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**Manor Park Primary School and Nursery**

**SEND Identification of Need**

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| **Wave 1 - On watch** |
| **Characteristics**: Child is working below ARE in Reading, Writing or Maths |
| **Next Steps:*** Deliver Quality First Teaching
* Have targets set which are specific to the child which will move their learning forward
* Keep a close eye on their progress and consider them when marking and setting next steps.
* Consider them when planning, and then plan and resource accordingly.
* Allow for additional opportunities within the usual classroom provision to over learn certain elements, for example; quick fire spelling practise or daily handwriting
* Consider the use of growth mindset principles in the classroom, such as working in mixed ability groups to allow children the opportunity to learn from their peers
* If there are further concerns and limited progress after two terms of assessment then child may need further support via the graduated response route.
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| **Wave 2 – First Concerns** |
| **Characteristics**: * Is beginning to show signs of developing difficulty within one or more of the 4 broad areas of need (cognition & learning, Physical / Sensory, Communication and Interaction, Social , Emotional and Mental Health)
* Will have low general attainment and progress and/or gap beginning to widen, this may be in one or more subject areas.
* Will require up between 0-5 hours of intervention to support their progress, this intervention may be on a 1:1 basis, but it is more likely to be part of targeted group with other children in the classroom.
* They may have a speech and language delay for which they have a specific programme of support.
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| **Next Steps:*** Use the *First Concerns* profile to set targets which are specific to the child and which will support their progress.
* Refer to the *Cheshire East First Concerns* document for suggested strategies to support them or discuss the child with the SENDCo.
* Meet with the parent, to discuss the targets and to set new ones, this is in addition to parent’s evenings. It should happen twice a year to discuss the progress and next steps for this child, which is what you do for any child.
* Share these targets with the team around the child (TAs/PPA cover).
* Plan for the child according to their needs and regularly reflect on the progress they are making and whether what is in place is working.
* Allow for additional opportunities within the usual classroom provision and sometimes over and above what is usual in order to allow for over learning.
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| **Wave 3 – SEN Support** |
| **Characteristics**: * 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.
* Will require up to 12 hours of intervention to support their progress, this intervention is more likely to be on a 1:1 basis, or it may be part of targeted group with other children in the classroom.
* They may be a candidate for an EHCP application for funding if the 12 hours is not sufficient.
* May be taken to EP/CEAT consultation meetings for additional advice.
* Will have a SEN Support Plan with specific targets
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| **Next Steps:*** Use the *SEN support* profile to set targets which are specific to the child and which will support their progress, the SENDCo can be available to attend these meetings should that be required.
* Refer to the *Cheshire East SEN support* document for suggested strategies to support them, or the SENDCo will support with suggested strategies.
* Meet with the parents termly, to discuss the targets and to set new ones. The completed plans should be saved to the shared area.
* Share these targets with the team around the child (TAs/PPA cover).
* Plan for the child according to their needs and regularly reflect on the progress they are making and whether what is in place is working.
* Make reasonable adjustments within your classroom and practise to support progress (e.g. pre teach vocab, create a scaffold for writing…etc)
* Share any concerns you may have with the SENDCo; it may be that this child needs an EHCP application making.
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| **Wave 4 – Complex** |
| **Characteristics**: * Will have an EHCP with funded hours.
* Will be part of a mainstream class but with additional support.
* Will have low attainment reflected in assessment and the gap continuing to widen between their chronological age and age related expectations.
* They will have difficulties in the acquisition of reading, writing, oral or number skills, which require high levels of tailored support.
* Will require more than 12 hours of intervention to support their progress, this intervention is most likely to be on a 1:1 basis, or it may be part of targeted group with other children in the classroom.
* Will have an EHCP implementation plan in place.
* Will have an annual review of their EHCP to update their strengths and needs.
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| **Next Steps:*** Work closely with the SENCo to create an EHCP implementation plan which will be reviewed and updated termly in a meeting with the parents in attendance.
* Think carefully about the needs of this child in your classroom and how to best to use the support they have; use the implementation plan and the EHCP to help with this.
* Think carefully about the hours the children have and how these may be used in your classroom, the SENCo will create a provision map to track how their hours are being spent. Work closely with the SENCo to create an EHCP implementation plan which will be reviewed and updated termly in a meeting with the parents in attendance.
* Think carefully about the needs of this child in your classroom and how to best to use the support they have; use the implementation plan and the EHCP to help with this.
* The SENCo will arrange an annual review of the child’s EHCP.
* Think carefully about the hours the children have and how these may be used in your classroom, the SENCo will create a provision map to track how their hours are being spent.
* Have high expectations of this child, they may well surprise you.
* Consider the child’s self-esteem and celebrate their successes.
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