

## Appendix A: **GUIDANCE TO TEACHING STAFF**

### **Stepped Approach to Additional Support**

**We strive to ensure high quality, inclusive teaching for all children. If a child appears to be making less progress than his / her peers we recognise that it is vital that evidence of actions being taken is collected to support any necessary future assessments:-**

<b>Approach being taken by class teacher</b>	<b>Suggested Evidence of impact on child being collected by the class teacher</b>
<p><b><u>Step 1: Inclusive quality first teaching for all</u></b></p> <p>Teachers seek ways to address the child's needs through high-quality, differentiated, personalised teaching within lessons (Quality First Teaching). Such teaching is based on clear objectives that are shared with the children and returned to at the end of the lesson; with new vocabulary carefully explained. Teachers use a range of lively, interactive teaching styles and make maximum use of visual and kinaesthetic as well as auditory/verbal learning. We recognise that approaches like these are the best way to reduce, from the start, the number of children who need extra help with their learning or behaviour.</p>	<ul style="list-style-type: none"> <li>• In-class differentiation</li> <li>• Attainment and progress within the NC against End of Year Expectations</li> <li>• Notes from consultation and collaboration with parents/carers</li> <li>• Consultation with the pupil, where appropriate</li> <li>• Evidence of child's work, marking and personal target setting, providing evidence of attainment and progress across the NC</li> <li>• Planning provides evidence of pupil-specific differentiation</li> </ul>
<p><b><u>Step 2: Additional interventions enabling the child to work at age-related expectations</u></b></p> <p>Targeted small-group interventions are planned with the expectation of pupils catching up with their peers. These interventions, sometimes from published suppliers, sometimes bespoke, are designed for children for whom a well-structured short- term programme is all that is needed to enable them to make accelerated progress. Some of the interventions we use are based on published programmes; others are bespoke to children's needs.</p>	<p><b>AS ABOVE PLUS:-</b></p> <ul style="list-style-type: none"> <li>• Evidence of assessment undertaken to identify suitable targets for interventions</li> <li>• Records of the impact of interventions on pupils' knowledge, understanding and progress.</li> </ul>
<p><b><u>Step 3: Additional highly personalised interventions</u></b></p> <p>This step is about intervention for children for whom Quality First Teaching and step 2 catch-up programmes are not enough. It may need to be a more intensive programme, involving more individual support or specialist expertise.</p>	<p><b>AS ABOVE PLUS:-</b></p> <ul style="list-style-type: none"> <li>• Evidence of assessment undertaken to identify suitable targets for interventions</li> <li>• Records of the impact of additional intensive interventions on pupils' knowledge, understanding and progress.</li> </ul>
<p><b>At this stage the child's information would be passed to the school SENCO for review that all the above actions have been taken and are having limited impact. The SENCO's judgement will be based on evidence provided by the class teacher as above and her own professional judgements</b></p>	
<p><b><u>Next steps:-</u></b></p> <p>Coordinated by the SENCO a SEN support plan will be agreed with the class teacher, the family and the child. Appropriate in house assessment will be undertaken and any findings will be used to inform the support plan and to plan the next steps for teaching of the child either individually, within small groups or through support in class.</p> <p>In addition external advice will be sought from relevant agencies such as Autism team, Educational Psychology service, Inclusion Development officer and their recommendations will be included in the support plan and actioned</p>	<p><b>AS ABOVE PLUS:-</b></p> <ul style="list-style-type: none"> <li>• Records of the impact of additional intensive interventions on pupils' knowledge, understanding and progress.</li> <li>• Evidence of assessments under taken, findings and actions taken</li> <li>• Evidence of advice from relevant professionals and subsequent actions taken</li> <li>• Child's SEN support plan, evidence of its implementation and review of its success over at least 2 cycles</li> <li>• Evidence related to medical advice and/or Social Care involvement</li> </ul>
<p><b>If after such action there is still concern that the child's needs are not being met, school will consider applying for an Education Health Care Plan</b></p>	

## Appendix B: INFORMATION FOR TEACHING STAFF

### Steps Towards Identifying a Child needing support that is additional to and different from his / her peers – SENDCO Next Steps

Being behind peers in learning does not of itself mean that a pupil has SEN. To be identified as having a special educational need, a pupil would be expected to have attainment and progress **significantly** below age-related expectations and / or a disability which significantly impairs access to the curriculum and wider participation in school life.

At Byron Wood Primary School we review the children working below age related expectations in each year group at the end of every school term. Decisions taken about whether to put a child on an SEN support plan are based on evidence from class teacher of actions taken to date (see below) and consideration of the following questions:-

Is this child working below the year group expectations for his year group? Or does the child have a disability which significantly impairs access to the curriculum and wider participation in school life?



Is this child making progress in line with his / her peers although working at below age related expectations overall?

YES

NO

Can we accelerate the progress of this child to help him/ her catch up his peers?

Have we implemented small group or 1:1 intervention to accelerate progress and reviewed over 2 terms?

YES

NO

YES

NO

Undertake assessment to identify appropriate areas to target and implement small group or 1:1 intervention to accelerate progress and review at next Standards Meeting

Place on school based SEN focus support plan. Continue with school based interventions at group and individual level. Seek advice on further strategies to try from relevant agencies

Undertake assessment to identify appropriate areas to target and implement small group or 1:1 intervention to accelerate progress and review at next Standards Meeting