

Children and young people can move up and down between levels

Some Children and Young People

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All Children and Young People

## Specialist SEND Support for Exceptional Needs

- Persistent and significant differences are observed despite reasonable adjustments, strategies and appropriate interventions.
- Ensure reasonable adjustments, strategies and evidence-based strategies tailored to the CYP, demonstrating highly personalised support.
- Show impact over time and clear results in costed individual provision maps.
- Hold frequent pupil-centred meetings focused on reviewing support and progress to meet the CYP's exceptional needs.
- Continue to engage and act upon advice and support from peers, specialists, and outside agencies.
- Consider referring to the SEND team for Exceptional Support Requests (ESR) and/or an Education, Health, and Care Plan Needs Assessment (EHCNA).

## SEND Support/Targeted Intervention

- Following the graduated approach, it is recognised that the child or young person requires support that is additional to
  or different from what is universally available.
- · The school will record the child or young person as having a special educational need.
- School will regularly evaluate pupil progress through assessment and observation (Assess Plan Do Review).
- School will develop a SEND Support Plan/Personalised Support Plan in collaboration with CYP and parent/carer. This
  will be person centred with SMART targets (Specific, Measurable, Achievable, Relevant and Time-bound)
- Implement evidence-based strategies e.g. Speech Link and Language Link.
- Ensure Universal Provision is in place.
- Continuously review the impact of strategies and make necessary adjustments.
- Engage with peers, specialists, and outside agencies for additional advice and support.
- · Act on advice provided by peers, specialists, and outside agencies.

## **Emerging Need/Universal Provision**

- . Ensure high quality teaching for all children and young people regardless of their level of need
- Ensure there is a culture of high expectations and aspirations for all learners.
- · Creating a nurturing and stimulating environment that supports the holistic development of all pupils.
- Encourage all learners to achieve their best.
- Create a welcoming, inclusive and supportive school environment.
- Model good practice through demonstrating inclusive behaviours and ways of learning.
- Consider checklists and audits of the current provision.
- · Teachers notice difficulties/differences.
- · Utilise Universal Provision.
- Analyse and review tracking data through classroom assessments e.g. Language Link for Reception Year to Year 2.
- · Collaborate with SENCO to support pupils.
- · Personalise and adapt teaching to meet the individual needs of pupils.
- · Involve children, young people, and their families