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# Notice, Check , Try

Hazel Wood High School

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# Notice, Check, Try



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At HWHS we over communicate with our staff about any additional needs

- Staff are provided with a Profile of Need per term and a Pupil Profile pack, these are also available on SharePoint and we have recently moved to Provision Map
- Students with EHC have their targets stuck into the back of their books with ways their teacher can support them within the classroom
- Staff are encouraged to upload any concerns they have regarding a student using a MS forms document, this is then triage by the curriculum support term. This document asks what Tier 1 strategies have been put in place for
- When three referrals have been received this triggers the GAP and we start to investigate for any unmet need.
- We complete the following testing; NGRT, NGST, Dyslexia and Dyscalculia screeners, and Motional. We complete these alongside observations and this will then move through the GAP.

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# Reasonable Adjustment



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We are currently working on a whole school approach to reasonable adjustment based on the four areas of need.

There will be four generic strategies that staff are able to use with students who have additional needs as well as their Pupil Profile Strategies.

This will equip teachers with further strategies to use within the classroom.



# Graduated Approach Reference Document



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Stage 1				
<b>A student starts on the GAP when:</b> - They have received 30 or more P Points - Parents / PYL raise a <u>concern</u> - There are three or more inclusion referrals				
<p>Student will remain on Stage 1 for 6-8 weeks (No longer than one half term)</p> <p>Review must take place before moving to Stage 2</p>	Actions	Interventions: PYL/EWO	Interventions: Curriculum Support Team	Referrals
	Tracking through MIS / Class Charts (Attendance, Achievement Behaviour)	Parental phone call		School nurse referral
	Check NGRT and NGST <u>scores</u> Check classes are <u>appropriate</u> Check current Whole School interventions in place	Lesson Observations – Hotspots – PYL On Call lesson drop ins	Curriculum Support Team observations in lessons	Inclusion Referral
	Home School Agreement	Attendance interventions	Discussion with SENCO	Mental Health Referral
	Initial meeting with student Weekly check ins	Social time or after school reflections	Sensory / Physical needs assessment	Exploration of the GAT to identify any advice that is relevant
	Timetable Check, cross referenced with <u>RAG</u> Specific lesson behaviours QFT in each lesson	RAG rating of timetable Change of seating plan	Toilet Pass	Exploration of the Thrive Padlet to identify any advice that is relevant
	Checking of CPOMS / Discussion with safeguarding team	Pastoral drop-in sessions	SEN Base Pass	Signpost parent/carers and/ or students to Self-referral (CAMHS, Kooth)
	Signposting to Thrive Padlets	PYL Report Positive report	CST Report Positive Report	Parent signposted to GP for referral
	Signposting to and sharing of HWHS Support Sheets	Round robins: Teaching staff		MASH referral
	Communication to staff through Whole Staff Briefing	Peer mentor / Adult mentor KS4	CST Mentor	