/grouping
- Ensure that the learning environment is suitable eg. dyslexia or autism friendly
- Make reasonable adjustments to support each child's needs
- Assess regularly and look at progress being made (using BSquared if needed)
- Plan for and assess the impact of interventions
- Ensure that the pupil has the aids they need to support learning, on the advice of SENCO or outside agencies eg. wobble cushion, therabands, recording device, ear defenders, Now/Next Board
- Refer to Pen Portraits (if in place) and share with other staff working with the pupil
- Read information/letters about the pupil when received from outside agencies
- Ask Year Group Lead and other colleagues (eg subject leads) for advice
- Look at guidance on websites such as [www.wholeschoolsend.org.uk](http://www.wholeschoolsend.org.uk)
- Discuss and update parents regarding any concerns
- Follow our school's Behaviour Policy and record challenging behaviour on Scholarpack to establish triggers

Go straight to Next Step if parents request or need an assessment or SENCO involvement – SENCO email address is [richmond@lwj.org.uk](mailto:richmond@lwj.org.uk) and termly drop-in sessions are also available.

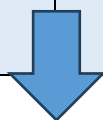


### **SENCO INVOLVEMENT**

- Discuss child's needs and current provision with the class teacher
- Observe the child if necessary
- Child may be added to our 'School Aware List' so that all adults in school are aware of the child's current needs and vulnerabilities
- If required, further assessments may be carried out after discussion with parents
- Referrals may be made, with parental agreement, to appropriate services or agencies eg. Getting to Know Me Form may be completed by Teacher, parent and SENCO to commence the 'concerning behaviours' pathway



Cognition & Learning	Social, Emotional or Mental Health (SEMH)	Communication & Interaction	Physical or Medical
Dyslexia screening  1:1 or small group intervention eg. Lightning Squad, Third Space, Nessy.	ELSA (emotional literacy support assistant)  Brighter Futures  Forest School  Early Help referral  CAMHS referral	SALT referral  1:1 or small group social intervention eg. Lego Club, Socially Speaking game	Fun Fit  School Nurse referral  Access to private space for medical needs eg. physio

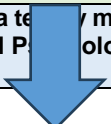


**Child is classed as 'SEN Support', added to the SEND Register and flagged as SEND on Scholarpack if what is in place is different/in addition to what is available to the rest of the class. Parents will be advised if their child is added to the SEND Register.**

#### Assess, Plan, Do, Review (APDR) Cycle

- Targets reviewed and set by Class Teacher, IEP meetings arranged and led by class teacher – SENCO invited as needed
- IEP meetings are child-centred and take place at least termly using SMART targets

**A child's case may be taken to Springboard – a termly multi-agency meeting with SENCOs/school, Family Specialist Services (SFSS), Educational Psychology Service (EPS) and the Behaviour and Attendance Partnership (SBAP).**



- Parents sign a form to give SENCO permission to discuss their child
- SENCO will receive advice that will be implemented with teacher and/or TA
- If outside agency involvement is recommended, parents will be asked to sign a form to give consent for this
- Outside agency visits are logged on the school calendar
- Outside agencies give advice on support measures and ADPR process continues
- When several outside agencies are involved, multi-agency meetings may take place – next steps are decided and actioned



<u>Early Help</u>	<u>Schools and Families Specialist Support Service (SFSS)</u>	<u>Health Related Education Team (HRET)</u>	<u>School Behaviour and Attendance Partnership (SBAP)</u>
With parental consent for support in the home	SFSS Communication & Interaction Team	Work with poorly pupils in/just out of hospital	Referral to SBAP for support package when attendance is at risk
Without parental consent for attendance concerns	SFSS Cognition & Learning Team SFSS Sensory Team (vision and hearing team)	Work with EBSA pupils (emotion based school avoidance)	



**Additional funding (AFN) may be sought in the Spring term and the SENCO writes the bid for consideration and moderation. Funding, if approved, is for one year.**

**Higher Level Needs funding (HLN) requests go to panel for consideration on a specified date. Funding is awarded for a fixed period before re-application is required.**



### **Education, Health and Care Plans (EHCPs)**

- There is overall agreement from all involved that needs are complex, severe, long-term and impacting on everyday life
- Head/SLT believe that placement of the child in the school should be assessed/considered
- EHCP application form may be completed by parents or by the SENCO (with supporting information from the teacher and any outside agencies who are involved)
- If granted, the EHCP review cycle start – annual reviews are chaired by the SENCO
- SENCO will attend any mediation/tribunals