8. The Graduated Approach in school

8.1. Introduction

This section should be used by school staff supporting children working towards key stages 1 - 4. Schools who take children from age 2 should also use the Early Years section. Due to funding arrangements and eligibility criteria for a number of services, this school section should also be used for young people in school sixth forms (although consideration should also be given to the post-16 'Preparing for Adulthood' section for these young people).

Using the Graduated Approach means recognising that there is a continuum of need and that needs are met through the addition of increasingly specialist interventions as the level of need increases. In line with *The SEND Code of Practice (January 2015)*, mainstream schools must designate a teacher to be responsible for co-ordinating SEN provision (the SEN Co-ordinator or SENCO) and must inform parents when they are making special educational provision for a child.

8.2. What is Quality First Teaching?

Support for all children and young people in schools starts with **Quality First Teaching**. This can be summarised as follows:

Inclusive Quality First Teaching describes what should be on offer for all children: i.e. the effective inclusion of all pupils in high quality, everyday, personalised teaching.

Such teaching will, for example, be based on:

- clear objectives that are shared with the children
- careful explanation of new vocabulary
- lively interactive teaching styles

Approaches like these are the best way to reduce, from the start, the number of children who need extra help with learning and behaviour

What does Quality First Teaching (QFT) look like?

As a simple overview, QFT involves the following:

- Well organized classroom with labels and picture symbols
- Clear lesson structure with objectives presented orally and visually
- Instructions given in small chunks with visual clues
- Checking understanding by asking children or young people to explain what they have to do
- Understanding is demonstrated in a variety of ways
- A range of groupings including some random pairing activities
- Activities and listening broken up to allow for more 'kinaesthetic' activities
- Praise is specific and named
- Memory supported by explicit demonstration and modelling
- Classroom support planned for and used to maximise learning
- Children or young people are clear what is expected and good examples are used when necessary

More detailed examples and information about what Quality First Teaching looks like for the different areas of need is provided in the appendix



First Concerns

Cognition and Learning

Impact on Learning What are we seeing?	Response What should we do next?	Strategies What can we put in place?
Impact on Learning What are we seeing? Observed emerging and/or fluctuating difficulties with the following: Low general attainment and progress and/or gap beginning to widen Difficulty in understanding abstract concepts and applying prior learning Speech and language difficulties Attention and concentration span difficulties, e.g. easily distracted or short attention span Literacy difficulties, e.g. reluctance to read or poor sight vocabulary Numeracy difficulties Untidy handwriting/clumsy Poor organisation Discrepancy between oral and written work Difficulty following instructions Tiredness due to excessive concentration levels needed Social and behavioural difficulties arising from low self-esteem and frustration	 What should we do next? Discuss concerns/observations with parent(s) Obtain and record parental information and views Obtain and record child or young person's views If available and/or appropriate: Examine Early Years Foundation Stage (EYFS) Data and/or previous school records Consider past teacher observations and views Collate current assessments related to area of concern – qualitative, quantitative and summative Observe and compare potential barriers to learning and participation across a range of contexts Carry out further assessments as necessary Discuss concerns with SENCO Complete a First Concerns Profile if appropriate 	 What can we put in place? Identify gaps in learning and provide focussed teaching Place yourself where children/young people can
	(a young person may be able to do this themselves)	 Use technology to support learning Encourage Peer support Provide visual and practical resources to present

Impact on Learning	Response	Strategies
What are we seeing?	What should we do next?	What can we put in place?
	 Place child or young person on a 'First Concerns' Register Refer to the 'Timely Support for Children and Families in Cheshire East – Guidance on Thresholds of Need' document published by Cheshire East Local Safeguarding Children Board (LSCB) and children's services to consider the appropriate levels of support for the child or young person and their family Implement strategies (including targeted support and/or resources) up to agreed financial levels: Universal funding (AWPU) plus up to a maximum of £3,000 (this is equivalent to approximately 6 hours of additional support) 	 key information Encourage the use of spelling strategies, for example: mnemonics, words within words, base words and suffixes etc. Use writing scaffolds to support planning Use concept maps to plan and identify overall themes and the relationships between ideas Use the marking criteria as a stimulus when redrafting work Provide occasional opportunities to work with a scribe – perhaps within a small group to produce a piece of writing for 'publication'

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

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

→ Continue to SEN SUPPORT



SEN Support

Cognition and Learning

Impact on Learning What are we seeing?	Response What should we do next?	Strategies What can we put in place?
motor skill	Families in Cheshire East – Guidance on Thresholds of Need' document published by Cheshire East Local Safeguarding Children Board (LSCB) and children's services to consider the appropriate levels of support for the child or young person and their family	what can we put in place?
	Implement strategies (including targeted support and/or resources) up to agreed financial levels: Universal funding (AWPU) plus up to a maximum of £6,000 (this is equivalent to approximately 12 hours of additional support).	
	 Further investigate gaps in learning to identify specific needs or barriers 	
	Carry out and review further assessments as required and/or as advised by outside agencies	
	Ensure Class teacher and Teaching assistants receive relevant Continuing Professional Development (CPD)	

- SEN Support Plan, which should include:
 - Record of parental views
 - o Record of child or young person's views
 - Collated assessment data from a range of sources (e.g. class teacher and SENCO)
 - o 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)

- NOTE: if child/young person is approaching step up to COMPLEX, implemented resources and strategies must include specific amounts (time and cost) in order to consider whether a request for an EHC needs assessment is required (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, e.g. CEAT or EP action plan
- 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 progress has not been made

→ Continue to COMPLEX and consider a request for an EHC needs assessment



Complex

Cognition and Learning

Impact on Learning	Response	Strategies
What are we seeing?	What should we do next?	What can we put in place?
 Observed persistent and significant difficulties with the following: Will have low attainment reflected in levels, typical of two thirds of chronological age with the gap possibly continuing to widen Difficulties in the acquisition of reading, writing, oral or number skills, which require high levels of tailored support Inability to concentrate even with targeted support or resources leading to poor motivation and resistance to learning 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 Limited social, emotional and interpersonal skills, requiring high level of tailored support Complex difficulties with sequencing, visual and/or auditory perception, coordination, organisation, concentration or short term working memory 	 Class teacher, SENCO, 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: Obtain and record updated parents' views Obtain and record updated child or young person's views Refer to the 'Timely Support for Children and Families in Cheshire East – Guidance on Thresholds of Need' document published by Cheshire East Local Safeguarding Children Board (LSCB) and children's services to consider the appropriate levels of support for the child or young person and their family If EHC Plan is not in place: Review SEN Support Plan (at least termly) Consider a request for EHC needs assessment (see section on EHC needs assessments) If EHC Plan is in place: 	Continue with any relevant strategies from First Concerns and/or SEN Support levels, plus: Continue to identify gaps in learning See EHCP for specific outcomes and break outcomes into smaller, SMART targets and review frequently 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) Incorporate external advice Liaise with support to ensure learning outcomes are facilitated and resources are readily available Put behaviour management programme in place, if appropriate

Impact on Learning	Response	Strategies
What are we seeing?	What should we do next?	What can we put in place?
what are we seeing:	 Change code on SEN register to indicate child/young person has EHC plan in place (code E) Refer to described outcomes and provision and implement Continue to plan, do, review against the specified outcomes and provision, using previous SEN Support Plan as 'EHC Implementation Plan' Complete Annual Review of EHC Plan Continue to act on external advice from educational and health agencies as necessary Carry out and review further assessments as advised by outside agencies Implement strategies (including provision of targeted support and/or resources) up to agreed financial levels: Universal funding (AWPU) plus up to £6,000 (this is equivalent to approximately 12 hours of additional support) plus any additional top-up as detailed in the EHC Plan 	
	Ensure Class teacher and Teaching assistants receive relevant Continuing Professional Development (CPD)	

EHC Plan (reviewed annually, and updated if appropriate)

Previous SEN Support Plan now becomes "EHC Implementation Plan", which is a working document and acts an <u>ongoing</u> record <u>updated on a termly basis</u> for the following:

- 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 SENCO)
- Smaller, SMART targets for child or young person based on outcomes described in EHC Plan
- Record of implemented and reviewed resources and strategies including resulting impact and progress (plan, do, review cycles)
 - o 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.)

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

→ Continue to SPECIALIST



Specialist

Cognition and Learning

	_	
Impact on Learning	Response	Strategies
What are we seeing?	What should we do next?	What can we put in place?
Won't meet age related expectations in all areas of learning throughout their education and not expected to exceed P-levels or National Curriculum Level 1 by Year 11 in mainstream education and/or needing access to alternative accreditation and/or lower level GCSEs	 Class teacher, SENCO, 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: Obtain and record updated parents' views Obtain and record updated child or young person's views Refer to the 'Timely Support for Children and Families in Cheshire East – Guidance on Thresholds of Need' document published by Cheshire East Local Safeguarding Children Board (LSCB) and children's services to consider the appropriate levels of support for the child or young person and their family Indicate on SEN register that child or young person has an EHC plan in place (code E) Refer to described outcomes and provision in the child or young person's individual EHC Plan and implement Continue to plan, do, review against the specified outcomes and provision within the child or young person's EHC Plan 	 Individual education programmes/plans put in place Individualised curriculum closely tailored to identified long and short term outcomes for the child or young person, and likely involving presubject based learning and functional life skills training High ratio of staff to pupils Specially trained teaching staff and teaching assistants Small class sizes (smaller than 10) Multi-Disciplinary Team interventions on or offsite Multi-sensory teaching High level of appropriate 'catch-up' interventions put into place to try and accelerate progress Assessment using a 'small steps' measure such B Squared/PIVATS

Impact on Learning	Response	Strategies
What are we seeing?	What should we do next?	What can we put in place?
	 Complete Annual Review of the EHC Plan Liaise with named local authority 0-25 SEND officer for child or young person if needs change etc. 	
	 Continue to act on advice from internal and external education and health professionals, as necessary Carry out further assessments following advice and guidance from outside agencies 	
	Implement strategies (including provision of targeted support and/or resources) up to agreed financial levels for specialist provision (see finance section)	
	Ensure all staff receive Continuing Professional Development (CPD) and training as required	

- EHC Plan (reviewed annually, and updated if appropriate)
- 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 SENCO)
- Smaller, SMART targets for child or young person based on outcomes described in EHC Plan
- Record of implemented and reviewed resources and strategies including resulting impact and progress (plan, do, review cycles)
 - o 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 (including reports or assessments) 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.)



