

SEN Levels and definitions

Support for pupils in school can look very different for each pupil. As outlined in the SEN Code of Practice 2015, we use a graduated response to support. We use the following information to identify pupils that have a Special Educational Need and pupils that need some additional support in class. Not every pupil on the SEN register will have a formal diagnosis of a difficulty or difference; not every child with a diagnosis will be categorised as ‘SEN Support’.

**Graduated response to support and intervention for pupils with Additional and Special Needs**

| **Stage** | **Provision required** | **Support and provision** | **Assessment, recording and monitoring systems** | **Monitored by** |
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| **1** | **Universal provision** | * High quality first teaching
* A broad and balanced curriculum within an inclusive classroom
* Personalised learning targets
* Attention paid to different learning styles
* Carefully planned adaptive curriculum, including practical, visual, concrete resources
* Modelling by adults within the classroom
* Curriculum assessment of progress to support target setting for pupils
* Assessment for learning and constructive feedback
* Mainstream Core Standards are being implemented – Section 1
 | * Adaptive planning and outcomes
* Reviewed at Pupil Progress Meetings with Senior Leadership Team
* Assessment for Learning systems used to identify strengths/gaps
 | Class Teacher   |
| **2** | **Early intervention support** | In addition to Stage 1: * Support within class through small groups and individual support (eg. Focus group, short term catch up)
* Adaptive teaching of the curriculum to meet individual learning needs (Eg. RWI or Spelling groups)
* Tools and resources to support access
* Mainstream Core Standards are being implemented – Section 1 and 2
 | * Adaptive planning and outcomes
* Reviewed at Pupil Progress Meetings with Senior Leadership Team
* Assessment for Learning systems used to identify strengths/gaps
* Focus groups and support included in class provision map
 | Class Teacher SLT  |
| **3** | **Targeted, additional support** | * In addition to Stages 1 - 2:
* Investigation of strengths and needs
* Early intervention and targetted provision
* Inclusion of parents and child as part of a Plan – Do – Review cycle of targeted assessment where appropriate
* Targeted support within class through small groups and working individually with an adult (less than 12 week)
* Additional group or individual programmes
* Evidence based interventions delivered individually or in small groups between 8-20 weeks (e.g. ELSA support, phonics and reading interventions etc). Reviewed each long term.
* Progress is being made through additional support and intervention.
* Adaptions made to the curriculum to individual learning needs e.g. alternative methods of recording
* Tools and resources to support access
* Mainstream Core Standards are being implemented – Section 1 and 2
 | * SENCo made aware through school referral form
* Adaptive planning and outcomes
* Reviewed at Pupil Progress meetings with SLT
* Assessment for Learning systems used to identify strengths/gaps
* Intervention records completed weekly to record progress
* Support detailed on class provision map
 | Class Teacher SLT SENCo  |
| **4** | **Intensive personalised support****SEN support** | * In addition to Stages 1 – 3:
* Multi-professional planning and coordinated support may be in place e.g. E.P. Service, Outreach Services SALT, STLS, Health colleagues, NELFT/CYPMHS.
* Personalised support, working on an individualised curriculum where appropriate
* High levels of adult support and modelling to enable access to the curriculum
* Personalised resources e.g. work station if appropriate
* Inclusion of parents/carers, child as part of a Plan-Do-Review cycle of targeted assessment and intervention
* Identified SMART targets reviewed at least 3 x per year
* Access to an adapted environment if appropriate
* Individual modifications to the curriculum
* Progress towards SMART targets has not been made following 12 weeks of intervention and/or support.
 | * Personalised Plan in place.
* Progress meeting with teacher /SENCo as appropriate (at least 3x per year)
* SENCo (and all stakeholders where appropriate) monitoring provision
 | Class Teacher SENCo  |
|  | **Request for an assessment for an EHCP can be considered when a child is at SEN Support** | 1) Is the child or young person's academic attainment (or developmental milestones) below the expected range when considered against peers born in the same school term as them?  2) Has the child or young person either: (a) not made the expected progress, or (b) only made the expected progress as a result of much additional intervention and support over and above that which can usually be provided outside of an EHC plan?  3) Are we (the LA) of the opinion that the child or young person has or may have special educational needs which may require the support of an EHC plan?  4) Has the setting taken relevant and purposeful action to identify, assess and meet the child or young person’s special educational needs, including making full use of its delegated funds and additional spending above this level?  |
| **5** | **EHCP** | * In addition to Stages 1 – 4:
* Provision over and above that which would be expected at universal and targeted support levels because pupil’s needs are exceptional, severe, complex and long term.
* Education, Health and Care Plan (EHCP) reviewed annually (Annual Review)
* Multi-professional planning and coordinated support e.g. E.P. Service, Specialist Teaching and Learning Services, Health colleagues (Integrated Therapies Team) and Kent CYPMHS.
* Individual modifications to the curriculum
 | * Annual Review Meeting
* Annual Review Report
* Personalised Plan in place.
* Review meeting with SENCO as appropriate (at least 3x per year)
 | Class Teacher SENCO  |