SEND Cycle of Activity at Laceby Acres

Using the Graduated Approach means recognising that there is a continuum of special educational needs and that needs are met through the addition of a range of actions and strategies and increasingly specialist interventions as the level of need increases. There are four areas of need outlined in the SEND code of practice (these are colour coded) with some areas further split to provide more detailed information.

* Communication and Interaction - Purple
* Cognition and Learning - Pink
* Social Emotional and Mental Health - Blue
* Sensory and or Physical/Medical - Dark Green

For each area of Special Educational Need there are sections for the different levels within the continuum of need (these are colour coded).

* Emerging Needs - Cycle 1 - Blue
* SEN Support - Cycle 2 - Yellow
* EHCP - Cycle 3 - Green

The guidance for the four area of need (C&I, C&L, SEMH & S/P) show the following;

* An overview of the category of special educational needs as identified in the special educational needs code of practice with a range of pupil descriptors.
* A description of actions and strategies that can be expected to be provided as part of QFT.
* Information and guidance on what steps to take at cycle 1, 2 and 3.
* A description of observed emerging /persistent /moderate /severe or significant difficulties (what are we seeing) at cycle 1,2 and 3.
* Examples of actions/ strategies and resources are provided as a starting point. These need to be implemented and /or adapted according to individual pupil need (what can we put in place) at cycle 1,2 and 3.
* Examples of Desirable Outcomes that may be sought are provided and should be adapted according to individual pupil need (what are we hoping for) at cycles 2 and 3.

Annual cycle

September

Commence cycle one/two. Targets to be colour coded according to the 4 needs (see above)

December

Review cycle one/two and write new cycle. The review and new targets should be complete before the meeting with parents. Meet with parents and discuss the reviewed cycle and add in any parent comments. Share the new cycle or the next steps. Are we moving to a cycle two? Are we continuing with cycle two? Is there a need for an EHCP referral, Early Help or Access Pathway? Any child on a moving onto cycle two will meet with the SENDCO as well as the class teacher. Any child on cycle three will meet with the SENDCO as well as the class teacher. Children continuing on cycle two will meet with the class teacher.

April

Review cycle one/two and write new cycle. The review and new targets should be complete before the meeting with parents. Meet with parents and discuss the reviewed cycle and add in any parent comments. Share the new cycle or the next steps. Are we moving to a cycle two? Are we continuing with cycle two? Is there a need for an EHCP referral, Early Help or Access Pathway? Any child on a moving onto cycle two will meet with the SENDCO as well as the class teacher. Any child on cycle three will meet with the SENDCO as well as the class teacher. Children continuing on cycle two will meet with the class teacher.

July

Review cycle one/two and write new cycle. The review and new targets should be complete before the meeting with parents. Meet with parents and discuss the reviewed cycle and add in any parent comments. Share the new cycle or the next steps ready for September. This meeting with involved both the current class teacher and the teacher for the next academic year. Are we moving to a cycle two? Are we continuing with cycle two? Is there a need for an EHCP referral, Early Help or Access Pathway? Any child on a moving onto cycle two will meet with the SENDCO as well as the class teacher. Any child on cycle three will meet with the SENDCO as well as the class teacher. Children continuing on cycle two will meet with the class teacher only.