First Concerns

Communication and Interaction

Impact on Learning	Response	Strategies
What are we seeing?	What should we do next?	What can we put in place?
Observed emerging and/or fluctuating difficulties with the following:	 Discuss concerns/observations with parent(s) Obtain and record parental information and views 	 Place yourself where children or young people can see your face clearly and you can see them Keep all distractions to a minimum
 Difficulties relating to others Inability to interpret social cues correctly Poor social timing 	Obtain and record child or young person's views If available and/or appropriate:	Have visual prompts on display (to reinforce the rules of good listening, good sitting and turntaking)
 Lack of social empathy Lack awareness of personal space Difficulty maintaining appropriate eye contact Lack of appropriate social conversational skills Literal use and interpretation of language 	 Examine Early Years Foundation Stage (EYFS) Data and/or previous school records Consider past teacher observations and views Collate current assessments related to area of concern – qualitative, quantitative and 	 Consider where children and young people are seated within the learning environment to enable them to see visual prompts etc. Have clearly differentiated success criteria Allow extra time for processing information,
 Inability to see other people's point of view Resistance to change and difficulties with transitions Removal of self from certain environments 	 summative Consider any relevant health records that have been shared/provided (e.g. school health) 	 formulating a response and completing tasks Allow for frequent practice through recall and repetition Use a variety of strategies for effective
 Solitary play and unusually focused special interests Difficulties taking part in conversation Inappropriate use of facial expression 	 Observe and compare potential barriers to learning and participation across a range of contexts Carry out further assessments as necessary 	communication, including visual support and/or encouraging the child or young person to say in a different way or show • Encourage child or young person to use gestures to support speech
Language Limited vocabulary knowledge, learning and using now words	Discuss concerns with SENCO	Encourage the child or young person to tell you if they have not understood something
using new wordsDifficulty understanding words that are said to them or verbal instructions	Complete a First Concerns Profile if appropriate (a young person may be able to do this)	 Create a predictable and consistent environment, ensuring routines are followed Keep language clear, concise and unambiguous

Impact on Learning	Response	Strategies
What are we seeing?	What should we do next?	What can we put in place?
 Attention and concentration skills 	themselves)	 Use the child or young person's name at the
 Limited spoken language for their age 		start of any instruction or information giving
 Poor organisation and sequencing 	Place child or young person on a 'First	Present new information in small chunks, using
Echolalia (repetition of noises or words spoken	Concerns' Register	simple lan <mark>gua</mark> ge that is relevant to the child or
by another person)		young person
 Difficulty in understanding abstract concepts 	• Refer to the ' <i>Timely Support for Children and</i>	Ensure that targets are SMART and achievable
and applying prior learning	<u> Families in Cheshire East – Guidance on</u>	Introduce new material in a multi-sensory way –
 Difficulty with receptive and expressive 	<i>Thresholds of Need'</i> document published by	sh <mark>ow it,</mark> listen to it, look at it, hear it, say it, write
language	Cheshire East Local Safeguarding Children	it
	Board (LSCB) and children's services to consider	Use technology to support learning
Speech	the appropriate levels of support for the child or	Encourage Peer support
Monotone speech	young person and their family	Use visual timetables and calendars
Unclear speech		Use concept maps to plan and identify overall
Stammer and/or difficulties getting words out	Implement strategies (including targeted	themes and the relationships between ideas
 Nasal quality to speech in the absence of a cold 	support and/or resources) up to agreed	Recap relevant vocabulary. Ensure knowledge of
 Unusual accent not linked to environment 	financial levels: Universal funding (AWPU) plus	vocabulary before introducing a new topic.
	up to a maximum of £3,000 (this is equivalent to	Use clear adult models of speech and language,
Sensory	approximately 6 hours of additional support)	and repeat, emphasise and expand, as needed
Experiences sensory processing difficulties, which		Use adult modelling of appropriate social
may be observed by the following (this is not an	For educational settings in South Cheshire -	phrases in context
exhaustive list):	Ring Speech and Language Therapy (SALT)	Make use of direct Playground Game teaching/
 Actions such as rocking, stroking, flapping 	Triage helpline to discuss concerns (run by	Personal, Social, Health and Economic (PSHE)
and/or hands over ears	Central Cheshire Integrated Care Partnership	education opportunities. Plan daily
A self-limiting diet	(CCICP), which provides <u>SALT services for South</u>	opportunities to teach specific skills such as
• Difficulty with body temperature regulation, e.g.	Cheshire and Vale Royal CCG areas ONLY.	sharing etc.
coat on and hood up on a hot day or t shirt with	Helpline is available on Tuesday afternoons at	Make use of resources such as:
no jumper or coat on a cold day	12.00-16.30 and is reached on 07825103893	 Move 'n' sit cushions
		o Buzy legs
Other		 Movement breaks
Poor self-esteem		 Fiddle toys
 Frustration/anxiety due to social and 		Explain words and phrases that have more than
communication difficulties		one meaning or may be misconstrued e.g. pull

Impact on Learning What are we seeing?	Response What should we do next?	Strategies What can we put in place?
Social and/or behavioural difficulties arising from low self-esteem, frustration, or communication difficulties		your socks up Encourage discussion and prediction about stories React to what the child or young person says, not how clearly they speak Don't pretend to understand

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

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

→ Continue to SEN SUPPORT



SEN Support

Communication and Interaction

Impact on Learning What are we seeing?	Response What should we do next?	Strategies What can we put in place?
villat are we seemy:	vviiat Siloulu we uo liext!	villat call we put ill place:
Observed persistent and moderate difficulties with the following:	Class teacher, SENCO, parents and child/young person continue to liaise on a regular basis – minimum of 3 meetings with parents within a 12	Continue with any relevant strategies from First Concerns level, plus:
Difficulties relating to others	month period	Use a variety of strategies for effective
 Inability to interpret social cues correctly 	If necessary:	communication – e.g. Picture Exchange
 Poor social timing 	 Obtain and record updated parents' views 	Communication System (PECS), Widget, visual
 Lack of social empathy 	 Obtain and record updated child or young 	supports
• Unawareness of others' personal space	person's views	Create an individualised timetable which is
• Difficulty maintaining appropriate eye contact		predictable and consistent, and includes
• Lack of appropriate social conversational skills	Complete a SEN Support Plan and review on a	unstructured times e.g. lunch
Literal use and interpretation of language	regular basis (e.g. at least termly)	Use individual visual timetables, now and next
Rigidity and inflexibility of thought processes	 Place child or young person on register as SEN 	boards, calendars and task lists to structure
 Inability to see other people's point of view 	Support (Code K)	activities
Resistance to change and difficulties with	, ,	 Use social stories and comic strip conversations
transitions	Seek external advice from educational agencies	to aid understanding of social situations
 Solitary play and unusually focused special interests 	such as Cheshire East Autism Team (CEAT) and Educational Psychologist (EP) Clusters	Withdrawal facilities provided for times of stress or anxiety
Difficulties taking part in conversation	 Seek external advice from health professionals 	Specific small group interventions
 Inappropriate use of facial expression 	such as School Health, Child and Adolescent	 Differentiated curriculum, resources and success
inappropriate use of facial expression	Mental Health Service (CAMHS) or Learning	criteria.
Language	Disability (LD) CAMHS	Implement strategies from outside agencies
Language		
Limited vocabulary knowledge, learning and	For educational settings in South Cheshire - Ping Console and Language Theorem (CALT)	Provide access to a quiet, distraction free work
using new words	Ring Speech and Language Therapy (SALT)	station if needed
 They don't understand words that are said to 	Triage helpline to discuss concerns (run by	Ensure that preferred methods of

communication (as well as level of eye-contact)

Impact on Learning	Response	Strategies
What are we seeing?	What should we do next?	What can we put in place?
them or verbal instructions	(CCICP), which provides <u>SALT services for South</u>	known by <mark>all</mark> staff wit <mark>hin</mark> school
 Attention and concentration skills 	Cheshire and Vale Royal CCG areas ONLY.	 Build access to activities which meet the child's
Poor organisation and sequencing	Helpline is available on Tuesday afternoons at	sensory needs into the day, for example:
 Limited spoken language for their age 	12.00-16.30 and is reached on 07825103893)	timetable <mark>d m</mark> ovement breaks, quiet area to
Echolalia (repetition of noises or words spoken	If required, refer to Speech and Language	access in <mark>classroom, egg chair or pop up tent</mark>
by another person)	Therapy and implement advice, strategies and	 Consider access to a workstation and/or set up
Difficulty in understanding abstract concepts	care plan from SALT (as appropriate for	a l <mark>ow stimulation wor</mark> kstation, privacy board on
and applying prior learning	individual child or young person)	group table or personal table with few
 Difficulty with receptive and expressive 	If appropriate, complete initial sensory	distractions but informative visual information
language	processing audit (e.g. Autism Education Trust's	and support
	Sensory Assessment and environmental audit	
Speech	<u>checklists</u>)	
Monotone speech	Carry out and review further assessments as	
Unclear speech	required and/or as advised by outside agencies	
Speech or sound production difficulties and/or		
differences	• Refer to the <u>'Timely Support for Children and</u>	
Stammer, difficulties getting words out and/or	<u>Families in Cheshire East – Guidance on</u>	
dysfluency (i.e. disruptions in forward flow and	<u>Thresholds of Need'</u> document published by	
timing of speech)	Cheshire East Local Safeguarding Children	
Nasal quality to speech in the absence of a cold	Board (LSCB) and children's services to consider	
Unusual accent not linked to environment	the appropriate levels of support for the child or	
	young person and their family	
Sensory		
Sensory needs still affecting learning, for example:	Implement strategies (including targeted	
Difficulties with large indoor and outdoor	support and/or resources) up to agreed	
spaces (such as assembly/P.E/lunch hall)	financial levels: Universal funding (AWPU) plus	
Issues with background and/or white noise	up to a maximum of £6,000 (this is equivalent to	
Issues with certain scents and perfumes	approximately 12 hours of additional support).	
Aversion to everyday touch		
May touch/stroke others to self soothe/regulate		
	individual child are aware of their speech,	
	language, social and communication difficulties	

Response	Strategies
What should we do next?	What can we put in place?
 Ensure class teacher and teaching assistants receive relevant Continuing Professional Development (CPD), including any specific training as advised by Speech and Language Therapy service 	
•	What should we do next? Ensure class teacher and teaching assistants receive relevant Continuing Professional Development (CPD), including any specific training as advised by Speech and Language

- SEN Support Plan, which should include:
 - Record of parental views
 - Record of child or young person's views
 - o Collated assessment data from a range of sources (e.g. class teacher and SENCO)
 - o Record of desired outcomes for child or young person
 - o Record of implemented resources and strategies including resulting impact and progress (assess, plan, do, review cycles)
 - NOTE: if child/young person is approaching step up to COMPLEX, implemented resources and strategies must include specific amounts (time and cost) in order to consider whether a request for an EHC needs assessment is required (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, e.g. CEAT or EP action plan, SALT care plan etc.
- 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 progress has not been made → Continue to COMPLEX and consider a request for an EHC needs assessment



Complex

Communication and Interaction

Impact on Learning What are we seeing?	Response What should we do next?	Strategies What can we put in place?
 Observed persistent and significant difficulties with the following: The gap in the child or young person's communication skills continues to widen and is significantly lower than would be expected for children or young people of his/her age The child or young person's impaired social development, communication, language and speech difficulties, rigidity of behaviour and thought are enduring, consistently impeding his/her learning and leading to significant and complex difficulties in functioning Revision of the differentiated classroom provision for the child or young person's education has not resulted in the expected progress towards achieving learning, pastoral and social interaction targets In respect of receptive and expressive communication and social interaction, evidence of the child or young person's need for a systematic programme to develop his/her understanding of verbal and non-verbal communication Evidence of significant difficulties persisting for 	 Class teacher, SENCO, 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: Obtain and record updated parents' views Obtain and record updated child or young person's views Refer to the 'Timely Support for Children and Families in Cheshire East – Guidance on Thresholds of Need' document published by Cheshire East Local Safeguarding Children Board (LSCB) and children's services to consider the appropriate levels of support for the child or young person and their family If EHC Plan is not in place: Review SEN Support Plan (at least termly) Consider a request for EHC needs assessment (see section on EHC needs assessments) If EHC Plan is in place: Change code on SEN register to indicate 	Continue with any relevant strategies from First Concerns and/or SEN Support levels, plus: Continue to identify gaps in learning See EHCP and/or SALT care plan for specific outcomes Create a personalised curriculum (class teacher with SENCO support) Liaise with support to ensure learning outcomes are facilitated and resources are readily available From the sensory assessment checklist(s) devise a bespoke sensory diet and implement From completion of Autism Education Trust's environmental audit make environmental changes as appropriate to meet child/young person's need

