

# SEND at Zetland Primary School

## Graduated Approach – What does it look like in practice at Zetland Primary?

Please see three examples highlighting what the graduated approach may look like in our school.

### Sophie

Sophie is taught for all of her lessons in a mainstream class but concerns have been raised about her progress in specific areas. The class teacher has completed a monitoring period of 6-8 weeks and has had discussion with Mrs Herd (SENCO) about concerns/ areas of challenge. A meeting is held between Sophie's parents and class teacher to share feedback from the monitoring period, the parent is asked to complete a 'Tell it Once' chronology which will be shared with any professional involved in the future to save the parent repeating themselves, and a SEND registration document is completed identifying the primary SEND need and range. Once Sophie is entered on to the SEND register then she is entitled to three structured conversations a year, these meetings allow teachers and staff to have a detailed discussion of how Sophie is progressing, areas of need and specific targets set. In the classroom, interventions specific to Sophie's needs will be set and delivered – these could be lead by a teacher or a teaching assistant, or could be in the form of independent practice (e.g. Wordshark). Sophie may access support in a group with some of her peers with similar needs. Sophie may have additional adult support during lessons to pre-teach upcoming learning or to check their understanding of a task. There may be some accommodations that make Sophie's learning more accessible such as using assistive technology (Clicker), having more time to complete a task, or using different equipment (ear defenders, pencil grips, writing slope). Sophie's progress will be reviewed regularly and support either added or removed dependent on needs. Mrs Herd (SENCO) reviews all children on the SEND register termly and in discussion with class teacher decides whether they are still displaying a 'Special Educational Need', whether she may be removed from the register or whether she requires a different level of support.

### Tom

Tom has been on the SEND register for a couple of years and now he has entered KS2 it is apparent that his level of need has increased. CPOMs and SEND files offer a comprehensive chronology of his history, including supportive strategies and interventions tried and their impact. Noticing Tom's presentation, the class teacher has an open discussion with Mrs Herd (SENCO) about next steps. Tom is finding his reading very challenging, he has a good attitude to learning but his lack of progress is starting to affect his self-esteem. Mrs Herd seeks advice from our specialist reading teacher, Mrs Boyes, and asks her to complete an assessment. Using this information, a tailored package of support is created that allows for over-learning and repetition. Tom is now accessing 5 x 30 min intensive reading sessions a week. Mrs Herd completes a Resource & Support Panel application to the Local Authority, collating all of the evidence gathered so far. This is completed and sent in collaboration with parents. The Local Authority send a member of the Specialist Teaching Service to complete an assessment with Tom and a detailed report is provided with advice for next steps. Mrs Herd sits with the class teacher to review this document and make additions to Tom's provision. Tom is still accessing learning with his peers but with specific tailoring based on external specialist advice, this advice will be reviewed in-school termly but also externally when appropriate. Tom has been provided with his own personal computer to use within school, installed with assistive technology and Tom has access to specific intervention programmes which are also accessible from home. Tom's parents have been invited in to school on multiple occasions to see Tom at work and to also observe the targeted intervention so that this may be mirrored at home. Tom's strengths and areas of challenge are shared with other teachers. Tom is offered support with our Mental Health Practitioner to work on some low level intervention activities around self-esteem and resilience.

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#### Sam

Sam joined Zetland Primary, already registered as SEND. When the documentation was sent across to school, Mrs Herd reads it in conjunction with the class teacher. A period of monitoring begins although support previously offered may be reinstated if beneficial to the Sam. Mrs Herd speaks to the parent to gather important background information about Sam that may be relevant to now. Sam is showing a high level of need and through communication with parents it is apparent that this presentation is an accurate reflection of need. Sam's primary need is SEMH (Social, Emotional and Mental Health) and it is important to act proactively to minimise any emotional upset to the child. Sam is finding playtimes challenging and this is resulting in some dangerous behaviour choices, Sam is also finding it hard to engage in lessons and this is causing disruption to her learning. Mrs Herd completes a Resource and Support Panel application as it is apparent that external advice is required, this is completed alongside an EHCP (Education, Health and Care Plan) application which would provide the Sam with a formal statement of need that has to be legally reviewed by educational providers and the Local Authority. For Sam, extra adult support is timetabled at unstructured times and social stories shared so that they are aware of what to do if they are feeling unsettled. The use of an additional adult in a 1:1 role offers flexibility regarding the learning environment and Sam may complete her tailored tasks at a different time/ different place to her peers depending on her need. Specialist external advice from the Local Authority, Educational Psychologist and/or from local specialist provision providers is acted upon and Sam now has an individual behaviour plan. Structured conversations still take place termly although meetings are more frequent between parents and school. External advice recommends alternative provision as the Sam's level of need may be higher than what can be accommodated by Zetland Primary. Mrs Herd liaises with parents and the Local Authority to help navigate through the EHCP process and supports Sam with transition to a more appropriate placement.

#### Quality Assurance

Termly supervision of SEND case load between Mrs Herd (SENCO) and a member of the Senior Leadership Team – documented on CPOMS

Termly staff meetings to for class teacher to review SEND pupils targets/ provision

Termly meetings and update sheet with SEND Link Governor