

# Litchard Primary School

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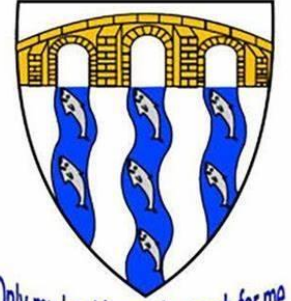


## ALN Graduated Response

What to do if you, or Parents, have a concern around children's progress or well-being.

# Graduated Response

Litchard Primary School



*Only my best is good enough for me*

Stage 1  
Universal Provision  
Effective whole school inclusion of pupils with ALN

Stage 2  
Start of the Graduated Response and ROC made.  
School Action including a revised OPP and monitoring.

Stage 3  
Specialist referral made for more complex students

Stage 4  
School IDP developed with input from specialist teams.

Stage 5  
LA IDP requested



# Stage 1

Minimise the need for additional intervention through:

- Effective whole-school, whole-class practice to meet wide range of needs and provide an effective foundation for all pupils including those accessing additional support.
- Effective whole-class assessment to inform classroom practice and aid early identification of need.

- Class teacher identification and differentiation.
- Areas identified and programmes put in place.
- Support from Literacy & Numeracy Co-ordinators in their whole school provisions.
- Liaison with home to share concerns and targets during parents evening.
- Move to Stage 2 if no progress after 2 terms.
- CLASS TEACHER TO BEGIN RECORD OF CONCERN (ROC)



Stage 1

Stage 2

Stage 3

Stage 4

Stage 5



# Stage 2



## ROC STARTED BY CLASS TEACHER.

- Individualised interventions offered with the schools universal provision and support for those with difficulties. Clearly identified within ROC to measure impact.
- Equivalent to old School Action, building on effective whole-school whole-class practice described in stage 1.

- Broken down into four areas:
- Literacy support
- Numeracy support
- Wellbeing support – All year groups. (Thrive / ELSA)
- EAL support.
- 6 week intervention, review and regroup.
- **One page profile** developed for the pupil in co-ordination with home & school.
- Moved to stage three if no progress is made after 2 terms.



# Stage 2 - OPP



## Litchard Primary One Page Profile

What makes me happy?

- 

Anchor icon

I might feel sad when....

- 

Name & Photo Here

Refresh icon

Things people like about me...

- |



Stage 1

Stage 2

Stage 3

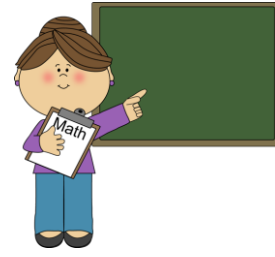
Stage 4

Stage 5





# Stage 3



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| <ul style="list-style-type: none"><li>• Concerns around lack of progress raised by class teacher and shared with ALNCO.</li><li>• ALNCO to review ROC and measure impact of interventions.</li><li>• ALNCO to undertake observations to suggest strategies and make decisions on sign-posting.</li></ul> | <ul style="list-style-type: none"><li>• Specialist referrals completed for specialist teacher input or EP advice. (CART / Cognition &amp; Learning)</li><li>• Ideally Stage 1 and 2 exhausted before this happens but can move to this in emergency situations.</li><li>• Targeted support and advice given.</li><li>• Strategies offered by EP / Specialist teams for all staff to follow.</li><li>• <u>Move to Stage 4 if no progress after a full term of support from EP/Specialist teacher.</u></li></ul> |
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# Stage 4



- **PCP review** is organised to determine whether a school maintained IDP is needed to support pupils additional learning provision (ALP) A decision is made around whether a pupil has ALN.
  - ALNCO issues official letter to parents outlining that their child requires ALP and therefore has ALN.
  - Overseen initially by ALNCO using RoC/OPP for information.
  - A coordinated and comprehensive response which will identify and recommend relevant support such as further assessment and input from different services.
- Creation of School maintained IDP by the adult that BEST knows the child – their Class Teacher.
  - Review processes outlined clearly in IDP which is dependant on pupils needs.
  - **IDP's should be reviewed AT LEAST once per year.**



# Stage 4 - IDP



**Llangynwyd Primary School**

Pupil Name: \_\_\_\_\_ – DOB: \_\_\_\_\_

## Individual Development Plan

Date: \_\_\_\_\_



1

### Section 1A: Basic biographical information about the child or young person<sup>1</sup> and contact details:

1A.1) Full name:	
1A.2) Likes to be known as:	
1A.3) Date of birth:	
1A.4) Gender:	
1A.5) Current education setting(s):	
1A.6) Home address and telephone number:	
1A.7) Name of parents <sup>2</sup> :	
1A.8) Email address (only where child/ parent/ young person is willing to receive notifications and documents electronically):	
1A.9) Parents' address(es) and telephone number(s) (if different) <sup>2</sup> :	
1A.10) Communication requirements and preferences:	
1A.11) For a young person, details of consent to IDP being prepared/ maintained:	
1A.12) Capacity issues:	

### Section 1B: Responsibility for the IDP

1B.1) Organisation responsible for maintaining the IDP:	
1B.2) Date before which the IDP must be reviewed:	
1B.3) Proposed review date:	



Stage 1

Stage 2

Stage 3

Stage 4

Stage 5



# Stage 5

<ul style="list-style-type: none"><li>• PCP review to determine whether a local authority IDP is needed to support pupils needs.</li><li>• Overseen initially by ALNCO using RoC/OPP/School based IDP/Relevant reports from specialist teachers for information.</li></ul>	<ul style="list-style-type: none"><li>• ALNCO refers to ALN Panel.</li><li>• <u>It is thought that children in receipt of a Statement of Special Educational Needs will eventually transfer over to a LA maintained IDP. This however is yet to be confirmed.</u></li></ul>
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