Impact on Learning	Response	Strategies
What are we seeing?	What should we do next?	What can we put in place?
 the child or young person as a result of his/her inflexibility and/or intrusive obsessional thoughts Evidence of a high priority having to be given to the management of the child or young person's language and communication difficulties in the planning of most classroom activities and the organisation of his/her learning environment 	child or young person has EHC plan in place (code E) Refer to described outcomes and provision and implement Continue to plan, do, review against the specified outcomes and provision, using previous SEN Support Plan as 'EHC Implementation Plan' Complete Annual Review of EHC Plan	
	 Continue to act on external advice from educational and health agencies as necessary, including Speech and Language Therapy (SALT) care plan if necessary Carry out and review further assessments as advised by outside agencies Complete a sensory processing audit (e.g. Autism Education Trust's Sensory Assessment and environmental audit checklists) 	
	 Implement strategies (including provision of targeted support and/or resources) up to agreed financial levels: Universal funding (AWPU) plus up to £6,000 (this is equivalent to approximately 12 hours of additional support) plus any additional top-up as detailed in the EHC Plan 	
	Ensure Class teacher and Teaching assistants receive relevant Continuing Professional	

Impact on Learning	Response	Strategies
What are we seeing?	What should we do next?	What can we put in place?
	Development (CPD), including any specific	
	training recommended by SALT	

EHC Plan (reviewed annually, and updated if appropriate)

Previous SEN Support Plan now becomes "EHC Implementation Plan", which is a working document and acts an <u>ongoing</u> record <u>updated on a termly basis</u> for the following:

- 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 SENCO)
- Smaller, SMART targets for child or young person based on outcomes described in EHC Plan
- Record of implemented and reviewed resources and strategies including resulting impact and progress (plan, do, review cycles)
 - o 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.)

Additional documents (if relevant/appropriate for individual):

• SALT care plan

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

→ Continue to SPECIALIST



Communication and Interaction

Specialist

Impact on Learning	Response	Strategies
What are we seeing?	What should we do next?	What can we put in place?
 Access to the curriculum is only meaningful through use of a communication aid(s) and could not be used in a mainstream setting Needing a fully inclusive approach across the whole educational setting, including a total communication environment with a variety of different high tech communication mediums which would not be expected in a mainstream setting (e.g. timelines, schedules, eye gaze system) Interaction with others is minimal and inconsistent and impacts on curriculum access. Interactions occur only when facilitated and/or prompted by an adult. Child or young person would be totally isolated in a mainstream setting Child or young person needs a high level of modification to the learning environment and organisation to their curriculum to avoid daily, high-level problematic behaviour and to keep them engaged in the learning environment High level of social anxiety or profound lack of social engagement leads to inability to communicate with others without support 	 Class teacher, SENCO, 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: Obtain and record updated parents' views Obtain and record updated child or young person's views Refer to the 'Timely Support for Children and Families in Cheshire East – Guidance on Thresholds of Need' document published by Cheshire East Local Safeguarding Children Board (LSCB) and children's services to consider the appropriate levels of support for the child or young person and their family Indicate on SEN register that child or young person has an EHC plan in place (code E) Refer to described outcomes and provision in the child or young person's individual EHC Plan and implement Continue to plan, do, review against the specified outcomes and provision within the 	Implement and use: • Alternative augmentative communication assessment and appropriate aids • High tech low tech systems • Use a variety of specialist strategies for effective communication – e.g. Picture Exchange Communication System (PECS), Widget, visual supports, Makaton, objects of reference, symbols, signs,proloquo2go, switches, voice output communication aids, eye gaze systems • Facilitate access to speech and language therapy • Carry out sensory assessments/audits and implement appropriate modifications • Use social interaction programmes/small group work as an integral part of the curriculum (e.g. Talking Partners, Circle of Friends, buddy systems) • Provide specialist communication sessions • Put behaviour modification programmes in place, if appropriate

Impact on Learning What are we seeing?	Response What should we do next?	Strategies What can we put in place?
vviiat are we seemy:	 Complete Annual Review of the EHC Plan Liaise with named local authority 0-25 SEND officer for child or young person if needs change etc. 	What can we put in place:
	 Continue to act on advice from internal and external education and health professionals, as necessary Carry out further assessments following advice and guidance from outside agencies, e.g. Speech and Language Therapy (SALT); sensory assessments/audit 	
	 Implement strategies (including provision of targeted support and/or resources) up to agreed financial levels for specialist provision (see finance section) 	
	Ensure all staff receive Continuing Professional Development (CPD) and training as required, including any appropriate training from SALT	

- EHC Plan (reviewed annually, and updated if appropriate)
- 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 SENCO)
- Smaller, SMART targets for child or young person based on outcomes described in EHC Plan
- Record of implemented and reviewed resources and strategies including resulting impact and progress (plan, do, review cycles)

- o 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 (including reports or assessments) which has been implemented and reviewed
 - o Including SALT care plan, if appropriate
- Records of any completed observations or evidence which supports observed impact on learning (e.g. class work, photos etc.)



First Concerns

Social, Emotional and Mental Health Difficulties

Impact on Learning	Response	Strategies
What are we seeing?	What should we do next?	What can we put in place?
what are we seeing:	What should we do hext:	what can we put in place:
Observed emerging and/or fluctuating difficulties with the following:	 Discuss concerns/observations with parent(s) Obtain and record parental information and views 	Use emotional resilience resources available from ' <u>Tools for Schools'</u> (the resources password is KW31PN72; see the 'Getting Advice' quadrant
Difficulties with interpersonal communication or relationships, regularly reluctant to share The state of the st	Obtain and record child or young person's views If our illable and (or appropriate).	of the Thrive Model) Consider seating and grouping of children and
materials or attention and/or participate in social groupsInvolved in low level distractions which hinder	 If available and/or appropriate: Examine Early Years Foundation Stage (EYFS) Data and/or previous school records 	 young people Provide safe area for child or young person to calm down or concentrate when required
own concentration and that of others due to a lack of social understanding, task avoidance and/or with intent to gain attention	 Consider past teacher observations and views Collate current assessments related to area of concern – qualitative, quantitative and 	Have a range of simple, accessible activities that the child or young person enjoys to use as 'calming' exercises
Verbal challenges to peers or adults which do not cease with verbal intervention and requires adult intervention and/or time out from the	summativeObserve and record 'impact on learning' (using	Make tasks short, with frequent breaks and opportunities to access physical or sensory activities
situation Is withdrawn and isolated, generally seeking too little or too much adult attention with limited or	a behaviour log, if appropriate) across a range of contexts across school day to understand whether need is contextual/situational and to	 When child or young person is exhibiting signs of stress, make instructions short and language clear, and provide low-challenge tasks and
selective communication. Regularly appears on the fringe of activities	inform strategies needed	increased structure and predictability. Adjust timescale and output expectations for tasks.
May not communicate feelings appropriatelyDifficulty in controlling own emotions, feelings	Carry out further assessments as necessary	 Use an anxiety scale during post incident reflection to measure and track level of anxiety
of frustration or distress in response to social or environmental situation that requires a	Discuss concerns with SENCO	at times of heightened emotionUse of visual support such as traffic lights,
reflective response with the child or young	Complete a First Concerns Profile if appropriate	symbols, photos etc. to reinforce classroom
person	(a young person may be able to do this	instructions and routine

Impact on Learning	Response	Strategies
What are we seeing?	What should we do next?	What can we put in place?
 Foreseeable signs of distress to usual social situations or activities, e.g. withdrawing, refusing, avoiding, lack of engagement that requires adult acknowledgement and a need for space or time out Behaviour that can be challenging and/or upsetting towards peers or adults, that is perceived to be intentional Some anti-authoritative behaviour Anxiety and/or low mood impacting on ability to participate, engage and maintain attention requiring regular adult support and reassurance, which may be situationally dependent 	 Place child or young person on a 'First Concerns' Register Refer to the 'Timely Support for Children and Families in Cheshire East – Guidance on Thresholds of Need' document published by Cheshire East Local Safeguarding Children Board (LSCB) and children's services to consider the appropriate levels of support for the child or young person and their family 	 Use child or young person's name when addressing them or gaining attention Provide access to 'fiddle toys' or similar items Explicitly teach the child or young person specific social and communication skills e.g. how to ask for help Use available adults to model, coach and reinforce group work skills when the child or young person is working collaboratively with others Utilise positive behaviour strategies, such as praising desired behaviour, separating behaviour from child or young person and
 Some self-esteem and/or resilience difficulties leading to avoidance of new experiences/fear of failure Some controlled, low levels of self harming behaviours 	 Implement strategies (including targeted support and/or resources) up to agreed financial levels: Universal funding (AWPU) plus up to a maximum of £3,000 (this is equivalent to approximately 6 hours of additional support) Arrange appropriate training for staff through the Emotionally Healthy Schools Links Team (including mental health awareness and facilitated reflection; see the 'Getting Advice' quadrant of the Thrive Model) – contact Beverley.Goodwin@visyon.org.uk or deb.gibson@visyon.org.uk, or book on relevant courses online via their Eventbrite page 	reminding of expectations, e.g. Say what you want him or her to do, rather than what you don't Label the behaviour but not the child or young person Remind child or young person of a rule rather than telling them off, or make a point of praising a child or young person who is keeping the rule Remind child or young person of the consequences of the various behavioural choices open to them Make an effort to 'catch the child or young person being good' and praise them Teach child or young person how to reward themselves Devise a private signal system to let the child or young person know when they are off task or behaving inappropriately

Impact on Learning	Response	Strategies
What are we seeing?	What should we do next?	What can we put in place?
		 Involve child or young person in development of a planned reward system for appropriate behaviour Teach strategies and make adaptations to support child or young person to achieve, thereby strengthening self-esteem and avoiding frustration if child or young person is struggling with tasks Take steps to build child or young person's self confidence, for example: Provide opportunities to share interests and skills Give them responsibilities or ask the
		child or young person to help others Have them keep records of new things they learn and can do Photocopy good pieces of work for them to take home Make time and extra effort to develop a relationship with the child or young person and let them know they are held in mind when not teaching them Help the child or young person identify an appropriate adult that they feel comfortable sharing concerns with Build in time for 'emotional check-ins' during the day, and listen without judgement Use a buddy or mentoring system with another child or young person Provide opportunities for supported peer interaction to further strengthen social and communication skills

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

Additional documents (if relevant/appropriate for individual):

