

Notice – Check - Try

Early Identification of Need

WHAT DOES THIS LOOK LIKE IN MY SCHOOLS?

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MAKE CHRIST *known*;
MAKING LIVES *better*



ST TERESA
of **CALCUTTA**
Catholic Academy Trust

Why?

- Born from a need - SENCO / Staff frustrations
- Staff - coming straight to SENCO with early concerns for me to 'fix'
- SENCO trying to gather patchy unclear information about pupils, make suggestions and track how adaptations were working
- Need for class teachers to have ownership and to understand the use of the Graduated Approach
- Need to strengthen evidence base of early concerns which progressed in to being Special Educational Needs
- SENCO network meeting introduced the phrase 'Notice – Check - Try' – epiphany!

What?

- Template introduced to record (electronically)
- Training for staff. Expectations and justification made clear.
- SLT approval.
- Formalised the process – written in to the SEND Policy (pre-graduated approach)
- Process referred to in the SEND Information Report
- Discussed regularly with staff



What?



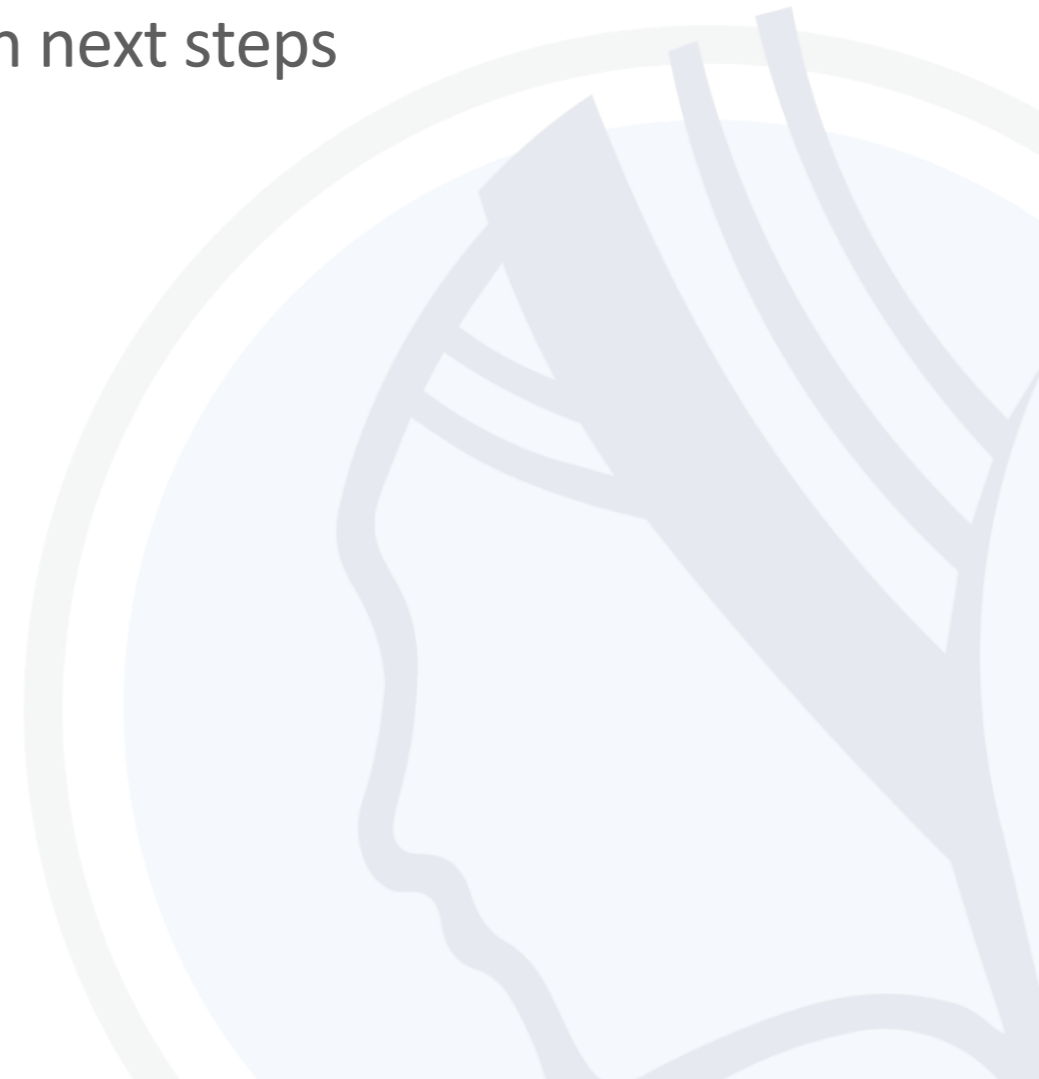
Notice Check Try.

