

The Graduated Approach at FSD



All students

No special needs

- Students are able to access the mainstream curriculum
- Whether in a mixed ability class, or high, middle or low set, students are making progress in keeping with their peers

Quality First Teaching is provided for all. Teachers routinely provide the following supports in lessons for some or all students:

- ✓ WAGOLLS (What a Good One Looks Like)
- ✓ Words banks
- ✓ Structure strips
- ✓ Writing frames
- ✓ Sentence starters
- ✓ Checklists
- ✓ Consideration of seating plans
- ✓ Check ins throughout the lesson
- ✓ Information presented in pictorial format or diagrams in addition to written text
- ✓ Information broken down into manageable chunks or colour coded

What this looks like in school

Staff involved

Class teacher
Head of year
Pastoral manager



Student A has a diagnosis of autism. She is able to access her lessons and is making good progress with her learning. She has a good group of friends and although she sometimes misunderstands what they say, they make allowances for her. SEN is not based on a medical model, so although she has a diagnosis, there are no barriers affecting her learning or her social skills, therefore she does not need to be on the SEN register.



Student B has Type 1 diabetes. He was recently diagnosed and is still getting to grips with how to manage this in school. He leaves lessons a few minutes early to beat the lunch queue and is supported by the pastoral team if his blood glucose is high or low. As this does not affect his ability to learn in a mainstream class, he is not on the SEN register.



Student C scored 95 for maths in the KS2 SATs. Because she hadn't met the expected standard (100), she was put into set 4 for maths, where the work is broken down and delivered at a pace that suits her. Her teacher reports that she is maintaining progress in line with her peers and her parents are happy that the work is pitched at the correct level for her. As she doesn't need any additional support to keep up with the rest of the class, she is not on the SEN register.



Some students

Monitoring

(may have been referred to as a 'short note' in primary)

- With some reasonable adjustments in lessons, students are able to access the mainstream curriculum

Quality First Teaching as before PLUS:

- A **Pupil Passport** – this one page document outlines things the student finds difficult and lists individualised strategies the class teacher can use to support them in lessons, e.g.
 - Permission to leave lessons 5 minutes early to avoid the sensory overload caused by being in the corridors at lesson changeover times
 - Fidget toys
 - Use of a laptop
 - Movement breaks
 - Noise cancelling headphones
 - Coloured overlays or resources printed onto coloured paper

What this looks like in school

Staff involved

Class teacher
Head of year
Pastoral manager

Pupil passport prepared (and updated when necessary) by the SEN department



Student D is on the pathway for a neuro assessment. Parents and school suspect he may have ADHD. He has some specific sensory needs but these can be met by his teachers in lessons. He is on the monitoring register and has a pupil passport to explain his needs to his teachers. His parents can update his passport by contacting the SEN department if they feel the strategies are no longer meeting his needs.



Student E has some difficulties with social interactions. She has been recommended by her pastoral manager for Social Skills Intervention. She will attend the Achievement Centre once a week for small group intervention for a period of 6 weeks.



Student F has a diagnosis of autism. She is comfortable in lessons and can access a mainstream curriculum. However she finds the noise and crowds in the dinner hall overwhelming. She wears noise cancelling headphones and has an Achievement Centre pass to allow her to go there at break and lunchtime.



Student G is academically able to cope with the work in lessons but he takes a bit longer than everyone else and never quite finishes the task before the end of the lesson. His teacher alerted the SEN team to this and they did some testing with him. His reading speed and writing speed are below average so he is entitled to 25% extra time in assessments and exams.

The Graduated Approach at FSD



A few students

SEN

- Students have significant barriers to learning and cannot access the mainstream curriculum without some additional intervention or support from the SEN team

Quality First Teaching and a **Pupil Passport** as before, PLUS a **Learning Plan** which outlines the targets they will be working on with the SEN team through:

Either

- Intervention sessions with an LSA or HLTA (These are usually delivered in six week blocks, which may be repeated later in the year)

OR (less frequently)

- In-class support from an LSA

Parents will be offered an online **SEN review meeting** every term. This is an opportunity to speak to the LSA or HLTA who works most closely with the student and to review progress against their targets.

What this looks like in school

Staff involved

Class teacher	Learning Support Assistants (LSAs)
Head of year	Higher Level Teaching Assistants (HLTAs)
Pastoral manager	

Support overseen by the SENCO



All students are screened every year on their reading ability. Student H had a very low score so the SEN department did some further tests. He showed some dyslexic traits, so he had a 12 hour block of reading and spelling intervention with our specialist HLTA. The intervention has now come to an end but he will be re-tested in six months to monitor his progress.



Student I has several identified barriers to learning. She has poor working memory, and her processing speed and phonological awareness is below average. She is in a smaller class, where as well as the teacher, there is a LSA to support the learning of the students.

If you have concerns about your child and wish to make a referral to the SEN team, please click here to go to the online referral form..

Illustrations by B. Zand



Very few students

EHCP

(Education, Health and Care Plan)

- Students have significant identified barriers to learning. Despite the best efforts of the school and the SEN department, the student is still unable to access the curriculum. They need specialised, individualised teaching or support.

An Education, Health and Care assessment is a statutory process, covered by the Children and Families Act 2014 and the SEND Code of Practice.

Before making an application to the local authority for a EHC assessment, the student will have been referred to, and have involvement from one or more professionals outside of school, e.g.

- Educational Psychologist
- Occupational Therapist
- Speech and Language Team
- Cognition and Learning Team
- Emotional Wellbeing and Effective Learning Team
- Autism and Social Communication Team
- Assistive Technology Team

What this looks like in school

Students with EHCPs (Education, Health and Care Plans) will have **Quality First Teaching**, a **Pupil Passport** and **Learning Plan** as before, PLUS an **EHCP** which lists their needs. School will receive additional funding from the local authority to meet those needs.

Parents will be offered an online **SEN review meeting** every term with the LSA who works most closely with the student and an **annual EHCP review meeting** with the SENCO and/or SENCO Support Assistant.

Staff involved

Class teacher	LSAs
Head of year	HLTAs
Pastoral manager	SENCO
Outside professionals	SENCO Support Assistant



Student J has autism and epilepsy. Her needs were identified in primary school and an EHCP put in place. She has an LSA, shared with two other students, to support her in lessons because of her medical needs and she attends the Achievement Centre two mornings a week during tutor time for some 1:1 intervention.



Student K's needs weren't identified until he moved to secondary school. He found the size of the school and movement from class to class overwhelming and presented with acute anxiety. He is on the pathway for a neuro assessment but it is likely that he is autistic. He attends some lessons in person but accesses others remotely from the Achievement Centre using a robot.