

Need to be investigated	During monitoring period	Assessments/ Checklists available – choose with SENCo	Decision making meeting with SENCo	Entry criteria	Targeted wave 3 provision (provision map)	TAs/teachers trained	Exit criteria	After next moderation meeting with SENCo	
<p>Children may be identified as having additional needs;</p> <ul style="list-style-type: none"> - by teacher - by data - by PP notes - by parent <p>Inform the SENCo of the concern and create an investigation agreement.</p> <p>They will be placed onto a monitoring register that will be readdressed after the next assessment cycle.</p> <p>Teacher will alert parent's that they are being monitored.</p>	<p>Reading difficulties</p> <ul style="list-style-type: none"> - Bench making - Check book match and interest match - Dyslexia screening (AS) - Regular 1-1 reading - Encourage reading at home - Reciprocal reading focus - Support during novel led lesson 	<p>Teacher Literacy concerns CL Reading behaviour CL Phonological awareness test Quick check Literacy test</p>	<p>You will present the 'Investigating individual needs' form, evidence collected and 'pupil information' sheet.</p> <p>A decision will be made;</p> <p>-onto SEN register (a letter will be sent to parents)</p> <p>- A wave 3 intervention and the child to be targeted on the provision map and to be relooked at on next moderation.</p> <p>-SpLD checklist and identification.</p>	<p>Age defined and ability defined. Work completed between RR teacher and class teacher for accurate identification.</p>	<p>Reading recovery</p>	<p>Celia</p>	<p>End of programme and progress made.</p>	<p>Assess the impact of the intervention.</p> <p>Discuss with SENCo any further areas to investigate</p> <p>Discussion about seeking external advice from CLCI, SEMH, EDPY, ASD, SALT.</p>	
		<p>TA Phonic skills screening Single word reading test</p>		<p>Identified by Literacy Leader after data collection. Discussion with Teachers. Initial benchmark and phonetical awareness screening.</p>	<p>BRP</p>	<p>Most TAs trained</p>	<p>End of programme. Progress will be measured on benchmarking levels</p>		
		<p>SENCo Diagnostic reading analysis</p>		<p>Children in year 3 working at a level 1 or below</p>	<p>Light touch reading</p>	<p>Zoe Sw</p>	<p>To be transferred to BRP when they are working within a level 2</p>		
	<p>Spelling</p> <ul style="list-style-type: none"> - Completing the dyslexia/dyspraxia checklist and sharing this with parents to complete at home -differentiated spellings 	<p>Teacher Vernon spelling test Tricky word assessment Phonological awareness test Quick check Literacy test Phonic skills screening</p> <p>Annette -Dyslexia screening</p>		<p>Moderate or high score on the dyslexia screening</p>	<p>Beat Dyslexia</p>	<p>All TAs able to access the folder.</p>	<p>Decreased indicator on dyslexia screening test and improved spelling scores</p>		
				<p>Benchmark/diagnostic reading analysis</p>	<p>Fresh start</p>	<p>Mo Oliver Jo Creese</p>	<p>Improved standardised score and benchmark level</p>		
				<p>Entering year 2 or 3 behind expected. Failed phonics test Phonological awareness test.</p>	<p>RML phonics</p>	<p>Lila B Zoe Sw Tabitha</p>	<p>Improved standardised score on phonological awareness test</p>		
				<p>Concerning score on the assessments. Working significantly below age standards</p>	<p>Nessy computer programme</p>	<p>All TAs able to run.</p>	<p>Decreased indicator on dyslexia screening test and improved spelling scores</p>		
	<p>Fine motor skill difficulties</p>	<p>-Handwriting support and small group handwriting practice</p>		<p>Teacher Handwriting obs CL DCD CL Developmental CL HW speed assessment</p>	<p>Difficulty with fine or gross motor skills</p>	<p>Write dance</p>	<p>All TAs able to run.</p>		<p>Co-ordination, catching, shoe laces improved.</p>
					<p>Difficulty with fine motor skills / handwriting</p>	<p>Fine motor games- list in Zoe's room</p>	<p>All TAs able to run.</p>		<p>Pencil grip and handwriting style developing</p>
	<p>Speech, language and communication difficulties</p>	<p>-exposure to language -sp&l listening cue cards -pre-teaching with language banks --emotions cards</p>		<p>Teacher Speech, lang and comm screening Verbal fluency test Listening comprehension</p> <p>SENCo BPVS test</p>	<p>SALT involved and active Speech and Language therapy plan</p>	<p>Speech and language group</p>	<p>Annette S</p>		<p>SALT removing the child from caseload after joint planning meeting.</p>
<p>Impoverished language or an inability to use expressive language to convey thoughts and feelings.</p>			<p>Language exposure groups /expressive language groups</p>		<p>TAs after speaking to SENCo</p>	<p>Improved vocabulary and</p>			
<p>Social, emotional interaction difficulties. Boxall profile entry assessment</p>			<p>Inclusion base</p>		<p>Sue Halford</p>	<p>Not at risk of exclusion/more integrated into lessons</p>			
<p>Self-esteem issues</p>			<p>Visualisation</p>		<p>Lisa Edwards</p>	<p>10 week programme</p>			
<p>Social, emotional and mental health difficulties</p>	<p>-Set up a positive behaviour plan- discuss with behaviour mentor</p>	<p>Inclusion Base Leader Boxall Profile</p>	<p>Social interactions and early communication difficulties.</p>	<p>Fun Time</p>	<p>Sarah Easingwood</p>	<p>Able to communicate effectively according to prog</p>			
			<p>Difficulties building friendships</p>	<p>Play Interaction (1-1 programme)</p>	<p>FS TAs</p>				
<p>Maths difficulties</p>	<p>- use of physical equipment - differentiate learning using BEAM - VAK learning techniques - Use of ICT</p>	<p>Teacher BEAM diagnostic show areas to improve BEAM</p>	<p>Gaps on BEAM diagnostic with certain skills showing weaknesses</p>	<p>Supporting children with gaps in their Maths</p>	<p>All TAs able to access the folder.</p>	<p>For all areas on BEAM diagnostic to be of a similar ability.</p>			
<p>Sensory or physical difficulty</p>		<p>Teacher DCD CL Developmental CL</p>	<p>Based on individual needs and support from medical profession/ statements</p>	<p>Touch typing programme Physio exercises</p>	<p>1-1 TA</p>	<p>Upon professional recommendation</p>			
<p>Memory</p>	<p>-Memory games and use of ICT -Now/next boards - prompts</p>	<p>Teacher Turner memory</p>	<p>Standardised score on Turner significantly below average age</p>	<p>Memory games and strategies</p>	<p>All TAs able to access the folder.</p>	<p>Improved standardised score.</p>			