



Quality First Inclusive Teaching

Teachers understand student's *AAA learner profile and differentiate/ personalise accordingly.

*Refer to ISP/IEP for further info re students with AEN/SEND

Teacher concern from observation or data

In the event that a student joins school with pre-identified SEND, responses will be graduated based upon the level of need.

Needs met

- CT/Specialists adds notes to ISAMS (ongoing).
 - CT to make parents aware of initial concern.
 - CT/Specialist to seek advice for possible further differentiation/adaptations/possible intervention (YGL/DH/Oasis/Counsellor)
- MONITOR IMPACT FOR PROGRESS*** (approx. 6-8 weeks)
- *Consider success criteria *Review progress with parents

Needs not met

Needs met

- 1) CT to complete 'Initial Concerns Checklist' (EYFS/KS1 or KS2)
- 2) Oasis Link teacher to complete observation (may incl specialists)
- 3) Parents/YGL/DH (& counsellor as appropriate) made aware of concerns
- 4) CT to meet Oasis Link to discuss next steps. May include;

- *Sharing of info/further checklists (Early Intervention)
- *Individual Strategy Plan (KS1 or KS2)
- *Oasis internal screener battery & report (parent permission)
- *Group/1:1 intervention (diary labels)
- *Referral to external agency (report held confidentially - summary shared with CT)

In the event that there is significant concern about learning needs/progress, a student can be 'fast tracked'.

AEN / SEND Register

AEN (Student with significant needs)- Continue to monitor and track using Provision Map Plan + ISP

Internal identification + monitoring

External identification + monitoring*

SEND - Oasis Link & CT to meet parents to review evidence; Discuss recommendations (if external report) and implications of formally identified needs. **Personal targets generated** (Provision Map IEP).

For **yellow & red only** - Parents sign agreement for addition to SEND register under appr category);

Internal identification + provision

External identification + provision*

Student is part of target generation & review (evidence of personal success added to Seesaw and Pupil Progress Portfolio)

CT, Oasis (& external agencies as appropriate) meet termly with parents to discuss/review targets.

1:1 LSA

CT, Oasis, YGL & DH discuss suitability of 1:1 LSA (P/T or F/T) provision.

Evidence for 1:1 may include:

- CT monitoring records/ISAMs/planning
- External agency reports
- AAA data
- Case history from parents
- Initial Concern forms/observation records

Parent meeting to confirm provision arrangements & costings. MOU completed by Oasis & DH - signed by parents, Head of Oasis, class teacher & LSA



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