Pupil: _____

Notice E.g. noticing if a child is withdrawn, <u>presentation has changed</u> , absent, not making progress, 'acting out' more than <u>usual</u> , speech difficulties etc.		Check E.g. checking what is going on for the child by asking them, talking to parents, asking colleagues to monitor and sharing opinions etc.	Try E.g. taking 2 mins every day to check in with a child 1:1, keeping an eye on the situation, moving seating, asking parents/carers to get hearing/sight checked etc.	Review E.g. What has the impact been?	
Date				Date	

How?

- Used by Class Teachers for no more than 2 terms.
- If the concerns remain after checks and reasonable adjustments have been made, staff contact SENCO with their completed Notice Check and Try log and any evidence
- SENCO reviews the evidence and we plan next steps



How does this look?

Pupil: ANONYMISED

Notice E.g. noticing if a child is withdrawn, <u>presentation</u> has changed, absent, not making progress, 'acting out' more than usual etc.		Check E.g. checking what is going on for the child by asking them, talking to parents, asking colleagues to <u>monitor</u> and sharing opinions etc.	Try E.g. taking 2 mins every day to check in with a child 1:1, keeping an eye on the situation, moving seating, asking parents/carers to get hearing/sight checked etc.	Review E.g. What has the impact been?	
Aut Term 2023	X has limited attention in adult led tasks.	Monitor attention in <u>child initiated</u> learning.	X to sit on front row during carpet sessions to ensure adult can support attention and focus.	Dec 2023	Sitting on front row helps, X needs reminding to face the <u>front</u> but this is now rarely.
Spring 2024	X does not retain GPC/HFW from session to session, day to day.	Does X recognise GPC with picture clue? Is it the symbol he is struggling with?	Support X to know the rhymes of Pp2 GPC to support letter recognition.	End of Spring 2024	X knows the <u>rhymes</u> and this does helps. He will sometimes say 'nice noodles' and then need a prompt to say what sound does that make.
Spring 2024	X needs time to process what has been said. If you give him an instruction/direction or task, he will look at you as if processing what has been said.	X's understanding-X does understand what is being asked and can understand and follow instructions/directions.	Allow X time to process what has been asked of him. Ensure you keep quiet as he thinks.	End of Spring 2024	Giving X time to process what has been said helps. X will sometimes repeat what has been said to him and will then give his answer. Continue to monitor.
Spring 2024	X struggles with reading and writing/literacy.	Phonic knowledge and CEW See Phonic assessment.	I read, we read, you read approach	End of Spring 2024	This has helped. X is becoming more confident with his reading.

Impact?

- Early evidence documented – evidence base built to inform next steps
- Supported more professional conversations
- Supported Class Teachers in using a scaled down version of the Graduated Approach

Difficulties?

- * Not all staff see the value & feel it is additional paperwork – initially
- * Takes time to embed and become part of typical practice
- * Used mainly by EYFS staff & LKS1

Next Steps:

- * Look at good examples and share between schools & staff.

Thank you
&
Questions?

