

Early Identification Graduated Approach

Wave 1

Parents/Careers/Class Teachers may raise concerns and following communication Class Teachers begin to monitor by documenting concerns on the Initial Concern/Monitoring Document.

Two complete cycles of Assess, Plan, Do, Review (APDR) are required. Unless a diagnosis is received or escalation is agreed. Following each cycle (half termly/6 weekly) class teachers discuss with the SEND support team to confirm next steps and communicate with parents. Two cycles of monitoring with little or no progress, child moves to the SEND register following discussion with the SEND support team and with parents consent.

Two cycles of monitoring with measurable progress made, child is taken off monitoring following a discussion with the SEND support team.

Wave 1 - Quality First Teaching

Adaptive/modified planning

Scaffolding through additional resources, smaller steps, high quality modelling, worked examples, technology, mastery approach, illustrations, videos and films, models and figures, diagrams and drawings, pictures, photographs, manipulative, real life objects, physical activities, small group work, paired, using home language to support EAL, knowledge organisers, discussions, number lines, etc.

Additional teacher time, pre teaching, post teaching, in class intervention and support from parents/careers through communication face to face or via DoJo to enhance home learning opportunities.

Wave 2

Child is placed on the SEND register. An ILP Individual, Learning Plan is implemented and the child is given two SMART targets relating to their area of need.

Class teachers/Teaching Assistants/SALT/1:1 Inclusion supports, track and evidence and record the progress to ensure the child achieves and makes progress.

Through three weekly monitoring, children making little or no progress require targets to be adjusted/simplified/made smarter.

Following a half termly cycle, the targets are reviewed, adjusted or if achieved new targets implemented.

Following a full term cycle, the targets are reviewed, new targets implemented and communication with parents takes place during Pupil Progress meetings or additional SEND review meetings.

Wave 2 - Targeted Additional Provision

All of Wave 1 - Quality First Teaching continues

Targeted interventions identified and implemented inside the classroom or before school. (Unless it is a reading or phonics focus and these can take place in the afternoon but must be short, sharp, snappy)

In class observations with the SEND team.

SEND learning support through SEND team.

Introduction of the Birmingham Continuums Learning Tool.

Child remains on the SEND register until two cycles of progress are evidenced.

Wave 3

All of Wave 1 - Quality First Teaching Remains.

All of Wave 2 - Targeted Additional Provision Remains.

SEND team and class teacher make communication with Parents/careers to outline next steps.

SEND team discuss child during Multiagency Planning Meeting with external agency and plan next steps.

External Agency referral is made with parent/career consent.

External agency observation/assessment is carried out.

Recommendations are implemented through a further cycle of APDR.

External agency review and agree next steps.

In some cases and following external agency advice, a SSPP SEND, Support, Provision, Plan begins.

SEND team in partnership with multi-agencies provide evidence to support funding applications and SSPP.

Wave 4

In very few cases and following all professionals advice it may be necessary to apply for an EHCAR Educational, Health, Care, Assessment, Referral following consent from parents/careers.

Parents/careers are also able to make these referrals directly, however we would strongly urge this does not happen without consultation with school to ensure that school have all of the appropriate cycles of APDR which is the evidence required to ensure the application has the best outcome for your child.