Children working below ARE

Core Offer/Graduated Response

Reading and Writing

All children are individual, learn at differing rates and are entitled to fair access to the available resources. If a child is not making adequate progress, assessment over time will give information about the type of difficulty they may be experiencing and the most effective interventions to implement.

What all pupils should be getting:

Quality first teaching – Do/Plan

- Resources are used (e.g. environment checklists) to refine teaching and differentiation approaches.
- Recent assessment information is used to gain a better understanding of individual child/young person's learning level and to identify the barriers to their learning in the classroom.
- The engagement and motivation of their class groups are monitored, and appropriate interventions are planned that can be delivered through the curriculum.
- Children/young people are involved in the development and evaluation of learning support strategies in class.

Assess/ Review:

- Soundswrite assessments
- Rising Stars assessments
- Pearsons reading checks
- Ready, Steady, Spell
- Book bands
- Data levels
- PPM meetings termly

Suggestions specifically for writing will be in red	**1 point behind SCAFFOLDING & CATCH UP**	**2 points behind INTERVENTION & STRATEGY PLAN**	**3 points behind SEND SUPPORT** There is evidence that teachers have made reasonable adjustments to include and meet the needs of the pupil within the classroom. There is evidence that the leadership team are fulfilling their whole school responsibilities in relation to SEND.	**4+ points behind EXTERNAL SEND SUPPORT** If a child is increasingly decreasing at data shots with levels or is consistently not achieving PLP targets you will be moving to evidence for additional support past school.
Assess	-Evidence Me -Precision teaching grids -Early Morning work live marking -additional marking conferences Visual Stress Check -complete a cold writing mid-term to check for missing features that would make the difference to levels.	-Evidence Me -Precision teaching grids -Early Morning work live marking -additional marking conferences -BPVS check to be completed (receptive language) and results shared with Subject Leader to support planning. - Deb W – PhaB (phonological awareness). -York Assessment of Reading Comprehension (YARC) Salford Reading test Visual Stress Check	Please repeat the following standardised tests before PLP meetings to aid target setting: • PhAB/ Talc – Deb Wilshaw • BPVS – consider if a SALT referral for 'language' would be needed. • YARC • Salford Reading test • Eye checks and hearing checks to be completed • EPATT assessment (EP Literacy Approach) • Visual Stress Check • Nessy Screening • Locke and Beech assessment	Please repeat the following standardised tests before PLP meetings to aid target setting: • PhAB • Executive Functioning check • (Dyslexia) – Deb Wilshaw • BPVS • YARC • Salford Reading test • EPATT assessment (EP Literacy Approach) • Continue SALT if referred for language • SEND/ Inclusion Hub support –

