



	Cognition and Learning	Communication and Interaction	Sensory and/or Physical Needs	Social, Emotional and Mental Health needs
	Low general attainment levels and difficulty in acquiring basic skills of literacy and numeracy. There may also be immature social and emotional development. Pupils are likely to be attaining well below the National Curriculum levels within which most children are expected to work (for below Level 3 at end of KS2 – on entering Year 7, below Level 4 at end of KS3). There may be early signs of particular difficulties with one or more of the above areas.			
<p><b>Quality First Teaching (QTF)</b></p> <p><i>Met through quality first teaching by class/subject teachers in conjunction with Learning Support Department</i></p>	<p>Pupils with a RA/SA &gt; 8.0 on entry are usually automatically considered for additional interventions. This is monitored at the end of Year 7. Despite targeted teaching, little progress has been made by a student in one or more core subject areas. Grouping arrangements and additional support in the classroom are used flexibly to promote independent learning. Use of appropriate differentiation and modification, ensuring access to the curriculum.</p>	<p>Significant difficulties are noticed in relation to the way a pupil communicates or interacts with peers or staff. Pupil is not responding to the normal methods employed by the school. Comments in diary may relate to poor social awareness and might be shown as inappropriate behaviour. This is usually flagged up by a Year Leader/Form Tutor or by a number of staff who work closely with a young person.</p>	<p>Requires some adult assistance with the practical aspects of the curriculum or personal hygiene/dressing/fine motor skills. May exhibit increased fatigue, particularly towards the end of the day which affects classroom performance. Needs may impact on self-esteem and relationships with peers. Grouping arrangements or focused support in the classroom are used flexibly to promote independent learning.</p>	<p>The pupil's strengths and weaknesses in emotional and behavioural development may be analysed using behavioural checklists, such as the QCA EBD Scales (QCA 2001).</p> <p>Baseline recording of particularly difficult or significant behaviours should be made, for example: to carry out an "ABC analysis" of behaviour(s) to inform interventions and evaluation (<b>A</b>ntecedents, <b>B</b>ehaviour, <b>C</b>onsequences); to use QCA scales; to analyse 'time sampling' observations of behaviour.</p>
Interventions at a subject level have resulted in inadequate progress. Continuing significant difficulties in underlying skills are causing problems in accessing other areas of the curriculum, despite carefully-planned interventions. Very marked differences between attainment levels in different areas of the curriculum. There may also be indications of frustration and low self-esteem. There are likely to be additional factors affecting progress, for example, in areas of speech and language and/or motor organisation. At this stage, subject teachers need to raise concerns directly with LS Department through a department referral.				
<p><b>SEN Support (SS)</b></p> <p><i>Met through a combination of quality first teaching by class/subject teachers, in-class support, intervention or withdrawal work – led and monitored by the learning support department.</i></p> <p><i>All pupils designated as 'SEN Support' will also have access to their own mentor in LS.</i></p>	<p>Assessment focuses on the reasons for less than adequate progress: how the pupil is learning; more in-depth analysis of strengths / weaknesses; progress in relation to time, peers starting from similar level, and to age expectations. This assessment will include learning styles, self-esteem and arrangements for access to the wider curriculum. Individual or small-group tuition to support PLP targets is offered. Opportunities for individual or small-group withdrawal to provide pre-teaching in preparation for whole-class work. Some students may benefit from access to learning support base for some periods during the week or for wrap-around support (e.g break and lunchtimes or homework club). Support may be offered by outside agencies such as speech and language therapists.</p>	<p>Despite having received an individualised programme and support through quality first teaching, the pupil has continuing speech and language or communication and interaction difficulties which cause significant barriers to learning and impede the development of social relationships. There will be low rates of progress in many areas of the curriculum, particularly literacy, and increasing signs of frustration. There will be access to considerable small group /in-class or individual TA/teacher support. Some pupils may need regular practice at an individual level to achieve their particular PLP targets.</p>	<p>There will be access to considerable small group / in-class TA/teacher support. Some pupils may need access to a base for therapy or special arrangements for toileting.</p> <p>Depending on need, pupils may be invited to take part in physical programme on either a weekly or fortnightly basis. Regular contact is made with OT and Physiotherapy teams in Kingston and neighbouring health authorities to ensure this specific physical work is informed by up-to-date medical recommendations.</p>	<p>Further analysis of the pupil's strengths and weaknesses in emotional and behavioural development on the QCA EBD Scales (QCA 2001) or other checklist, indicates continuing or widening problems. Revised IEPs will be set following consultation with external professionals, such as specialist support teachers, EPs, Social Services or the Child and Adolescent Mental Health Service (CAMHS). Students may be put on report with Year Leader or positive 'progress' type report with YL or a member or SLT.</p>
In spite of purposeful and thorough support and intervention at School Action and School Action Plus (including the direct involvement of appropriate external agencies and services), as described above, the pupil requires specialist resourcing to continue to access the full National Curriculum, and has still not developed skills that will allow independence in adult life. As such, the school, in conjunction with parents, will pursue a request for a statutory assessment from the LA, making use of the London SEN Regional Partnership Joint Criteria for Statutory Assessment (December, 2003). On-going support at School Action Plus level will be provided until the outcome of the request is known.				
<p><b>STATEMENT / EDUCATION HEALTH AND CARE PLAN (EHCP)</b></p>				
Funding agreed as part of the statement allows for high-level of 1:1/small group support and work with outside agencies. All pupils designated as School Action Plus will also have access to their own mentor in LS. The statement is reviewed on an annual basis at the young person's annual review though there are termly reviews of the types of support in place using school provision maps.				