

Graduated Approach

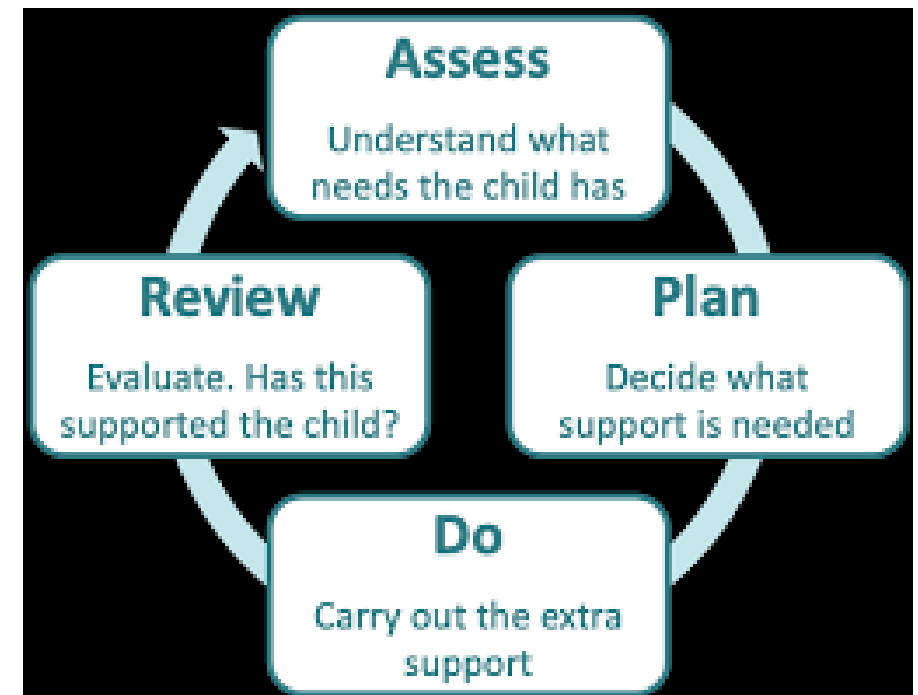
The SEND Code of Practice (6.44) says

Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place.

When your child is identified as having SEN, the school should use a graduated approach based on four steps.



QUEEN ELEANOR PRIMARY ACADEMY
Creative Education Trust



Assess

Teaching staff will work with the Special Educational Needs Coordinator (Ms Sarah McMahan) to assess your child's needs, so that they give the right support. They should involve you in this and, where possible, seek your child's views.

The SEND Code of Practice (6.45) says:
Schools should take seriously any concerns raised by a parent.

Sometimes schools will seek advice from a specialist teacher or a health/SEND professional through consultations or referrals. They will talk to you about this first.

- ❖ **If you have concerns about your child's learning needs or difficulties, please raise this with your child's class teacher and/or the SENDCo.**

Plan

If the school decides that your child needs SEN support we will tell you.

We will talk with you about the outcomes that will be set, what help will be provided and set a date for progress to be reviewed.

Your child's class teacher will write a provision plan with targets for your child and the strategies and provision highlighted. This will be shared with you by the class teacher termly, and you will be asked for your views and to sign the document and make any comments.

This provision and support will also be shared with your child, and they will co-construct a pupil passport to help them identify the strategies they have available to help them along with one or two of their targets that they are working to achieve.

Area of Curricule	Target	Desired outcome	Strategies & Provision	
1 Decoding	To develop and use a range of high frequency words.	Achieved in 1 week	Flashcards, bingo, games, class compiled by S, using visual	Ms Caroline M. C. H. Mahon 2023
2 Listening	Show that you are listening by giving the teacher your attention.	Observed on 1 occasion	Seating plan, connecting good friend, good new of speaker.	Ms. E. K. K. K. 2023 Ms Caroline 2023
3 Spelling	Learn to spell high frequency words.	Correct spelling of high frequency words.	Flashcards, bingo, software.	Ms. George James 2023 Ms. A. H. H. H.

These are my strategies

- I can sit at my own desk and do my own work when I need to.
- I will use a sound mat to help me write and read out words.
- I will use my pinching fingers to hold my pencil correctly and use a pencil grip.
- I will use my putty and do lots of activities to help strengthen my fingers for writing and other tasks too.
- I will go for movement breaks or walks when I need to.
- I will use a timer to try and finish tasks to help me remain focused.

I am going to...

- * practise my letter sounds and blending daily with an adult.
- * do short activities with an adult and independently that have a definite end.
- * have Colourful Semantics sessions to develop my spoken language.
- * practise my fine motor skills and handwriting everyday with an adult.
- * Practise counting with 1:1 correspondence daily.
- * do some sharing and turn taking activities with a partner initially then small groups to help develop my social skills.

My key person is: Ms McMahon

My Targets:
To hold my pencil correctly and write clear letters for my name.
Finish my special job before I run out of time.

Do

Your child's class is responsible for the work that is done with your child and should work closely with any teaching assistants or specialist staff involved.

Teaching Assistants will track the progress of the children so that the support is timely and effective.

The SEND Code of Practice (6.49) says:

All those who work with your child should be made aware of:
their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

Review

The school will review your child's progress, and the difference that the help your child has been given has made, on the date agreed in the plan.

You will be informed and involved in this process and the planning of next steps (thus starting the cycle or Assess, Plan, Do, review again).

The SEND Code of Practice (6.65) says:

Schools should meet with parents at least three times a year.

Sometimes it helps to involve other professionals in further assessment or to support planning the next steps. If your child has not made reasonable progress, it will be important to agree with the school what should happen next.

You and the school can look at the Local Offer to see what support is available that could help achieve your child's outcomes. <https://www.westnorthants.gov.uk/local-offer>