		Nessy Screening Motor skills pre-intervention assessments Cool Kids/Motor Skills United	-SENDCo to assess writing positioning i.e. slope boards, pencil grips etc -Possible support from Anne Radcliffe for suggestions to support with difficulties identified. -assess letter formation following the CFLP Formation Assessment Pathway.	referral • Locke and Beech assessment • EP support • Consider the use of Anne Ratcliffe and Busy Bodies or Physical Development Support Agencies to check sitting posture/ gross motor skills.
Plan/ Do (This approach is a child-centred approach, please use your teacher judgement to unpick exact need. The steps listed are standard but please feel free to carry out anything specific to your child)	-Additional Reading opportunities -Additional language support/unpicking -GAPS grids support for LW & -Keep up interventions -Use of data to analyse misconception and specific misconceptions to aid accelerated progress (Phonics screener/LW) -Staff approach Core subject leads during drop in to discuss and support progress -Send specific learning pack home -add to daily reading into a group where possible Coloured overlay -assess cold write and plan interventions to close gaps identified.	-Additional Reading opportunities -Phonetically Plausible text used to support if necessary -Intervention planning clinic with subject leader - daily 1:1 reading -Increase phonic lessons/ fluency reading sessions Coloured overlay Nessy Intervention Cool Kids/Motor Skills united intervention (motor skills) Use of EP Literacy Approach resources • Dialogic Reading leaflet (326 KB) • Paired Reading leaflet (159 KB) • Reciprocal Teaching leaflet (182 KB) • Direct Instruction leaflet (162 KB) EPATT - TSP to be generated to aid specific scaffolding required	-Child added to the SEN register as SEN support - Attend SEND PPM to discuss main areas of concern -Start Assess Plan Do Review process- 6 weekly review as standard. -Ensure that the 'do' section of the PLP is very clear and details exactly the provision to aid progress - daily reading/ targeted reading support linked to PLP targets **Refer to outside agencies for support:** -Speech and Language -Deb Wilshaw – PhaB/ TALC testing -internally complete BPVS/ consider is phonic scheme is best suited (consider RCU/ SEND programmes) -EPATT -Refer to CFLP SEND Hub to discuss provision and evidence gathering if first cycle has limited impact on progress. -Consider the use of Colourful Semantic resources to support sentence structure -Refer to the child's assessment level writing ladder – composition to support progress points and next steps. Bespoke learning journeys	-Attend SEND PPM to discuss main areas of concern -Start Assess Plan Do Review process- 4 weekly review clinics to take place for these children to review progress and to adapt where needed. -Ensure that the 'do' section of the PLP is very clear and details exactly the provision to aid progress and external support. -Explore the use of Nessy to support reading skills -contact the SEND Helpdesk within your district to gain advice from LA -Refer into CFLP Send Hub for advice around specific reading need -Refer into SEND and Inclusion Hub for support where recommended at the CFLP Hub - ensure recommendations from agencies are implemented and reflected into PLP plans. -Begin to complete 'Red Questions' and refer to Graduated Responses Toolkit to guide next steps. - create a costed provision map that demonstrates full use of SEN notional budget (£6000) link this to the additional interventions and support work that is taking place for this child to show need for EHNA/ EAPDR.

		-writing clinics to focus on children 1 and 2 points behind. Subject leader and class teacher to create progress plans based on specific next steps.		-Ensure that work in writing books reflects the level of attainment on data. Ensure that the composition elements of their academic level year groups are used.
Review	-PPM termly - HoS -4 week stop and review – plan for next steps	-Subject leader made aware in order to monitor intervention progress and support writing of - targeted strategy plan -PPM termly - HoS	-6 weekly review with SENDco (SEND PPM) -Daily progress checks -Evidence Me parent share progress over time towards PLP target. -PLP meetings with parents – as targets are achieved.	-4 week clinic review with SENDco -Daily reading reviews -Testing progress -Book levels progress Progress on precision teaching grids -6 weekly SEND PPM meetings - review cost of provision to aid progress against notional budget (£6000) Consider EAPDR/EHCNA following advice from the CFLP SEND hub.
Responsibility	Class Teacher	Class Teacher Subject Leader	Classteacher SENDCo	Classteacher SENDCo
Communication	Send Letter 1 home along with Specific Learning Pack	Send Letter 2 home along with Specific Learning Pack	Send Letter 3 to invite parents in for a PLP meeting to discuss the plan for progress. Ensure a learning pack is ready to be sent home during the meetings to aid progress.	Parents will be invited in for meetings with external agencies if agreed to refer. Please ensure you liaise and gain permissions before committing. Parents invited to PLP reviews
Reading Now ARE	**1 Point DA / No progress**	**2 Point DA / No progress**	**3 Points DA / No progress**	**4 Points + DA / No progress**
Year groups	**Year groups**	**Year groups**	**Year groups**	**Year groups**
Y1				
Y2				
Y3				

Y4				

Writing Now ARE	1 Point DA / No progress	2 Point DA / No progress	3 Points DA / No progress	4 Points + DA / No progress
Year groups	Year groups	Year groups	Year groups	Year groups
Y1				
Y2				
Y3				
Y4				