Ν

N

Step 1 High Quality Teaching

School delivers High Quality Teaching.

Has progress been made? If yes continue appropriate level of provision.

Step 2 Universal Support

Class teacher/parent has concerns re progress; provide Universal Support with personalised targets. Has progress been made? If yes continue appropriate level of provision.

Step 3 Targeted Support

Concerns continue so school involves SENCo/school based specialist; provide Targeted Support.

Has progress been made? If yes continue appropriate level of provision.

Step 4 Specialist Support

Concerns continue so school should involve specialist services to provide assessment and consultation that considers a general difficulty or a specific difficulty.

Has a general difficulty been identified? If yes, continue with targeted and specialist support to address all areas of difficulty.

Evidence Needed

School able to evidence High Quality Teaching and Universal Support, voice of young person and parent e.g. ITP, PCR approaches, use of concrete and pictorial supports

School able to evidence Targeted Support, voice of young person and parent e.g. see above, plus evidence of small group interventions.

School able to evidence Specialist Support.

Appropriate professional can support with assessment to ascertain if it is a general difficulty.

Targeted and Specialised Support delivered. Decision to be made in consultation with professional. If progress is being made continue with specialist support. If progress plateaus or slows review as to whether a period of intensive support is appropriate.

Step 5a Period of intensive Support: Schools to discuss what has worked and has not worked as part of a graduated approach in consultation with the schools' visiting professionals. Specialist support will be planned together to include a standardised pre- and post- assessment carried out PSS and/or a specialist assessor, a specialist intervention carried out by schools.

Step 5b Pre-assessment of skills: Standardised assessments completed by appropriate professionals.

Step 5c Intensive Personalised Specialist Support:

At least 6-months of specialist support implemented, and adaptations made as recommended by professional. If moving forward as possible co-occurrent difficulties both literacy and mathematics interventions to be implemented

School able to evidence Specialist Support, voice of young person and parent/carer.

Step 5d Post-assessment of skills: Standardised assessments completed by appropriate professional.

Step 6 Review of all evidence to inform report.

Possible Outcomes:

- 1) Progress has been made: continue appropriate level of provision.
- 2) **Despite all of the above, there is a persistent difficulty:** specific learning difficulties can be identified. Continue with personalised specialised support to address all areas of difficulty. Ongoing review of progress and recommendations by appropriate professional.