



Universal Support

Assess Plan Do
Review



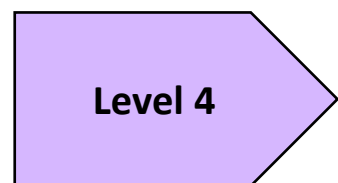
Early Support

Assess Plan Do
Review



Targeted Support

Assess Plan Do
Review



Specialist Support

Assess Plan Do
Review

LEVEL 1	<p>Universal offer for every child and family regardless of need – basic expectations for each child</p> <p>-</p> <ul style="list-style-type: none">• Quality First Teaching• Emotional Regulation Policy followed• Pupil portrait completed• Excellent communication and language strategies for each child – ELKLAN• Positive, process focussed praise• Emotion coaching and restorative approaches, emotional regulation support• Class charts / class rewards systems• Environment and resources suited to learning needs of children <p>Consider:</p> <ul style="list-style-type: none">- Progress data / attainment – how is the child coping?- Learning characteristics of the child- Communication and language – receptive understanding?- Emotional wellbeing – are they anxious or frustrated when working? <p>Action:</p> <ul style="list-style-type: none">- Progress to L2 support
----------------	---

LEVEL 2	<p>Early support for children who are not progressing / showing difficulties coping</p> <ul style="list-style-type: none">• Quality First Teaching• Discussion with child/parent/carer/SENCO about concerns and things noticed• PPP initiated, support implemented and reviewed after 6 weeks – shared with parents and child• Risk assessment in place to support child and ensure safety• Classroom strategies based on perceived needs on shared drive and to be implemented in class• Learning environment / resources adjusted e.g. visual timetables, regulation station, equipment additions and adjustments• Effective scaffolding and differentiation strategies evident in teaching approaches and in learning <p>Consider:</p> <ul style="list-style-type: none">- Emerging SEND needs and discuss with SENCO - SENCO observation needed?- End of 6 weeks does the child need Pastoral referral or SEND initial concern form? <p>Action:</p> <ul style="list-style-type: none">- If issues persist or worsen complete all parts of SEND Initial Concerns Form and pass to SENCO- If issues resolved by L2 support then maintain with plan reviewed and updated every six weeks
----------------	--

Northwood Primary School SEND Graduated Response – SEND Support (K)

LEVEL 3	<p>Targeted support for children who need specific help to access learning</p> <ul style="list-style-type: none">• Quality First Teaching• Discussion with child/parent/carer/SENCO• SENCO observation completion by SEND team and recommendations established• PPP updated, support implemented and reviewed after 6 weeks – shared with parents and child• Referrals to SALT, SENSORY PROCESSING (GE), LEARNING SUPPORT TEACHER• OT – sensory seedlings programme initiated <ul style="list-style-type: none">• EYFS – EP group consultation process• SEND Initial concerns form completed and targeted support deployed e.g. sensory support, SALT support, EP or LST assessment• Pastoral referral form completed if necessary and targeted support given, e.g. learning mentor caseload, ELSA, therapy dog, nurture base, MHST referral <ul style="list-style-type: none">• Behaviour support plan and risk assessment further developed and evaluated after 6 weeks <p>Consider</p> <ul style="list-style-type: none">- Family support at home – is EHA needed?- Signpost parents to support from Local Offer / parenting courses if needed
----------------	---

Northwood Primary School SEND Graduated Response – SEND Support (K)

--	--

LEVEL 4	Specialist Intervention and Support <ul style="list-style-type: none">• Educational Psychologist assessment process and outcomes• LST assessment process and outcomes• Behaviour passport referral part 2• Commissioned place• CAMHS referral• EHCP• ND Pathway• Behaviour support plan and risk assessment further developed and evaluated after 6 weeks
----------------	---