

## Levels of Intervention Wales Primary School 2017

Parents must be aware of their child's progress throughout the year. If you have any concerns about a child's learning, speak to SLT and discuss action. Parents must then be made aware and involved in any further action that needs to be taken.

### Identifying Vulnerable Children and Quality First Teaching and Differentiation

Is the task differentiated appropriately?

Can the success criteria be met with the use of resources or adult support?

Meet and discuss with SLT. Create an action plan

### Discussion with Parents

Keep parents in the loop about their child's learning. If you have any worries, speak to the parents and ask their views.

Speak to them about extra things they could do at home to help.

KEEP RECORDS OF DISCUSSIONS WITH PARENTS INCLUDING THE DATE AND ANY AGREED OUTCOMES / ACTIONS

### Focused Intervention on Provision Map (Notify SENDCo and Parents)

Is there a focused intervention that would be appropriate for the area of difficulty?

This could be 1:1 or within a small group

This could be a published programme or activities decided by the class teacher to address an area of difficulty (average length of 8-10 weeks)

KEEP RECORDS OF INTERVENTIONS IN INTERVENTION FOLDER WHETHER RESPONSIVE OR A SERIES OF SESSIONS

### Learning Support Services / External Agencies Referral (Notify parents)

Speak to SENDCo if there is a persistent difficulty. They will observe, offer advice and gather notes to support Learning Support referral (must have records and evidence of previous stages to support referral). Parents must give their consent for the referral to go ahead so it is vital that parents are informed.

When the referral is accepted, an advisor from Learning Support Services will come into school, observe and work with the child, offering advice, targets and recommendations. Children will be reviewed every term with parents present and their views shared.

Learning support services may suggest support from another external agency such as; speech and language therapy, autism communication team (ACT), educational psychologist. Visual impairment, hearing impairment, physiotherapist may be involved at a much earlier stage.

KEEP THOROUGH RECORDS OF EVIDENCE AND MEETINGS. IF CHILD IS REFERRED FOR AN EHCP, THESE WILL BE USED IN THE REFERRAL PROCESS.

### Education Health and Care Plan Referral (completed with parents)

A referral for an EHCP will often be suggested by Learning Support Services and other external agencies. They are used to support children with complex learning needs and difficulties.

They must be supported by thorough evidence from the previous stages and the views of parents.

The SEND panel (independent from school) will decide the outcome of a referral based on the evidence provided.

If an EHCP is accepted, it will be put together by all agencies involved, parents and the views of the child. It will be reviewed regularly.