- Boxall Profiles
- Behaviour log and/or records e.g. ABC forms/Tally sheets

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

→ Continue to SEN SUPPORT



SEN Support

Social, Emotional and Mental Health Difficulties

Impact on Learning	Response	Strategies
What are we seeing?	What should we do next?	What can we put in place?
 What are we seeing? Observed persistent and moderate difficulties with the following: Difficulties with interpersonal communication or relationships, regularly reluctant to share materials or attention, participate in social groups and distracts other children or young people, or self Verbal aggression to peers or adults which does not cease with de-escalation techniques and/or requires time out from the situation Is withdrawn and isolated, generally seeking too little or too much adult attention, which may 	What should we do next?	 What can we put in place? Continue with any relevant strategies from First Concerns level, plus: Provide a plan and support for unstructured and/or transition times As far as possible, take steps to increase stability and predictability of environment Provide individual task lists to enable child or young person to complete tasks to deadlines and reduce anxiety and/or anger Differentiate language and responses to take account of stage of social functioning and emotional development
 often be negative attention Will not communicate feelings appropriately Difficulty in controlling own emotions and feelings of frustration or distress in response to social or environmental situation that requires emotional containment Unforeseeable frustration and distress in response to personal, social or environmental situation which may result in danger or damage to self, people or property Emotional responses that are not typical of the majority of the age group 	 Consider child or young person's learning context, motivational factors, and social and emotional competencies Seek external advice from educational agencies such as Cheshire East Autism Team (CEAT), Educational Psychologist (EP) Clusters and the outreach services from Adelaide School and Oakfield Lodge (Oakfield Plus – an outreach support facility which can be provided as a means to preventing exclusion). (see the 	 Adapt curriculum and allocate resources (adult support, or physical resources, e.g. ICT or sensory items) to meet individual SEMH need Implement an appropriate and individualised behaviour management programme Use appropriate emotional awareness and regulation workbooks or programmes within individual or a small group, such as Anger Gremlin, Anxiety Gremlin, 'think good, feel good' or 'no worries' programme Implement an individual or small group tailored social skills intervention

Impact on Learning	Response	Strategies
What are we seeing?	What should we do next?	What can we put in place?
	regular basis (e.g. at least termly) • Place child/young person on register as SEN Support (Code K) • Complete a Reducing Anxiety Management Plan (RAMP) if required and appropriate	
	Implement strategies (including targeted support and/or resources) up to agreed financial levels: Universal funding (AWPU) plus up to a maximum of £6,000 (this is equivalent to approximately 12 hours of additional support)	
	Ensure Class teacher and Teaching assistants receive relevant Continuing Professional Development (CPD) and training, e.g. emotional containment; de-escalation techniques; conflict resolution and positive handling. Contact the Emotionally Healthy Schools Links Team for training on mental health awareness etc. (see the 'Getting Advice' quadrant of the Thrive Model) - contact Beverley.Goodwin@visyon.org.uk or deb.gibson@visyon.org.uk, or book on relevant courses online via their Eventbrite page.	
	Ensure protocols are in place for the positive management of specific behaviours and emotions which are consistent across all areas of school	

- SEN Support Plan, which should include:
 - o Record of parental views
 - o Record of child or young person's views
 - o Collated assessment data from a range of sources (e.g. class teacher and SENCO)
 - o 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)
 - NOTE: if child/young person is approaching step up to COMPLEX, implemented resources and strategies must include specific amounts (time and cost) in order to consider whether a request for an EHC needs assessment is required (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, e.g. CEAT or EP action plan
- Records of any completed observations or evidence which supports observed impact on learning (e.g. class work, photos etc.)

Additional documents (if relevant/appropriate for individual):

- Boxall Profiles
- Behaviour log and/or records e.g. ABC forms/Tally sheets
- Risk Assessment
- Reducing Anxiety Management Plan (RAMP)
- Completed strengths and difficulty questionnaire (SDQ)

If "Impact on Learning" indicators remain and progress has not been made → Continue to COMPLEX and consider a request for an EHC needs assessment



Complex

Social, Emotional and Mental Health Difficulties

Impact on Learning	Response	Strategies		
What are we seeing?	What should we do next?	What can we put in place?		
Observed persistent and significant difficulties	Class teacher, SENCO, parents and child/young	Continue with any relevant strategies from First		
with the following:	person continue to liaise on a regular basis – minimum of 3 meetings with parents within a 12	Concerns and/or SEN Support levels, plus:		
Withdraws or chooses not to participate in any interactions to a degree that requires.	month period	Develop a whole school approach that provides a consistent reward and sanction structure		
interactions to a degree that requires continuing adult support within and outside the	If necessary:Obtain and record updated parents' views	 Implement an appropriately differentiated 		
classroom context, e.g. a more personalised	Obtain and record updated child or young	curriculum; this may incorporate a personalised/		
curriculum paying regard to specific areas of interest or strength and difficulty and	person's views	alternative curriculum and/or timetable (facilitating SEMH skill development)		
differentiated appropriately.	Refer to the ' <u>Timely Support for Children and</u> '	Short term and focused alternative provision		
Difficulties in forming and maintaining reciprocal peer and adult relationships leading	Families in Cheshire East – Guidance on	within school where appropriateUse reflective practice to support positives and		
to significant social isolation and	<u>Thresholds of Need'</u> document published by Cheshire East Local Safeguarding Children	successes and develop a 'social toolkit'		
disengagement	Board (LSCB) and children's services to consider	Provide access to appropriate key adult support		
 Verbal and/or physical aggression to peers or adults which does not cease with de-escalation 	the appropriate levels of support for the child or	Use role play/verbal rehearsal before activities to reinforce behavioural expectations and		
techniques and/or requires time out from the	young person and their family	reduce social anxiety		
situation	If EHC Plan is not in place:	Discuss social boundaries for forthcoming		
Will not communicate feelings appropriately.	o Review SEN Support Plan (at least termly)	activities explicitly to support social		
More likely to be communicated through negative behaviours.	 Consider a request for EHC needs assessment (see section on EHC needs 	communication difficultiesUse social stories to explore choices of actions		
 Extreme emotional responses that are not age 	assessments)	and potential consequences		
or situationally appropriate leading to an	,	Implement specific lessons in social interaction		
inability to engage with any formal learning	If EHC Plan is in place:	that cover conversation, meal time etiquette,		
situations and taking a significant amount of	 Change code on SEN register to indicate 	personal safety, manners etc. (It may be		

Impact on Learning	Response	Strategies
•	•	
time and support to calm from Complete disengagement and withdrawal in a classroom setting requiring high levels of adult support to re-engage with and access learning Risk taking behaviour that has the potential to harm. Positive handling is necessary to safeguard the child/young person and others Limited ability to acknowledge or accept responsibility for his/her own actions in a heighted emotional state Consistent support required to minimise high levels of disruption Anti-authoritative behaviour Anxiety and/or low mood adversely affecting participation, engagement, inclusion and concentration levels in the majority of situations and requiring specific and targeted interventions. May already have referral to mental health service. Very poor self-esteem and/or resilience which is pervasive (impacts all areas of life) Emotional functioning affected to a level where regular self-harm is occurring and necessitating specialist mental health services. Difficulties requiring admission to inpatient services which requires joint working between LA educational and health professionals to agree a bespoke package to be delivered through a mainstream setting upon discharge.	child or young person has EHC plan in place (code E) Refer to described outcomes and provision and implement Continue to plan, do, review against the specified outcomes and provision, using previous SEN Support Plan as 'EHC Implementation Plan'. Regularly update with strategies as they are tried. Complete Annual Review of EHC Plan Continue to act on external advice from educational and health agencies as necessary (see the 'Getting More Help' quadrant of the Thrive Model) Carry out and review further assessments as advised by outside agencies (see the 'Getting More Help' quadrant of the Thrive Model) Implement strategies (including provision of targeted support and/or resources) up to agreed financial levels: Universal funding (AWPU) plus up to £6,000 (this is equivalent to approximately 12 hours of additional support) plus any additional top-up as detailed in the EHC Plan Ensure Class teacher and Teaching assistants	necessary to review facial expressions and body language as part of this). This should include giving and receiving compliments. • Make communication skills and behavioural expectations a core focus - this should include ways to show you are listening etc. • Teach self-help strategies to minimise hypervigilance, such as not sitting next to or facing doors or windows, using noise cancelling headphones to block out sound etc. • Support maintaining focus in a nonconfrontational way at regular intervals using strategies such as using the child or young person's name, touching the desk in front of them or their book, passing post-its of instruction, using an agreed card system such as traffic lights • Monitor your own body language, facial expression and tone to project calm and consideration, and avoiding aggression or agitation associated with frustration • Teach good mental health strategies either through Social and Emotional Aspects of Learning (SEAL), mindfulness or similar therapeutic activities to calm and clear the mind • Utilise nurture group ethos and strategies • Provide a safe and supervised area for calming and time away from triggers
	receive relevant Continuing Professional Development (CPD)	

• EHC Plan (reviewed annually, and updated if appropriate)

Previous SEN Support Plan now becomes "EHC Implementation Plan", which is a working document and acts an <u>ongoing</u> record <u>updated on a termly basis</u> for the following:

- 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 SENCO)
- Smaller, SMART targets for child or young person based on outcomes described in EHC Plan
- Record of implemented and reviewed resources and strategies including resulting impact and progress (plan, do, review cycles)
 - o 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.)

Additional documents (if relevant/appropriate for individual):

- Boxall Profiles
- Behaviour log and/or records e.g. ABC forms/Tally sheets
- Completed strengths and difficulty questionnaire (SDQ)

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

→ Continue to SPECIALIST



Specialist

Social, Emotional and Mental Health Difficulties

Impact on Learning What are we seeing?	Response What should we do next?	Strategies What can we put in place?
vinat are we seemy:	What should we do next:	What can we put in place:
Observed difficulties requiring consistent high levels of specialist interventions with the following:	Class teacher, SENCO, parents and child/young person continue to liaise on a regular basis – minimum of 3 meetings with parents within a 12	Continue with any relevant strategies from First Concerns, SEN Support and/or Complex levels, plus:
 Cannot participate in any interactions without a specialist degree of adult support within and outside the classroom context. e.g. a bespoke curriculum, differentiated appropriately, to 	month period If necessary: Obtain and record updated parents' views Obtain and record updated child or young	 Specialist nurture provision across the school Specialist therapeutic interventions, e.g. play therapy, art therapy, interest based activities that facilitate reflective practice etc.
 incorporate social and emotional strategies as well as academic Extreme difficulties in forming and maintaining reciprocal peer and adult relationships leading 	 Refer to the 'Timely Support for Children and Families in Cheshire East – Guidance on 	 Support for parents to understand mental health and guidance on appropriate techniques and skills to use, e.g. using BASC3 monitoring and intervention structure
to significant social isolation and disengagement or total apathy • Unable to communicate feelings appropriately,	Thresholds of Need' document published by Cheshire East Local Safeguarding Children Board (LSCB) and children's services to consider	 Signpost parents to support for parent mental health
resulting in negative behaviours such as verbal and physical aggression which requires frequent	the appropriate levels of support for the child or young person and their family	 Specific specially trained staff to meet individual need Emotion coaching from trained staff
 specialist de-escalation and positive handling Erratic and potentially unsafe emotional responses leading to an inability to engage with 	Indicate on SEN register that child or young person has an EHC plan in place (code E)	 Sensory based therapies and workouts Trauma and grief therapy
any formal learning situations and taking a significant amount of time and support to calm from	 person has an EHC plan in place (code E) Refer to described outcomes and provision in the child or young person's individual EHC Plan and implement 	 School work with medical staff to provide holistic package of care and intervention Targeted behavioural modification programmes with family support and training
 Complete disengagement and withdrawal requiring consistent, specialist adult support to attend, participate or to re-engage with and 	Continue to plan, do, review against the specified outcomes and provision within the child or young person's EHC Plan	 Individualised support that will include curriculum content, length of day, group dynamic, supported access to additional

