Quality First Inclusive Teaching

Teachers understand student's *AAA learner profile and differentiate/personalise accordingly. -YGL/CT/Specialists/LSA adds notes to ISAMS (ongoing).

*Refer to ISP/IEP for further info/strategies regarding students with AEN/SEND

Teacher concern from observation or data

Dependent upon need the child counselling maybe involved.

Needs met

-Head of Oasis/Link Teacher/Counsellor/SLT made aware - advice for possible further differentiation /adaptations/possible intervention may be offered.

-YGL/CT/Specialists/LSA adds notes to ISAMS (ongoing).

-CT to make parents aware of potential barriers.

MONITOR IMPACT FOR PROGRESS* (approx. 6-8 weeks)

*Consider success criteria *Review progress with parents

In the event that a student joins school with pre-identified SEND, responses will be graduated based upon the level of need.

Needs not met

In the event that there is significant concern about a child's development, a student can be 'fast tracked'.

Needs met

CT to complete 'Profile Questionnaire' (FS, KS1 or KS2) & share with Oasis Link, Head of Oasis & Counsellor. *Dependent upon primary barrier, next steps may be led by Oasis or Counselling*

Oasis next steps (in consultation with parents) - may involve Counsellor, as appr);

1) Oasis Link teacher to complete observation/s (may incl specialists)
2) YGL/SLT made aware of concerns
3) CT to meet Oasis Link to discuss next steps. May include;

*Sharing of info/further questionnaires
*Individual Strategy Plan
*Internal screener battery & report (parent permission)
*Group/1:1 intervention
*Signpost to ext agency (report held confidentially - summary shared with relevant staff)
*Team Around the Child meeting (TAC) if required

Dependent upon need the child counselling maybe involved.

AEN / SEND Register

AEN- Continue to monitor and track using AEN register + ISP

Internal identification + monitoring/short-term provision

External identification + monitoring/short-term provision*

SEND - Oasis Link & CT to meet parents to review evidence;

Discuss recommendations (if external report) and implications of formally identified needs. Personal targets generated (IEP).

For yellow & red only - Parents sign agreement for addition to SEND register under category);

Internal identification + significant need and/or ongoing provision

External identification + significant need and/or ongoing provision*

*use KHDA categories on ISAMs

Student is part of target generation & review (evidence of personal success added to Seesaw and Pupil Progress Portfolio (PPP))

TAC meetings (to discuss progress/targets etc) held as required. To include (as appr); Parents, CT, Oasis Link, Counsellor, External agencies.

Dependent upon need the child counselling maybe involved.

1:1 LSA

CT, Oasis, YGL, Counsellor & SLT discuss suitability of 1:1 LSA (P/T or F/T) provision.

Evidence for 1:1 may include:

- CT monitoring records/ISAMs/planning
- External agency reports
- AAA data
- Case history from parents
- Initial Concern forms/observation records

Parent meeting to confirm arrangements & costings - Provision Agreement generated & signed prior to recruitment of 1:1 LSA.

MOU completed by Oasis & DH - signed by parents, CT, Head of Oasis & 1:1 LSA

ENGAGE - ENABLE - ENRICH

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