

SEND Graduated Approach for Bath schools in the Bath & Wells MAT

Before meeting with the SENCO, please complete the Quickchecker – **IDENTIFICATION OF NEED**

The Quickchecker is a tool adapted from BANES’ Graduated Approach. It is designed to help teachers to collate assessment data and observations on a child in their class about whom they may have concerns.

It is important to consider other possible contributing factors such as:

* EAL, poor attendance or safeguarding issues because concerns may not be related to SEND
* Skills and knowledge of teachers and support staff in assessing and supporting the child/young person
* The environment (classroom and/or whole school adaptations)

|  |  |  |  |
| --- | --- | --- | --- |
| Name |  | DOB |  |
| Year Group |  | Class Teacher |  |
| Attendance % (less than 95 %?) |  | Exclusions |  |
| Home Language |  |
| Other information e.g. medical |  |

|  |
| --- |
| **Quickchecker for staff Y/N**  |
| **Communication and interaction,** *There are concerns about…* |
| Child/young person’s cognitive development e.g. capacity to sustain concentration or self-direct their learning |  |
| Child/young person’s attention and/or listening skills – their ability to engage successfully with language |  |
|  Child/young person’s receptive language – their ability to understand spoken language |  |
| Child/young person’s expressive language – their ability to use language to communicate with others |  |
| Child/young person’s speech sound development – their ability to produce the sounds necessary for clear, intelligible speech |  |
| Child/young person’s social communications – their ability to use language appropriately and successfully in social situations, verbal and non-verbal, ability to recognise the feelings or perspectives of others and respond appropriately |  |
| Child/young person’s social development and interaction e.g. capacity to ‘share interest’ and/or ‘share attention’ |  |
| Child/young person’s rigidity of thought e.g. ability to manage changes in routine |  |
| Child/young person’s sensory skills e.g. over sensitivity or under sensitivity to sensory stimuli |  |
| **Cognition and learning,** *There are concerns about…* |
| Child/young person’s lack of progress, even when differentiated teaching approaches are targeted at areas of weakness |  |
| Child/young person’s performance levels i.e. they are below the level within which most children and young people are expected to work |  |
| Child/young person’s indicative test scores are below expected levels |  |
| Child/young person’s uneven learning profiles and learning styles i.e. they do not follow the usual developmental patterns |  |
| Child/young person’s difficulty in dealing with abstract ideas, generalising from experience, and/or using problem solving skills |  |
| Child/young person’s attitude / approach to learning which is restricting access to the curriculum e.g. child/young person is demotivated, disorganised or lacks independent learning skills |  |
| **Social, emotional and mental health,** *There are concerns about…* |
| Child/young person experiences difficulties with self-esteem and/or confidence  |  |
| Child/young person has greater difficulties in making and/or sustaining friendships, has no regular group of friends |  |
| Child/young person has difficulties working independently and requires frequent encouragement and motivation to stay on task |  |
| Child/young person find it difficult to comply with adult directions  |  |
| Child/young person’s social interaction is negatively affecting the child/young person’s and/or peers’ access to the curriculum |  |
| Child/young person’s emotional wellbeing or mental health is negatively affecting the child/young person and/or peers’ access to the curriculum |  |
| **Sensory and physical,** *Areas of concern…* |
| Child/young person presents with having a visual impairment which is affecting their learning and/or access to the curriculum e.g. holds books very closely or at an unusual angle, fails to respond to non-verbal instructions, loses place when reading, skips lines and struggles to find text on a page |  |
| Child/young person presents with having a hearing impairment which is affecting their learning and/or access to the curriculum e.g. distractible in class, poor listening skills in a busy environment, asks you to repeat instructions |  |
| Child/young person presents with poor speech intelligibility, difficulty with recognising and responding to phonics, chooses to either avoid attention or is over demanding, limited vocabulary both receptive and expressive, immature grammatical structures in spoken language |  |
| Child/young person presents with having a multi-sensory need which is affecting their learning and/or access to the curriculum e.g. have a dual sensory loss where both vision and hearing are recued |  |
| Child/young person’s physical skills/needs are affecting their learning and/or access to the curriculum  |  |
| Child/young person’s medical needs are affecting their learning and/or access to the curriculum  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Area of Need | School Concern/impact on learning *(Date & comment)* | Parent Concern*(Date & comment)* | Child concern*(Date & comment)* |
| Communication & Interaction |  |  |  |
| Cognition & Learning |  |  |  |
| Social, Emotional and Mental Health |  |  |  |
| Sensory & Physical |  |  |  |

**Language**

|  |  |
| --- | --- |
| Speech Sounds |  |
| Expressive |  |
| Receptive |  |
| Social and Functional |  |

**Literacy**

|  |  |
| --- | --- |
| Phonic Phase – reading |  |
| Phonic Phase – spelling |  |
| HFW - reading |  |
| HFW – spelling  |  |
| Comprehension |  |
| Book band level |  |
| Letter information | **IDENTIFICATION OF NEED** |

**Number and Calculation**

|  |  |
| --- | --- |
| Number recognition to… |  |
| Numbers CYPs can count to forwards/backwards |  |
| Numbers CYPs can confidently calculate within +/-/÷/× |  |

**Behaviour for learning**

|  |  |
| --- | --- |
| Concentration |  |
| Co-operation |  |
| Independence |  |
| Engagement |  |
| Confidence |  |
| Self-esteem |  |
| Organisation |  |
| Self-control |  |

**Differentiation in place over time -** What action has already been taken through curriculum differentiation to address the child/young person’s needs, i.e. modification to teaching approaches, classroom organisation, behaviour management strategies, or through provision of ancillary equipment and aids already in place, with outcomes?

|  |  |
| --- | --- |
| **Differentiation** | **Impact** –progress and inclusion |
|  |  |
|  |  |

**List individual assessments completed to support identification of need, including behaviour plans** – include standardised assessments (reading/spelling age as well as criterion-referenced assessments)

|  |  |  |
| --- | --- | --- |
| **Test** | **Date** | **Outcome** |
|  |  |  |
|  |  |  |

**Summarise information from discussions with parents and child – strengths/difficulties**

|  |
| --- |
| **Parents/carers** – have concerns been shared with parents/carers to date, behaviour at home? |
| **Child/young person**  |

**Outcome of meeting to consider placement on SEN register:**

Further assessment required *(please circle)*  **Paediatrician SLIP OT Behaviour Panel Other……………**

Further modification to teaching approaches etc.

Targeted provision at SEN Support

 A

If SEN Support is agreed – parent/carer must be informed. It is recommended for schools to use the [SEN Support Review Report](https://5f2fe3253cd1dfa0d089-bf8b2cdb6a1dc2999fecbc372702016c.ssl.cf3.rackcdn.com/uploads/rainbowresource2/document/file/933/my_plan_at_sen_support_-_final.docx) to continue to assess- plan- do – review progress of the child/young person.

**Additional comments:**

Class teacher Date of next review

SENCO: Ally Elliott