	Impact on Learning		Response	Strategies
	What are we seeing?		What should we do next?	What can we put in place?
•	access learning Regular and/or targeted risk taking behaviour that is likely to harm without specialist intervention. Positive handling plan is necessary to safeguard the child/young person and others	•	Complete Annual Review of the EHC Plan Liaise with named local authority 0-25 SEND officer for child or young person if needs change etc.	medical appointments
•	Child or young person displays complete apathy or desensitisation towards all situations Inability to acknowledge or accept responsibility	•	Continue to act on advice from internal and external education and health professionals, as necessary	
•	for his/her own actions Anti-authoritative behaviour in all environments Anxiety and/or low mood adversely affecting	•	Carry out further assessments following advice and guidance from outside agencies	
	participation, engagement, inclusion and concentration levels in the majority of situations and requiring specific and targeted interventions. May already have referral to mental health service	•	Implement strategies (including provision of targeted support and/or resources) up to agreed financial levels for specialist provision (see finance section)	
•	Very poor self-esteem and/or resilience which is pervasive (impacts all areas of life), causing high levels of distress and an inability to engage with	•	Ensure all staff receive Continuing Professional Development (CPD) and training as required	
•	learning without a bespoke package incorporating a specialist environment and services Difficulties requiring admission to inpatient services (part of the 'Getting Risk Support'	•	Refer child or young person for specialist psychotherapy as required with continuing support as prescribed (part of the 'Getting More Help' quadrant of the Thrive Model)	
	quadrant of the Thrive Model) which LA educational and health professionals agree will require ongoing mental health services and specialist interventions that can only be met in a specialist setting once discharged	•	Where an admission is required to Child and Adolescent Mental Health Service (CAMHS) inpatient unit (part of the 'Getting Risk Support' quadrant of the Thrive Model), maintain communication with health professionals and contribute to discharge planning	

- EHC Plan (reviewed annually, and updated if appropriate)
- 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 SENCO)
- Smaller, SMART targets for child or young person based on outcomes described in EHC Plan
- Record of implemented and reviewed resources and strategies including resulting impact and progress (plan, do, review cycles)
 - o Includes specific amounts (times and costs) e.g. costed provision map
 - May include intervention reflection sheets
- 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 (including reports or assessments) 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.)

Additional documents (if relevant/appropriate for individual):

- Boxall Profiles
- Behaviour log and/or records e.g. ABC forms/Tally sheets
- Completed strengths and difficulty questionnaire (SDQ)
- Risk Assessment
- Reducing Anxiety Management Plan



First Concerns

Sensory Needs (Visual Impairment)

Impact on Learning What are we seeing?	Response What should we do next?	Strategies What can we put in place?
The child or young person has:	Talk to parents and/or child/young person in order	Follow guidelines on individual condition and
, , ,	to:	access strategies as advised by STVI in 'Advice
A recognised visual impairment and/or an	Establish whether the child or young person is	to School'. e.g. positioning, use of magnifier
assessed visual deficit, which is not fully	known to have a visual impairment	For most children and young people, class or
corrected by glasses/lenses	Check to see if all vision checks are up to date	subject teacher will be able to use resources and
 Access to standard learning resources 	and establish if having similar issues at home	strategies available in the classroom
Access to computers	Discuss concerns/observations with parent(s)	Try out different paper or Smartboard colours
•	Obtain and record parental information and	to try to find best contrast
The child or young person has observed emerging	views	Take advice from specialist teams related to font
and/or fluctuating difficulties or deterioration in	Obtain and record child or young person's views	style and size
the following areas:	, 31	Intersperse short spells of visual activity with
3	If available and/or appropriate:	less demanding activities
Deteriorating handwriting – may be unusually	Examine Early Years Foundation Stage (EYFS)	Eliminate inessential copying from the board
small or large, or letters may be poorly formed	Data and/or previous school records	Where copying is required, ensure appropriate
Difficulty copying accurately either from board	Consider past teacher observations and views	print size photocopy is available
or close to.	Collate current assessments related to area of	Provide occasional use of enlarged copies, as
Remembers and understands things which have	concern – qualitative, quantitative and	advised
been verbally explained rather than what has	summative	Avoid standing in front of windows – your face
been read or seen		becomes difficult to see
When reading may skip letters, lines and words	Carry out further assessments as necessary. This	Ensure child or young person has own text or
and may cover an eye when reading or	may include an assessment for a magnifier and	monitor
performing close tasks	subsequent loan of a magnifier	 Plan and support opportunities for information
 Shows signs of poor hand eye co-ordination 		sharing and liaison between school staff, SIS,
and over and under reaching	Discuss concerns with SENCO	parents, and other agencies, as required
Appears clumsy and may often trip or fall		Provide recommended equipment and

	Impact on Learning		Response		Strategies
	What are we seeing?		What should we do next?		What can we put in place?
•	May have difficulties with height, depth or shadows Children or young people may tire easily or easily distracted by precision tasks May thrust head forward to squint when looking at near/far May hold equipment unusually close or at a strange angle	•	Signpost child or young person, parents and staff to relevant information and services in the Cheshire East Local Offer for SEND and Live Well Cheshire East, including services related to visual impairment Contact Sensory Inclusion Service (SIS) for advice and information Completion of Quality First Teaching Inclusive classroom audit (VI) in consultation with Specialist Teacher for Visual Impairment (STVI). Environmental audits by Sensory Inclusion Service (SIS) may be required, particularly at Key Transitions SIS to provide ongoing visits, assessment and advice If the child or young person is assessed by the Specialist Teacher for Visual Impairment (STVI) as 'see on request', school should make contact with the STVI if there are significant changes or concerns regarding child or young person's visual condition/needs Complete a First Concerns Profile if appropriate (a young person may be able to do this themselves) Place child or young person on a 'First Concerns' Register Refer to the 'Timely Support for Children and	•	encourage its use, for example: specific writing implements and/or lined paper Ensure safe access to physical and practical subjects Tasks may need to be differentiated by some variation of teaching material and time given to complete tasks Complete easily made changes to the learning environment
		•	Refer to the ' <u>Timely Support for Children and</u> <u>Families in Cheshire East – Guidance on</u>		

Impact on Learning	Response	Strategies
What are we seeing?	What should we do next?	What can we put in place?
	Thresholds of Need' document published by Cheshire East Local Safeguarding Children Board (LSCB) and children's services to consider the appropriate levels of support for the child or young person and their family	
	• Implement strategies (including targeted support and/or resources) up to agreed financial levels: Universal funding (AWPU) plus up to a maximum of £3,000 (this is equivalent to approximately 6 hours of additional support)	

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

Additional documents (if relevant/appropriate for individual):

- Completed QFT Inclusion Audit VI/SIS environmental audit
- SIS advice sheets
- SIS records of visit
- Record of Functional Visual Assessment

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

→ Continue to SEN SUPPORT



SEN Support

Sensory Needs (Visual Impairment)

Impact on Learning	Response	Strategies		
What are we seeing?	What should we do next?	What can we put in place?		
 As at First Concerns, the child or young person has: A recognised visual impairment and/or an assessed visual deficit, which is not fully corrected by glasses/lenses Additional to impact at First Concerns: The child or young person has: Reduced access to standard print Limited access to whole class presentations The child or young person has one or more of the following: Limited access to standard practical activities A need to type some work in order to access their own work A need for accessibility settings and/or specialist software to access computers A need for supervision or support in unfamiliar or hazardous situations 	 Class teacher, SENCO, 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: Establish whether the child or young person is known to have a visual impairment Check with parents to see if all vision checks are up to date Obtain and record updated parents' views Obtain and record updated child or young person's views Complete a SEN Support Plan and review on a regular basis (e.g. at least termly) Place child/young person on register as SEN Support (Code K) Referral to Sensory Inclusion Service (SIS) SIS to carry out specialist assessments, including assessments for specialist equipment Service Level Agreement between school and 	 Continue with any relevant strategies from First Concerns level, plus: Provide changes in the learning environment, as advised by the Sensory Inclusion Service (SIS) Withdrawal sessions for individual or small group work may be necessary to: Complete tasks made slower by the visual impairment Prepare child or young person for a class activity/learning experience Reinforce mainstream work Provide additional hands on experience of materials or presentations Provide additional experiences of the environment to remedy a lack of incidental learning Learn particular skills to improve curriculum access e.g. touch typing or use of magnifiers or other specialist equipment Learn mobility skills Child or young person may benefit from using 		
And/or observed persistent and moderate	SIS to be drawn up	specialist equipment, for example:		
difficulties with the following:		 Sloping reading/writing boards 		

- SEN Support Plan, which should include:
 - Record of parental views
 - o Record of child or young person's views
 - o Collated assessment data from a range of sources (e.g. class teacher and SENCO)
 - o 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)
 - NOTE: if child/young person is approaching step up to COMPLEX, implemented resources and strategies must include specific amounts (time and cost) in order to consider whether a request for an EHC needs assessment is required (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, e.g. SIS record of visit or report, including assessment of child or young person's functional vision and advice about access arrangements
- Records of any completed observations or evidence which supports observed impact on learning (e.g. class work, photos etc.)

Additional documents (if relevant/appropriate for individual):

- SIS environmental audit
- SIS advice sheets
- SIS records of visit
- Record of Functional Visual Assessment
- SIS Equipment Loan Agreement

If "Impact on Learning" indicators remain and progress has not been made → Continue to COMPLEX and consider a request for an EHC needs assessment



Complex

Sensory Needs (Visual Impairment)

Impact on Learning	Response	Strategies
What are we seeing?	What should we do next?	What can we put in place?
Additional to impact at First Concerns and SEN Support: The child or young person has observed persistent and significant difficulties with the following: Access to standard print and needs modified materials, or alternative formats, e.g. braille Learning from demonstrations and activities in lessons Recording/retrieving written work efficiently Organising learning materials Access to incidental learning and concept development Moving safely, independently and with appropriate speed The child or young person will also have one or more of the following: A need to use specialist equipment to provide	 Class teacher, SENCO, 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: Obtain and record updated parents' views Obtain and record updated child or young person's views Refer to the 'Timely Support for Children and Families in Cheshire East – Guidance on Thresholds of Need' document published by Cheshire East Local Safeguarding Children Board (LSCB) and children's services to consider the appropriate levels of support for the child or young person and their family If EHC Plan is not in place: Review SEN Support Plan (at least termly) 	Continue with any relevant strategies from First Concerns and/or SEN Support levels, plus: Employ a differentiated/modified curriculum Provide support to meet needs as detailed in STVI recommendations, and EHC Plan Provide significant modification of materials and presentation to facilitate access to the curriculum Will require targeted support from a teaching assistant and/or preparation of resources to access the curriculum Provide appropriate learning space – taking into account use of equipment Ensure that specialist equipment is kept in good working order and inform STVI of any problems. Provide child or young person with time for pre or post tutoring Provide alternative physical activities if and
 A need to use specialist equipment to provide efficient access to the curriculum A need for some individualised programmes of learning A need for some pre or post tutoring to ensure full access to learning 	 Consider a request for EHC needs assessment (see section on EHC needs assessments) 	 Provide alternative physical activities if and when required/advised Provide time for joint planning between school staff and STVI Provide sufficient time for school TAs to acquire specialist skills, e.g. Braille
Slower work rate/ability to process visual	If EHC Plan is in place:	Actively support the child or young person in

