

Graduated Approach table

Cognition and Learning-Level 1 & Wave 1

Impact on Learning <i>What are we seeing?</i>	Response <i>What should we do next?</i>	Strategies <i>What can we put in place?</i>
<p>Observed emerging and/or fluctuating difficulties with the following:</p> <p>Low general attainment and progress and/or gap beginning to widen</p> <p>Difficulty in understanding abstract concepts and applying prior learning</p> <p>Speech and language difficulties</p> <p>Attention and concentration span difficulties e.g. easily distracted or short attention span</p> <p>Literacy difficulties, e.g. reluctance to read, difficulty reading, poor comprehension, writing difficulties.</p> <p>Numeracy difficulties</p> <p>Untidy handwriting/clumsy</p> <p>Poor organisation</p> <p>Discrepancy between oral and written work</p> <p>Difficulty following instructions</p> <p>Tiredness due to excessive concentration levels</p> <p>Social and behavioural difficulties arising from low self-esteem and frustration</p>	<p>Discuss concerns/observations with parent(s)</p> <p>Obtain and record parental information and views</p> <p>Obtain and record child or young person's views</p> <p>If available and/or appropriate:</p> <p>Examine Early Years Foundation Stage (EYFS) Data and/or previous school records</p> <p>Consider past teacher observations and views</p> <p>Collate current assessments related to area of concern – qualitative, quantitative and summative</p> <p>Observe and compare potential barriers to learning and participation across a range of contexts</p> <p>Carry out further assessments as necessary such as spelling age and reading age tests.</p> <p>Discuss concerns with Head of Inclusion and respond to advice given</p> <p>Flexible use of staffing and resources available in the classroom for small group support, peer tutoring and some individual learning programmes as appropriate.</p> <p>Implement strategies (including targeted support and/or resources) up to agreed financial levels</p>	<p>Identify gaps in learning and provide focussed teaching</p> <p>Position the child or young person in place that they can see you and the board clearly</p> <p>Keep all distractions to a minimum</p> <p>Have clearly differentiated success criteria</p> <p>Allow extra time for processing information, answering and completing tasks, revisit instructions if necessary</p> <p>Allow for frequent practice through recall and repetition</p> <p>Use a variety of strategies for recording</p> <p>Present new information in small chunks keeping language simple and where appropriate use task plans to help child or young persons stay on track</p> <p>Ensure that targets are SMART and achievable</p> <p>Have visual prompts on display</p> <p>Introduce new material in a multi-sensory way – show it, listen to it, look at it, hear it, say it, write it</p> <p>Use technology to support learning</p> <p>Encourage Peer support and partner work where possible</p> <p>Provide visual and practical resources to present key information</p> <p>Encourage the use of spelling strategies</p>

		Use writing scaffolds and mind maps to support planning
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Evidence of Graduated Approach - *How do we track and record progress and outcomes?*

- Brief record of parental and child or young person views
- Collated assessment data
- Records of any completed observations or evidence which supports observed impact on learning (e.g. child or young person progress meeting evidence, class work, photos etc.).
- Brief record of any external support or contact (e.g. records of telephone conversation or emails)

If “Impact on Learning” indicators remain and/or progress has not been made

Continue to Wave/Level 2

Cognition and Learning-Level 2 & Wave 2

Impact on Learning <i>What are we seeing?</i>	Response <i>What should we do next?</i>	Strategies <i>What can we put in place?</i>
<p>Observed persistent and moderate difficulties with the following:</p> <p>The gap between the child or young person and that of his/her peers may be significantly wider than would be expected for children or young people of his/her age</p> <p>May also be socially or emotionally immature and have limited interpersonal skills</p> <p>Attention and concentration span difficulties, leading to poor motivation and resistance to learning</p> <p>Difficulties with sequencing, visual and/or auditory perception, coordination, or short term working memory</p> <p>Difficulties in the acquisition of reading, writing, oral or number skills, which do not fit his/her general pattern of learning and performance</p> <p>Difficulties with other areas, e.g. motor skills, organisation skills, behaviour, social or emotional skills and multiagency advice may be required</p> <p>Very specific difficulties (e.g. diagnosis of dyspraxia or dyslexia etc.) affecting literacy skills, spatial and perceptual skills and fine and gross motor skill</p>	<p>Class teacher, HOI, parents and child/young person continue to liaise on a regular basis – minimum of 3 meetings with parents within a 12 month period If necessary:</p> <p>Obtain and record updated parents' views</p> <p>Obtain and record updated child or young person's views</p> <p>Complete a SEN Support Plan and follow the assess, plan do review approach reviewing on a regular basis (e.g. at least termly)</p> <p>Further investigate gaps in learning to identify specific needs or barriers</p> <p>Ensure Class teacher and Teaching Assistants receive relevant Continuing Professional Development (CPD)</p> <p>Refer to external agencies for support and strategies</p>	<p>Continue with any relevant strategies from level/wave 1, plus:</p> <p>Provide appropriate small group interventions and resources specific to need with measurable SMART targets</p> <p>Pre-teaching new skills and concepts before some lessons</p> <p>Provide regular, specific focused teaching which is increasingly individualised from teacher or teaching assistant</p> <p>Ensure pre and post assessments are completed for each intervention</p> <p>Implement, monitor and review advice from external agencies</p> <p>Try a range of coloured overlays and/or reading rulers</p> <p>Use calendars and checklists to structure classroom/homework tasks and enable child or young person to meet deadlines</p> <p>Alternative methods for recording e.g. mind mapping, scaffolding, cloze procedure, writing frames, touchtyping skills, voice recognition software etc.</p> <p>Individualised curriculum linking content of whole class work and learning objectives appropriate to the student.</p> <p>Additional adult group support</p>

