

# Five Step Plan for SEN Concerns

		Step 1: Quality First Teaching	Step 2: Interventions	Step 3:	Step 4:	Step 5:
		<p>Reasonable adjustments made for the child(ren)'s needs, impact reviewed after 6 weeks (some ideas below, but other ideas can be implemented)</p>		<p>Child may be added to the Whole School Provision Map - impact of interventions are reviewed after 6 weeks</p>	<p>Discussion with Parents followed by referral to School Inclusion Forum Team (SIFT) this is made up of the school's Pastoral Team and Class Teachers</p>	<p>6-week implementation of SIFT recommendations &amp; review at SEN Clinic During this period Class Teacher &amp; SENCO can carry out observations/checklists to gather more evidence:</p>
<p>Communication with parents/carers</p>		<p>Teachers will make parents/carers aware of any initial concerns.</p>	<p>Teachers will make parents/carers aware of any concerns and how this is being supported in school e.g. attending interventions.</p>	<p>Teachers will make parents aware of ongoing concerns and that they are going to seek advice from the SENCO for other support and strategies that could be implemented</p>	<p>Teachers will keep parents updated on the progress their child is making.</p>	<p>Class Teacher, SENCO and Parents to meet to discuss the next steps for their child.</p>
<p><b>Areas of Need and Ideas for Support</b></p>	<p><b>Cognition and Learning (CL)</b></p>	<ul style="list-style-type: none"> <li>- Differentiated planning, delivery, activities – plan for stage not age</li> <li>- Pre-teaching</li> <li>- Visuals, mind maps, diagrams, practical equipment</li> <li>- Scaffold writing task</li> <li>- Moving and doing, rather than sitting</li> <li>- Now/Next or Task Board</li> <li>- Word banks/Sentence starters</li> <li>- Longer processing time</li> <li>- Chunk and repeat instructions</li> <li>- Buddy with more confident peer</li> <li>- Agree a private signal/card for pupils to communicate if they have not understood</li> <li>- Talking tin/voice recorder</li> <li>- Use alternatives to writing: posters, oral presentation, mind maps, drama, matching labels to diagrams, sorting statements or pictures, scribe</li> <li>- Use cloze procedure (child fills in missing sounds or words within words/text)</li> </ul>	<ul style="list-style-type: none"> <li>- Targeted focus groups</li> <li>- Phonics Phased Groups</li> <li>- Daily Reading</li> <li>- Five Minute Box</li> <li>- Mathematics Club (need dependent)</li> </ul>	<p>Steps 1 &amp; 2 have been carried out for at least 6 weeks but concerns are still there:</p> <ol style="list-style-type: none"> <li>1) Class Teacher to discuss concerns with parents/carers</li> <li>2) Refer to SIFT (complete SIFT referral form and email to SENCO)</li> <li>3) Book in a review meeting at SEN Clinic after suggested support from SIFT has been implemented for at least 6 weeks</li> </ol>	<ul style="list-style-type: none"> <li>- Neurodiversity Checklist</li> <li>- Nussy Dyslexia Questionnaire</li> </ul>	<p>Consider Referral to external agencies e.g. LIFT, Educational Psychologist (EP), Speech and Language Therapy (SALT)</p> <p>Consider the need for a Personalised Plan</p> <p>Monitor and review every 6-8 weeks as part of the Assess, Plan, Do, Review cycle</p>
	<p><b>Communication and Interaction (C&amp;I)</b></p>	<ul style="list-style-type: none"> <li>- Visual timetable</li> <li>- Simplified/modified language</li> <li>- Repeat instructions back in the order that you want them to be carried out</li> <li>- My turn, your turn</li> <li>- Increased visuals &amp; modelling</li> <li>- Use visuals alongside any written/verbal instructions</li> <li>- Word banks (using Widget Online)</li> <li>- Structured routine (social story if there are changes)</li> <li>- Pre-teach topic vocabulary</li> <li>- Carefully planned seating position to support attention and listening</li> </ul>	<ul style="list-style-type: none"> <li>- Lego Therapy</li> <li>- Social Skills Group</li> <li>- Speech and Language Link (parent resources to be shared)</li> </ul> <p>(or some SEMH interventions may also be appropriate, see below)</p>		<ul style="list-style-type: none"> <li>- Communication and Interaction Scales</li> <li>- ICAN Chart (for speech and language concerns)</li> <li>- Language for Learning Checklist</li> </ul>	
	<p><b>Social, Emotional and Mental Health (SEMH)</b></p>	<ul style="list-style-type: none"> <li>- Rewards (Dojo or individual)</li> <li>- Worry monster</li> <li>- Circle time</li> <li>- Peer support (buddy)</li> <li>- Emotional check-in (FEL)</li> <li>- Jobs &amp; responsibilities</li> <li>- Whole school/class rules</li> <li>- Frequent 'brain breaks'</li> <li>- Say what you want the child to do, not what you don't want them to do</li> <li>- Teach specific behavioural expectations e.g. how to ask for help</li> <li>- Use the 'catch me' approach - catch the children being good and reward/praise this</li> <li>- Social stories (individual or whole class)</li> <li>- Communicate routine changes in advance</li> <li>- 'I need a break' card</li> </ul>	<p>The Hive:</p> <ul style="list-style-type: none"> <li>- Emotional Literacy</li> <li>- Social Skills</li> <li>- Play Therapy</li> <li>- Art Therapy</li> <li>- Reading Dog</li> <li>- Time to Talk</li> </ul>		<ul style="list-style-type: none"> <li>- Emotional and Behavioural Development Scales</li> <li>- School Stress Survey</li> <li>- Emotional Literacy Checklist (Pupil, Parent and Staff)</li> <li>- Motivational Assessment Scale</li> </ul>	
	<p><b>Sensory and Physical (PD)</b></p>	<ul style="list-style-type: none"> <li>- Ear defenders</li> <li>- Frequent movement/sensory breaks</li> <li>- Wobble cushion</li> <li>- Fiddle toy</li> <li>- Weighted blanket/jacket</li> <li>- Choose resources that don't require manipulation in maths e.g. number line instead of counters</li> <li>- Pencil grips/alternative writing equipment</li> <li>- Differentiated tasks</li> </ul>	<ul style="list-style-type: none"> <li>- Sensory Circuit</li> <li>- Sensory Diet (sensory activities incorporated into classroom provision)</li> <li>- BEAM (Balance Education &amp; Movement)</li> <li>- Clever Fingers</li> </ul>		<ul style="list-style-type: none"> <li>- Sensory Checklist</li> <li>- Risk Assessment</li> </ul>	