Impact on Learning	Response	Strategies
What are we seeing?	What should we do next?	What can we put in place?
 information A need for provision of alternate physical activities Limited social and self-help skills 	 Change code on SEN register to indicate child/young person has EHC plan in place (code E) Refer to described outcomes and provision and implement Continue to plan, do, review against the specified outcomes and provision, using previous SEN Support Plan as 'EHC Implementation Plan' Complete Annual Review of EHC Plan. Specialist Teacher for Visual Impairment (STVI) to attend Annual Review 	using specialist skills as an integral part of the school day SIS involvement may be required as follows: • Specialist Teacher for the Visually Impaired • Defined and time limited programmes of specialist teaching, e.g. • Use specialist equipment. • Social skills • Ongoing, weekly specialist teaching of Alternative Formats, such as Braille, Moon, Audio.
	 Continue to act on external advice from educational and health agencies as necessary Carry out and review further assessments as advised by outside agencies Continue to liaise with SIS/STVI, who will carry out further specialist assessments as required and write reports for annual review of EHC Plan 	 Ongoing specialist teaching for curriculum support Ongoing support around social and emotional aspects of learning Ongoing training for school TAs Specialist Teaching Assistant (VI) Support TA training by working alongside school TA to model good practice
	 Implement strategies (including provision of targeted support and/or resources) up to agreed financial levels: Universal funding (AWPU) plus up to £6,000 (this is equivalent to approximately 12 hours of additional support) plus any additional top-up as detailed in the EHC Plan Ensure Class teacher and Teaching assistants 	 Habilitation Specialist Assess skills in mobility Assess independent life skills Create and implement a programme of work to develop mobility skills and techniques Create and implement a programme of work to develop independent life skills to be carried out by SIS, school staff and parents/carers. This may include shopping,

Impact on Learning	Response	Strategies
What are we seeing?	What should we do next?	What can we put in place?
	receive relevant Continuing Professional Development (CPD)	food preparation or dressing
		 Sensory Production Base Allocated time to support school in the modification of learning resources, following the SIS criteria

EHC Plan (reviewed annually, and updated if appropriate)

Previous SEN Support Plan now becomes "EHC Implementation Plan", which is a working document and acts an <u>ongoing</u> record <u>updated on a termly basis</u> for the following:

- 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 SENCO)
- Smaller, SMART targets for child or young person based on outcomes described in EHC Plan
- Record of implemented and reviewed resources and strategies including resulting impact and progress (plan, do, review cycles)
 - o 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
 - o Includes documents from SIS, e.g. Record of visits etc.
- 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 SPECIALIST



Specialist

Sensory Needs (Visual Impairment)

	_	
Impact on Learning	Response	Strategies
What are we seeing?	What should we do next?	What can we put in place?
Additional to impact at First Concerns, SEN Support and Complex, the child or young person may have one or more of the following: Significant cognitive/health/physical difficulties, plus a visual impairment or visual loss A very high and complex level of need, specifically related to the visual impairment Particular and significant social/emotional or medical needs which require sustained specialist provision Need for access to appropriate sporting activities and opportunities as an intrinsic part of the curriculum Need for individualised programmes of learning due to a combination of special educational needs and visual impairment A requirement to be taught within a small group A requirement for a high level of mobility and independent life skills teaching as an intrinsic part of the curriculum A need for an appropriate peer group to support social and emotional wellbeing A need for access to appropriate social activities	 Class teacher, SENCO, 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: Obtain and record updated parents' views Obtain and record updated child or young person's views Refer to the 'Timely Support for Children and Families in Cheshire East – Guidance on Thresholds of Need' document published by Cheshire East Local Safeguarding Children Board (LSCB) and children's services to consider the appropriate levels of support for the child or young person and their family Indicate on SEN register that child or young person has an EHC plan in place (code E) Refer to described outcomes and provision in the child or young person's individual EHC Plan and implement Continue to plan, do, review against the specified outcomes and provision within the 	Additional to strategies at First Concerns, SEN Support and Complex: • Suitable/alternative curriculum, exams, vocational assessments/learning environment • Daily teaching from a STVI/Habilitation Specialist

Impact on Learning What are we seeing?	Response What should we do next?	Strategies What can we put in place?
A need for an appropriate peer group to support identity as a person with visual impairment	 Complete Annual Review of the EHC Plan. STVI to attend Annual Review Liaise with named local authority 0-25 SEND officer for child or young person if needs change etc. STVI completion of Out of Borough form, if appropriate Continue to act on advice from internal and external education and health professionals, as necessary Carry out further assessments following advice and guidance from outside agencies Implement strategies (including provision of targeted support and/or resources) up to agreed financial levels for specialist provision 	
	 (see finance section) Ensure all staff receive Continuing Professional Development (CPD) and training as required 	

- EHC Plan (reviewed annually, and updated if appropriate)
- 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 SENCO)
- Smaller, SMART targets for child or young person based on outcomes described in EHC Plan
- Record of implemented and reviewed resources and strategies including resulting impact and progress (plan, do, review cycles)

- o 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 (including reports or assessments) which has been implemented and reviewed
 - o Includes documents from SIS, e.g. Record of visits etc.
- Records of any completed observations or evidence which supports observed impact on learning (e.g. class work, photos etc.)

Additional documents (if relevant/appropriate for individual):

- SIS Out of Borough Visiting Officer Report
- Record of ongoing liaison between STVI, specialist provision, parents and other agencies



First Concerns

Sensory Needs (Hearing Impairment)

Impact on Learning	Response	Strategies
-	-	_
 What are we seeing? Child or young person: Has a diagnosed hearing loss (which is confirmed by up-to-date information from Audiology) AND May have hearing aids 	 What should we do next? Talk to parents and/or child/young person in order to: Establish whether the child or young person is known to have a hearing loss/impairment Ask them to request a referral for a hearing assessment via GP or school nurse 	Follow advice from the Specialist Teacher of the Deaf (STOD) regarding appropriate classroom management strategies, as detailed in the 'Advice to School' document and/or records of visit Implement advice from SALT Advice Line, if
 OR Is suspected of having a hearing loss and is undergoing clinical assessment Child or young person may exhibit some emerging 	 Discuss concerns/observations with parent(s) Obtain and record parental information and views Obtain and record child or young person's views 	 required Ensure advised access arrangements for exams are applied for and provided School to plan and support opportunities for information sharing and liaison between school
 and/or fluctuating difficulties with the following: Receptive and expressive language Attention and concentration Understanding verbal (spoken) information Following instructions Missing key information Misunderstanding key information Processing auditory information, including 	 If available and/or appropriate: Examine Early Years Foundation Stage (EYFS) Data and/or previous school records Consider past teacher observations and views Collate current assessments related to area of concern – qualitative, quantitative and summative 	 staff, SIS, parents, and other agencies, as required Support management of hearing aids Consider seating arrangements to ensure that the child or young person can see the teacher clearly and also see other speakers Keep hands away from mouth and avoid standing in front of windows – your face
 verbal and non-verbal information Listening in the presence of background noise and/or locating the speaker in large/noisy environments Acquiring and retaining vocabulary (may be observed as vocabulary gaps or poor language 	 Carry out further assessments as necessary Once confirmation of hearing loss is confirmed: Complete QFT Inclusion Classroom Audit 	 becomes difficult to see Encourage child or young person to pay close attention to the speaker's face Ensure you have child or young person's full attention before important information is given Allow more thinking and talking time in group

Impact on Learning	Response	Strategies
What are we seeing?	What should we do next?	What can we put in place?
skills where they may have missed early vocabulary) Often asks for repetition Volume of voice (i.e. abnormally loud or quiet voice)	ensuring all strategies are included – Hearing Impairment (HI) Discuss concerns with SENCO Signpost child or young person, parents and	discussions • When asking a direct question to the child or young person, use appropriate and simplified language and allow additional time to respond • Repeat contributions from other children – their voices may be softer and their speech more
 Acquisition of phonic skills (which may impact early stages of reading) Frequent colds/ear infections Problems with self-esteem, emotional wellbeing and social interaction Fatigue due to level of concentration required 	staff to relevant information and services in the <u>Cheshire East Local Offer for SEND</u> and <u>Live</u> <u>Well Cheshire East</u> , including <u>services related to</u> <u>hearing impairment</u>	 Provide key words and/or additional visual support as prompts or to reinforce learning
	 Contact HI team to request SIS information and advice (Referrals will usually come to the Sensory Inclusion Service (SIS) via Audiology. In the event of no information being received by the school from the SIS, SENCO to contact the SIS – Hearing Impairment team) SIS - HI Service will provide information and/or a visit, following Service criteria 	
	 For educational settings in South Cheshire - Ring Speech and Language Therapy (SALT) Triage helpline to discuss concerns (run by Central Cheshire Integrated Care Partnership (CCICP), which provides SALT services for South Cheshire and Vale Royal CCG areas ONLY. Helpline is available on Tuesday afternoons at 12.00-16.30 and is reached on 07825103893) Complete a First Concerns Profile if appropriate 	
	(a young person may be able to do this themselves)	

Impact on Learning What are we seeing?	Response What should we do next?	Strategies What can we put in place?
Impact on Learning What are we seeing?	Place child or young person on a 'First Concerns' Register Refer to the 'Timely Support for Children and Families in Cheshire East – Guidance on Thresholds of Need' document published by Cheshire East Local Safeguarding Children Board (LSCB) and children's services to consider the appropriate levels of support for the child or young person and their family Implement strategies (including targeted support and/or resources) up to agreed	Strategies What can we put in place?
	financial levels: Universal funding (AWPU) plus up to a maximum of £3,000 (this is equivalent to approximately 6 hours of additional support)	
	Consider Continuing Professional Development (CPD) requirements and support for staff, and implement. Access any appropriate training from SALT	

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

Additional documents (if relevant/appropriate for individual):

- Completed QFT Inclusion Audit HI
- SIS Advice to school sheets
- SIS records of visit

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

→ Continue to SEN SUPPORT



SEN Support

Sensory Needs (Hearing Impairment)

Impact on Learning What are we seeing?	Response What should we do next?	Strategies What can we put in place?
 The child or young person: has hearing aids or cochlear implants is likely to have a personal radio aid system is unable to access the mainstream curriculum through personal amplification alone within the allowed timescale and at normal teaching pace 	 Class teacher, SENCO, 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: Obtain and record updated parents' views Obtain and record updated child or young 	 Continue with any relevant strategies from First Concerns level, plus: Daily checks of personal hearing aids and radio aid systems, as advised the Specialist Teacher of the Deaf (STOD) Follow recommendations from the STOD for
 In addition, the child or young person will have one or more of the following: A late diagnosis A progressive hearing loss A moderate to severe hearing loss Auditory Neuropathy Delayed language development Requires elements of the curriculum to be differentiated Observed persistent and moderate difficulties 	 Person's views Complete a SEN Support Plan and review on a regular basis (e.g. at least termly) Place child/young person on register as SEN Support (Code K) Referral to Sensory Inclusion Service (SIS) SIS to carry out specialist assessments of listening and language, including assessments 	 listening skills/language development activities Some small group or individual interventions may be required for the following: Development of listening skills Language development including vocabulary Pre/post tutoring of subject-specific curriculum vocabulary and/or concepts Social Emotional skills
with the following: Perception of some speech sounds Accessing linguistic aspects of the curriculum Accessing speech in TV programmes, DVDs and YouTube clips where lip pattern is not present (e.g. 'hidden narrators' and voiceover)	 for specialist equipment, following service criteria SIS to provide, on loan, specialist auxiliary equipment, following Service criteria Service Level Agreement between school and SIS to be drawn up School to liaise and plan with the Specialist Teacher Of the Deaf (STOD), other professionals 	 SIS to provide specialist equipment check, advisory, or teaching visits, following Service criteria Ensure STOD visits are timetabled, and a suitable room is provided for assessment/audiological support and/or teaching sessions Use and safe storage of equipment, as advised

