


# Five Step Plan for SEN Concerns

		<b>Step 1: Quality First Teaching</b>	<b>Step 2: Interventions</b>	<b>Step 3:</b>	<b>Step 4:</b>	<b>Step 5:</b>
		Reasonable adjustments made for the child(ren)'s needs, impact reviewed after 6 weeks (some ideas below, but other ideas can be implemented)	Child may be added to the Whole School Provision Map - impact of interventions are reviewed after 6 weeks	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	6-week implementation of SIFT recommendations & review at SEN Clinic During this period Class Teacher & SENCO can carry out observations/checklists to gather more evidence:	Meet with Class Teacher, SENCO, Parents  <u>ADD TO SEN REGISTER</u>
<b>Communication with parents/carers</b>		Teachers will make parents/carers aware of any initial concerns.	Teachers will make parents/carers aware of any concerns and how this is being supported in school e.g., attending interventions.	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	Teachers will keep parents updated on the progress their child is making.	Class Teacher, SENCO, and Parents to meet to discuss the next steps for their child.
<b>Cognition and Learning (CL)</b>	<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>- Moving and doing, rather than sitting</li> <li>- Now/Next or Task Board</li> <li>- Word banks/Sentence starters</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>- Little Wandle Rapid Catch up</li> <li>- Daily Reading</li> <li>- Five Minute Box</li> <li>- Catch up Learning</li> </ul>	<p>Steps 1 &amp; 2 have been carried out for at least 6 weeks, but concerns are still there:</p> <p>1) Class Teacher to discuss concerns with parents/carers</p> <p>2) Refer to SIFT (complete SIFT referral form and email to SENCO)</p> <p>3) Book in a review meeting at SEN Clinic after suggested support from SIFT has been implemented for at least 6 weeks</p>	<ul style="list-style-type: none"> <li>- Neurodiversity Checklist</li> <li>- Nessler 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>	
<b>Communication and Interaction (C&amp;I)</b>	<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>- Word banks (using Widget Online)</li> <li>- Structured routine (social story if there are changes)</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> <li>- Vocabulary</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 - ICAN Chart (for speech and language concerns)</li> <li>- Language for Learning Checklist</li> </ul>		
<b>Social, Emotional and Mental Health (SEMH)</b>	<ul style="list-style-type: none"> <li>- Rewards (Dojo or individual)</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> </ul>	<p>The Hive:</p> <ul style="list-style-type: none"> <li>- Emotional Literacy</li> <li>- Social Skills</li> <li>- Draw and 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>		
<b>Sensory and Physical (PD)</b>	<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> </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>		