		Multi-sensory teaching strategies e.g. using colour to highlight letter patterns in word families. specific differentiation of activities and materials e.g. readability, practical learning experiences
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Evidence of Graduated Approach

How do we track and record progress and outcomes?

SEN Support Plan, which should include:

Record of parental and child or young person's views

Collated assessment data from a range of sources (e.g. class teacher and HOI)

Record of desired outcomes for child or young person

Record of implemented resources and strategies including resulting impact and progress (assess, plan, do, review cycles)

Log of meetings with parents - minimum of 3 meetings within a 12-month period to support assess, plan, do and review cycle

Record of any external support, contact or advice

Records of any completed observations or evidence which supports observed impact on learning (e.g. class work, photos etc.)

If "Impact on Learning" indicators remain and/or progress has not been made

Continue to Wave/Level 3

Cognition and Learning-Level 3 & Wave 3

Impact on Learning <i>What are we seeing?</i>	Response <i>What should we do next?</i>	Strategies <i>What can we put in place?</i>
<p>Observed persistent and significant difficulties with the following:</p> <p>Will have low attainment reflected in levels, typical of two thirds of chronological age with the gap possibly continuing to widen</p> <p>Difficulties in the acquisition of reading, writing, oral or number skills, which require high levels of tailored support</p> <p>Inability to concentrate even with targeted support or resources leading to poor motivation and resistance to learning</p> <p>Frustration in inability to access learning leading to complete disengagement with learning or problematic behaviours which are unmanageable in a mainstream setting even with high levels of support and tailored, individual and skilled interventions</p> <p>Limited social, emotional and interpersonal skills, requiring high level of tailored support</p> <p>Complex difficulties with sequencing, visual and/or auditory perception, coordination concentration or short-term working memory and organisation</p>	<p>Class teacher, HOI, parents and child/young person continue to liaise on a regular basis – minimum of 3 meetings with parents within a 12-month period</p> <p>Obtain and record updated parents' views and child or young person's views</p> <p>Carry out and review further assessments as advised by outside agencies</p> <p>Ensure Class teacher and Teaching assistants receive relevant Continuing Professional Development (CPD)</p>	<p>Continue with any relevant strategies from Wave/Level 1 & 2, plus:</p> <p>Continue to identify gaps in learning</p> <p>Create a personalised curriculum tailored to the child or young person's needs (this may require consultation with all professionals involved with the child or young person)</p> <p>Incorporate external advice</p> <p>Liaise with support to ensure learning outcomes are facilitated and resources are readily available</p> <p>Put behaviour management programme in place, if appropriate</p> <p>Specialist support with staff CPD and curriculum. Individual education programmes/plans put in place</p> <p>Individualised curriculum closely tailored to identified long and short-term outcomes for the child or young person, and likely involving pre-subject based learning and functional life skills training</p> <p>High ratio of staff to child or young persons</p> <p>Specially trained teaching staff and teaching assistants</p> <p>Small class sizes (smaller than 10)</p> <p>Multi-Disciplinary Team interventions on or off-site</p> <p>Multi-sensory teaching</p>

		High level of appropriate 'catch-up' interventions put into place to try and accelerate progress Assessment using a 'small steps' measure such as B Squared/PIVATS
Evidence of Graduated Approach <i>How do we track and record progress and outcomes?</i>		
Record of parental views Record of child or young person's views Ongoing, collated assessment data from a range of sources (e.g. class teacher and HOI) Smaller, SMART targets for child or young person based on outcomes described in IEP Record of implemented and reviewed resources and strategies - including resulting impact and progress (plan, do, review cycles) - Includes specific amounts (times and costs) – e.g. costed provision map Log of meetings with parents - minimum of 3 meetings within a 12-month period to support assess, plan, do and review cycle Record of any external support, contact or advice, which has been implemented and reviewed Records of any completed observations or evidence which supports observed impact on learning (e.g. class work, photos etc.)		