Impact on Learning	Response	Strategies
What are we seeing?	What should we do next?	What can we put in place?
 Accessing speech where there is competing background noise, including music 	and parentsSeek external advice from educational agencies	by the STOD If required:
	such as Educational Psychologist (EP) Clusters • Seek external advice from health professionals	 Implement advice from SALT Advice Line Implement SALT Care plan
	such as School Health and Speech and Language Therapy (SALT)	Liaise with Speech and Language Therapist
	 For educational settings in South Cheshire - Ring Speech and Language Therapy (SALT) Triage helpline to discuss concerns (run by 	
	Central Cheshire Integrated Care Partnership (CCICP), which provides <u>SALT services for South Cheshire and Vale Royal CCG areas ONLY.</u>	
	Helpline is available on Tuesday afternoons at 12.00-16.30 and is reached on 07825103893)	
	 If required, refer to Speech and Language Therapy (Hearing Impairment Specialist Speech and Language Therapy for children with severe or profound hearing loss) 	
	Refer to the ' <u>Timely Support for Children and Families in Cheshire East – Guidance on Thresholds of Need'</u> document published by	
	Cheshire East Local Safeguarding Children Board (LSCB) and children's services to consider	
	the appropriate levels of support for the child or young person and their family	
	Implement strategies (including targeted support and/or resources) up to agreed	
	financial levels: Universal funding (AWPU) <u>plus</u> up to a maximum of £6,000 (this is equivalent to	

Impact on Learning What are we seeing?	Response What should we do next?	Strategies What can we put in place?
	approximately 12 hours of additional support).	
	Carry out and review further assessments as required and/or as advised by outside agencies	
	Ensure Class teacher and Teaching assistants receive relevant Continuing Professional Development (CPD). School to provide opportunities for INSET from the STOD, including deafness awareness training, and training regarding the use and management of specialist equipment. Also, access any appropriate training from SALT	

- SEN Support Plan, which should include:
 - Record of parental views
 - o Record of child or young person's views
 - o Collated assessment data from a range of sources (e.g. class teacher and SENCO)
 - o 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)
 - NOTE: if child/young person is approaching step up to COMPLEX, implemented resources and strategies must include specific amounts (time and cost) in order to consider whether a request for an EHC needs assessment is required (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, e.g. SIS record of visit or report, or record of liaison with SALT
- Records of any completed observations or evidence which supports observed impact on learning (e.g. class work, photos etc.)

Additional documents (if relevant/appropriate for individual):

Action for Inclusion meeting minutes

- SIS records of visits, reports and assessment results, including advice about access arrangements
- SIS Equipment Loan Agreement
- SALT care plan (including any review/evaluation)

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

→ Continue to COMPLEX and consider a request for an EHC needs assessment



Complex

Sensory Needs (Hearing Impairment)

Impact on Learning	Response	Strategies
What are we seeing?	What should we do next?	What can we put in place?
The child or young person has a diagnosed	Class teacher, SENCO, parents and child/young	Continue with any relevant strategies from First
permanent bilateral hearing loss	person continue to liaise on a regular basis –	Concerns and/or SEN Support levels, plus:
	minimum of 3 meetings with parents within a 12	
The child or young person will also have observed	month period	Facilitate child or young person's use of the
persistent and significant difficulties with one or	If necessary:	following if required according to their needs
more of the following:	Obtain and record updated parents' views	(following advice from the Sensory Inclusion Service
Delayed language development	Obtain and record updated child or young	and/or Speech and Language Therapy):
An inability to access the mainstream curriculum	person's views	May need intensive hearing, speech and
through personal amplification alone within the		language rehabilitation following hearing aid
allowed timescale and at normal teaching pace	• Refer to the 'Timely Support for Children and	fitting or cochlear implant surgery
 A requirement for high levels of targeted 	<u>Families in Cheshire East – Guidance on</u>	Use of sign language as their primary mode of
intervention to facilitate access to a	<u>Thresholds of Need'</u> document published by	communication and to access to learning, or to
differentiated curriculum	Cheshire East Local Safeguarding Children	supplement delayed or limited spoken language
Support with social and emotional aspects of	Board (LSCB) and children's services to consider	Use of a communication support worker for
learning	the appropriate levels of support for the child or	British sign language, sign supported English or
 A need for communication support at break- 	young person and their family	different communication approaches according
times and lunch times		to the situation (known as total communication)
 A requirement for alternative modes of 	If EHC Plan is not in place:	
communication	 Review SEN Support Plan (at least termly) 	Provide support to meet needs as detailed in
 Additional learning difficulties and disabilities 	 Consider a request for EHC needs 	STOD recommendations, and EHC Plan
 Difficulty establishing friendships with hearing 	assessment (see section on EHC needs	Provide teacher led small group work
peers	assessments)	Provide access to quiet working spaces for
May need to focus their visual attention for long		tutorial/small group work and specialist
periods of time (e.g. to watch a signer or lip	If EHC Plan is in place:	assessment
read)		Use a differentiated/modified curriculum, as

Impact on Learning	Response	Strategies
What are we seeing?	What should we do next?	What can we put in place?
	 Change code on SEN register to indicate child/young person has EHC plan in place (code E) 	 required Reinforcement of curriculum through additional methods, e.g. sign, use of visual resources,
	 Refer to described outcomes and provision and implement Continue to plan, do, review against the 	 pre/post tutoring, small group work Consider if child or young person requires targeted support from a teaching assistant to
	specified outcomes and provision, using previous SEN Support Plan as 'EHC Implementation Plan' Complete Annual Review of EHC Plan.	 facilitate access to the curriculum Consider acoustic treatment of rooms and Soundfield systems
	STOD to attend Annual Review	Facilitate frequent contact with specialist teacher of the deaf (STOD), for example to provide: specialist teaching and assessment, pre
	 Continue to act on external advice from educational and health agencies as necessary. Specialist teams may include hearing assessment clinic/cochlear implant centre, specialist teacher of the deaf (STOD), 	and post tutoring, auditory rehabilitation, plus staff training, mentoring and supervision of specialist support workers
	 educational audiologist, community paediatrician and educational psychologist For educational settings in South Cheshire - Ring Speech and Language Therapy (SALT) 	 SIS involvement may be required as follows: Via Specialist Teacher for the Deaf providing: Ongoing, weekly specialist teaching of language and literacy skills
	Triage helpline to discuss concerns (run by Central Cheshire Integrated Care Partnership (CCICP), which provides SALT services for South	 Ongoing specialist teaching for curriculum support Ongoing support around social and
	Cheshire and Vale Royal CCG areas ONLY. Helpline is available on Tuesday afternoons at 12.00-16.30 and is reached on 07825103893)	emotional aspects of learning Ongoing training for school TeachingAssistants (TAs)
	 If required, refer to Speech and Language Therapy (Hearing Impairment Specialist Speech and Language Therapy for children with severe or profound hearing loss) Carry out and review further assessments as 	 Via Involvement of a Specialist Teaching Assistant (HI) providing: Support for TA training by working alongside school TA to model good

Impact on Learning	Response	Strategies
What are we seeing?	What should we do next?	What can we put in place?
	 advised by outside agencies Service Level Agreement between school and SIS to be drawn up (if not in place) and/or maintained Continue to liaise with SIS/STOD, who will carry 	practice Additional input to support targets set by STOD If required:
	out further specialist assessments as required and write reports for annual review of EHC Plan	 Implement advice from SALT Advice Line Implement SALT Care plan Liaise with Speech and Language Therapist
	 Implement strategies (including provision of targeted support and/or resources) up to agreed financial levels: Universal funding (AWPU) plus up to £6,000 (this is equivalent to approximately 12 hours of additional support) 	
	 plus any additional top-up as detailed in the EHC Plan Ensure Class teacher and Teaching assistants receive relevant Continuing Professional Development (CPD). Access any appropriate training from SALT 	

EHC Plan (reviewed annually, and updated if appropriate)

Previous SEN Support Plan now becomes "EHC Implementation Plan", which is a working document and acts an <u>ongoing</u> record <u>updated on a termly basis</u> for the following:

- 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 SENCO)
- Smaller, SMART targets for child or young person based on outcomes described in EHC Plan
- Record of implemented and reviewed resources and strategies including resulting impact and progress (plan, do, review cycles)
 - o 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
 - o Includes documents from SIS, e.g. Record of visits etc., and/or records of liaison with SALT
- Records of any completed observations or evidence which supports observed impact on learning (e.g. class work, photos etc.)

Additional documents (if relevant/appropriate for individual):

SALT care plan (including any review/evaluation)

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

→ Continue to SPECIALIST



Specialist

Sensory Needs (Hearing Impairment)

Impact on Learning	Response	Strategies
What are we seeing?	What should we do next?	What can we put in place?
 In addition to impact at First Concerns, SEN Support and Complex, the child or young person may have one or more of the following: An inability to access the mainstream curriculum without additional specialist support A requirement for a differentiated/modified curriculum A need to access a d/Deaf peer group A need for a signing environment and a signing peer group A requirement for specialist subject teachers of the deaf A need for the curriculum to be delivered through sign language or alternative modes of communication A need for small group teaching A requirement for a specialist TA/HI professionals to facilitate access to a differentiated curriculum (e.g. through sign language) A requirement for on-site access to speech therapy and other agencies 		In addition to strategies at First Concerns, SEN Support and Complex: Suitable/alternative curriculum, exams, vocational assessments/learning environment Daily teaching from a Specialist Teacher Of the Deaf (STOD) Access to a d/Deaf peer group Curriculum delivered through sign language or alternative modes of communication If required: Implement advice from SALT Advice Line Implement SALT Care plan Liaise with Speech and Language Therapist

Impact on Learning	Response	Strategies
What are we seeing?	What should we do next?	What can we put in place?
	 Complete Annual Review of the EHC Plan. STOD to attend Annual Review STOD completion of Out Of Borough form, if appropriate Liaise with named local authority 0-25 SEND officer for child or young person if needs change etc. 	
	 Continue to act on advice from internal and external education and health professionals, as necessary For educational settings in South Cheshire - Ring Speech and Language Therapy (SALT) Triage helpline to discuss concerns (run by Central Cheshire Integrated Care Partnership (CCICP), which provides SALT services for South Cheshire and Vale Royal CCG areas ONLY. Helpline is available on Tuesday afternoons at 12.00-16.30 and is reached on 07825103893) If required, refer to Speech and Language Therapy (Hearing Impairment Specialist Speech and Language Therapy for children with severe or profound hearing loss) Carry out further assessments following advice and guidance from outside agencies 	
	 Implement strategies (including provision of targeted support and/or resources) up to agreed financial levels for specialist provision (see finance section) Ensure all staff receive Continuing Professional Development (CPD) and training as required. 	

