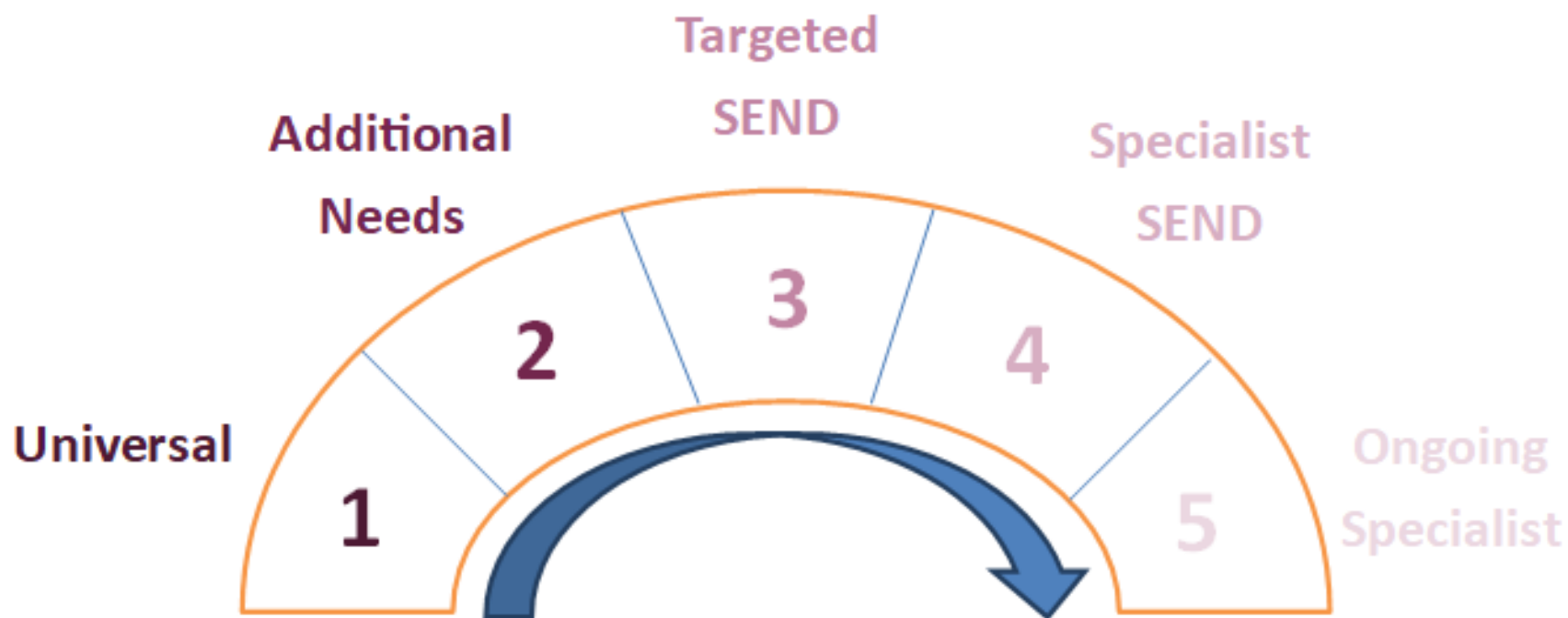


Sandylands Continuum of Needs

This shows the graduated response to meet the needs of children who require provision additional to or different from the differentiated curriculum provided for all children.



1 – Universal support (including universal SEND support)

Children's needs are met through high quality teaching. From daily marking and feedback, children with gaps in their learning are identified on the weekly class provision map and intervention provided to ensure the child can access the next lesson and so doesn't fall further behind. The intervention should be recorded in the class intervention diary.

2 – Additional needs support

Children may need some additionally such as access to an inclusion worker, access to outside agencies through CFW service, additional provision to ensure good attendance etc. These children are not classed as SEND but will benefit from some additional support to ensure their voice is heard and the additional provision provided through school is recorded.

3 – Targeted SEND support

Children needing specific individual additional support e.g., individual targets to help them access class lessons, additional individual reading support such as Fast Track/Fresh Start Phonics; speech and language advice and targets. These children should have an individual plan such as a Teaching and Learning Plan (TLP) and the targets they are working on should be recorded on this. This should be reviewed regularly and targets updated as the child achieves them. The additional provision will be recorded on the class intervention sheet. These children will generally be on the SEND register unless it is a short-term intervention and will be recorded as receiving SEND support.

4 – Specialist SEND support

Children who have more complex needs requiring some specialist input to help them achieve their individual targets e.g., Specialist Teacher/ Educational Psychology/ individual Speech and Language/ Occupational Therapy/ Physiotherapy input in school. These children need an individual targeted plan and their targets need to address each area of need. This should be reviewed regularly by the class teacher/ SENDCO/ Inclusion Team to ensure that the pupil is making good progress in all areas of learning.

5 – On-going specialist SEND support

These Children have a high level of on-going need that means they need a specialist co-ordinated approach to meet their needs. Following assessment at a multi-agency panel they will be supported through a SEND support plan or EHCP. These children will have an individual targeted plan which will inform their one page profile. Their annual targets will be used to inform their short-term Targeted Learning Plan (TLP). These will be regularly monitored by the SENDCO.

Graduated Response Responsibilities

Stage 1 and 2	<ul style="list-style-type: none"> Concerns should be shared between the teacher, Phase Leader and additional professionals e.g. SENDCO. Initial concerns should be shared with parents. If concerns are linked to additional support e.g., at home and support from an inclusion mentor is required, this should be referred to Liz Wildon through and internal 'Request for Support'. Additional resources/ advice for appropriate support can be discussed as next steps Speech and Language difficulties in Early Years should be discussed to determine whether a referral to the NHS service is appropriate. Actions recorded on the child's individual record on CPOMS
Stage 3	<ul style="list-style-type: none"> Concerns should be shared between the teacher and Phase Leader. Parents need to be included in discussions. Any child not making progress should also be discussed between the teacher and SENDCO. Referrals to outside agencies will be overseen by Liz Wildon in consultation with parents and the 'Team Around the Child' e.g., teachers, Phase Leaders etc. Targets and Actions recorded on individual plan e.g. SEND Plan, TLP, Behaviour Plan, Child Success Plan
Stage 4	<ul style="list-style-type: none"> Concerns should be shared between the teacher and Phase Leader. Parents need to be included in discussions. Targets and Actions recorded on individual plan e.g. SEND Plan, TLP, Behaviour Plan, Child Success Plan Children with more complex needs will have additional targets on their plan that identifies the areas of need and makes provision to address these areas of need. Any child at this stage will be discussed with head teacher and appropriate additional agencies e.g. EP
Stage 5	<ul style="list-style-type: none"> As Stage 4 (see above) Responsibility for SEN plans and requests for statutory assessment (EHCP) will be overseen by Liz Wildon.

Head Teacher	Allison Hickson
SEND Co-ordinator and Pastoral Lead	Liz Wildon
SEND Governor	
Phase Leaders	EYFS - Jen McLaren KS1 - Penny Lupton LKS2 - Gavin Goulds UKS2 - Angela Cokell
Inclusion Mentors	Nicola Miller Rachel Whitehead Lee Roberts Tom Woods
Health and Safety Lead	Geraldine Dixon

Linked policies include (but are not limited to):

- SEND Policy
- Sandylands SEND offer
- Accessibility Plan
- Equality Policy
- Inclusion Team Policy
- Safeguarding and Child Protection Policy
- Positive Behaviour Policy
- Anti-Bullying Policy