Impact on Learning	Response	Strategies
What are we seeing?	What should we do next?	What can we put in place?
	Access any appropriate training from SALT	

- EHC Plan (reviewed annually, and updated if appropriate)
- 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 SENCO)
- Smaller, SMART targets for child or young person based on outcomes described in EHC Plan
- Record of implemented and reviewed resources and strategies including resulting impact and progress (plan, do, review cycles)
 - o 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 (including reports or assessments) which has been implemented and reviewed
 - o Includes documents from SIS, e.g. Record of visits etc.
- Records of any completed observations or evidence which supports observed impact on learning (e.g. class work, photos etc.)

Additional documents (if relevant/appropriate for individual):

- SIS Out of Borough Visiting Officer Report
- Record of ongoing liaison between STVI, specialist provision, parents and other agencies (including SALT, if required)
- SALT care plan (including any review/evaluation)



First Concerns

Physical Needs

Impact on Learning What are we seeing?	Response What should we do next?	Strategies What can we put in place?
Observed emerging and/or fluctuating difficulties with the following: • Has physical needs and uses specialist aids relating to their disability, e.g. pencil grip or writing slope • Motor control – fine and gross delay • Spatial orientation issues	 Discuss concerns/observations with parent(s) Obtain and record parental information and views Obtain and record child or young person's views If available and/or appropriate: Examine Early Years Foundation Stage (EYFS) Data and/or previous school records 	 Consider organisation of classroom and seating plans to ensure free movement and sufficient working space Consider positioning of child or young person in the classroom to minimise distractions Use programmes to develop motor skills Implement an accessibility plan to move around the school
 Minor physical difficulties – hand eye coordination Problems causing difficulties in throwing, catching, balance safety in Physical Education (PE) Supervision or support needed for medical conditions dist and tailsting drassing and for 	 Consider past teacher observations and views Collate current assessments related to area of concern – qualitative, quantitative and summative – along with any health records that have been shared Observe and compare potential barriers to 	 Provide additional classroom resources such as sloping board, adapted cutlery/chairs/scissors and pencil grips etc. Use differentiation and personalised learning targets Use a well-structured curriculum plan in PE
 conditions, diet and toileting, dressing and/or mealtimes Lack of progress in the curriculum due to condition Needs impact on their self-esteem and social relationships 	 learning and participation across a range of contexts Carry out further assessments as necessary 	 Keep withdrawals from class to a minimum Provide specific skill development and activities in support of targets Provide adaptations to the pace of lessons to take account of fatigue Consider timetabling and location of rooms
 Working at a slower pace due to fatigue Medication which impairs concentration and may lead to difficulties in the classroom. Poor engagement during tasks for intermittent periods throughout the day 	 Perform an audit/risk assessment of the young person's learning environment, and apply extra consideration to any visits or trips Discuss concerns with SENCO (and/or school 	 where possible to facilitate movement Use technology to support learning Encourage peer support Provide alternative lined paper with spaces sufficiently wide enough to accommodate child

Impact on Learning	Response	Strategies
What are we seeing?	What should we do next?	What can we put in place?
	 nurse, if appropriate) Complete a First Concerns Profile if appropriate (a young person may be able to do this themselves) Place child or young person on a 'First Concerns' Register 	or young person's handwriting Attach paper to desk with masking tape to avoid having to hold with one hand and write with the other hand Eliminate inessential copying from the board Teach sequencing skills, for example putting on clothes in the right order etc. Have appropriate height chairs and tables
	Refer to the 'Timely Support for Children and Families in Cheshire East – Guidance on Thresholds of Need' document published by Cheshire East Local Safeguarding Children Board (LSCB) and children's services to consider the appropriate levels of support for the child or young person and their family	
	Implement strategies (including targeted support and/or resources) up to agreed financial levels: Universal funding (AWPU) plus up to a maximum of £3,000 (this is equivalent to approximately 6 hours of additional support) and review impact	
	Ensure Class teacher and Teaching assistants receive relevant Continuing Professional Development (CPD), e.g. manual handling etc.	

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

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

→ Continue to SEN SUPPORT



SEN Support

Physical Needs

Impact on Learning	Response	Strategies
What are we seeing?	What should we do next?	What can we put in place?
 What are we seeing? Observed persistent and moderate difficulties with the following: Has physical needs and uses specialist aids relating to their disability, e.g. seating Motor control – marked fine and gross functional skills delay Spatial orientation issues Physical difficulties – hand eye coordination Problems causing difficulties in throwing, catching, balance in PE – moderately behind peers Supervision or support needed for medical conditions, diet and toileting, dressing and/or mealtimes Lack of progress in the curriculum due to condition Needs impact on their self-esteem and social relationships Moderate difficulties in physically accessing the curriculum Working at a markedly slower pace due to fatigue 	-	
 Poor engagement during tasks throughout the day 	Families in Cheshire East – Guidance on	Allow child or young person to leave early when

Impact on Learning What are we seeing?	Response What should we do next?	Strategies What can we put in place?
Needs extended adult support beyond "First Concerns" level of support to be able to access the curriculum	 Thresholds of Need' document published by Cheshire East Local Safeguarding Children Board (LSCB) and children's services to consider the appropriate levels of support for the child or young person and their family Implement strategies (including targeted support and/or resources) up to agreed financial levels: Universal funding (AWPU) plus up to a maximum of £6,000 (this is equivalent to approximately 12 hours of additional support). Carry out and review further assessments as required and/or as advised by outside agencies Ensure Class teacher and Teaching assistants receive relevant Continuing Professional Development (CPD), e.g. manual handling 	travelling between classes to avoid large groups in corridors and enable extra travel time e.g. to go to lift • Appropriate size and height chairs/tables to encourage a correct posture and to support fine motor function and writing • Provide hand rails on stairs • Consider rails within toilets or access to disabled toilet • Ensure child or young person is able to reach and use facilities e.g. hand basins/taps/coat pegs /lockers • Give consideration to transporting of food at lunchtime e.g. assistance with trays and seating • Provide a locker for child or young person to store books etc. rather than needing to carry them around during the day • Provide option for child or young person to sit on a chair rather than on the floor at carpet time/assemblies. Can have a classmate do the same if appropriate

- SEN Support Plan, which should include:
 - Record of parental views
 - Record of child or young person's views
 - o Collated assessment data from a range of sources (e.g. class teacher and SENCO)
 - o 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)
 - o NOTE: if child/young person is approaching step up to COMPLEX, implemented resources and strategies must include specific amounts (time and

cost) in order to consider whether a request for an EHC needs assessment is required (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, e.g. health reports or health care plans
- 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 progress has not been made

→ Continue to COMPLEX and consider a request for an EHC needs assessment



Physical Needs

Complex

Impact on Learning What are we seeing?	Response What should we do next?	Strategies What can we put in place?
Observed persistent and significant difficulties with the following: • Despite implementation of strategies from "First Concerns" and "SEN Support", progress for the child or young person is either: • significantly slower than that of their peers starting from the same baseline • fails to match or better the child or young person's previous rate of progress • fails to close the attainment gap between the child or young person and their peers or • widens the attainment gap • Their ability to function independently in the school environment and in their everyday life • May require significant therapies and/or medical interventions • May require adult support to navigate around the school • May require adult support to access and use equipment safely in practical lessons e.g. science/cooking	 Class teacher, SENCO, 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: Obtain and record updated parents' views Obtain and record updated child or young person's views Refer to the 'Timely Support for Children and Families in Cheshire East – Guidance on Thresholds of Need' document published by Cheshire East Local Safeguarding Children Board (LSCB) and children's services to consider the appropriate levels of support for the child or young person and their family If EHC Plan is not in place: Review SEN Support Plan (at least termly) Consider a request for EHC needs assessment (see section on EHC needs assessments) If EHC Plan is in place: 	Continue with any relevant strategies from First Concerns and/or SEN Support levels, plus: Follow EHCP for specific outcomes Monitor the impact on other areas of learning e.g. social and emotional well being Adaptations to the school environment e.g. changing plinths/ramps/hoists Consider space needed to accommodate specialist equipment e.g. walker Ensure access to specialised seating and/or height adjustable tables Carry out lessons on ground floor if no suitable access to classrooms on upper floors Consider adaptations required in practical lessons e.g. ovens in cookery to be wheelchair accessible

Impact on Learning	Response	Strategies
What are we seeing?	What should we do next?	What can we put in place?
	 Change code on SEN register to indicate child/young person has EHC plan in place (code E) Refer to described outcomes and provision and implement Continue to plan, do, review against the specified outcomes and provision, using previous SEN Support Plan as 'EHC Implementation Plan' Complete Annual Review of EHC Plan Continue to act on external advice from educational and health agencies as necessary Carry out and review further assessments as advised by outside agencies Implement strategies (including provision of targeted support and/or resources) up to agreed financial levels: Universal funding (AWPU) plus up to £6,000 (this is equivalent to approximately 12 hours of additional support) plus any additional top-up as detailed in the EHC Plan 	
	Ensure Class teacher and Teaching assistants receive relevant Continuing Professional Development (CPD)	

EHC Plan (reviewed annually, and updated if appropriate)

Previous SEN Support Plan now becomes "EHC Implementation Plan", which is a working document and acts an <u>ongoing</u> record <u>updated on a termly basis</u> for the following:

- 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 SENCO)
- Smaller, SMART targets for child or young person based on outcomes described in EHC Plan
- Record of implemented and reviewed resources and strategies including resulting impact and progress (plan, do, review cycles)
 - o 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, e.g. health report or health care plan, 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.)

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

→ Continue to SPECIALIST



Physical Needs

Specialist

Impact on Learning	Response	Strategies
What are we seeing?	What should we do next?	What can we put in place?
Physical needs cannot be met within mainstream school setting due to complex or vulnerable nature of the child's condition Child or Young Person requires: Specialist medical intervention Manual handling e.g. hoists, changing plinths Change of position during the day into specialist equipment Adult support for independence and self-care Educational environment which allows easy access moving around indoors and outdoors	 Class teacher, SENCO, 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: Obtain and record updated parents' views Obtain and record updated child or young person's views Refer to the 'Timely Support for Children and Families in Cheshire East – Guidance on Thresholds of Need' document published by Cheshire East Local Safeguarding Children Board (LSCB) and children's services to consider the appropriate levels of support for the child or young person and their family Indicate on SEN register that child or young person has an EHC plan in place (code E) Refer to described outcomes and provision in the child or young person's individual EHC Plan and implement 	Use specialist equipment for manual handling/changing, as required Implement individualised health care plan Implement individualised postural management programme Provide access to hydrotherapy if appropriate to their medical needs and physiotherapy intervention plan
	Continue to plan, do, review against the specified outcomes and provision within the	
	child or young person's EHC Plan	

Impact on Learning	Response	Strategies
What are we seeing?	What should we do next?	What can we put in place?
	 Complete Annual Review of the EHC Plan Liaise with named local authority 0-25 SEND officer for child or young person if needs change etc. 	
	 Continue to act on advice from internal and external education and health professionals, as necessary Carry out further assessments following advice and guidance from outside agencies 	
	Implement strategies (including provision of targeted support and/or resources) up to agreed financial levels for specialist provision (see finance section)	
	Ensure all staff receive Continuing Professional Development (CPD) and training as required	

- EHC Plan (reviewed annually, and updated if appropriate)
- 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 SENCO)
- Smaller, SMART targets for child or young person based on outcomes described in EHC Plan
- Record of implemented and reviewed resources and strategies including resulting impact and progress (plan, do, review cycles)
 - o 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 (including reports or assessments, e.g. health report or health care plan) 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.)