**‘Notice Check Try’**

**Early Identification (Notice)**

Noticing is the first step

Is the job of classroom practitioners

Is about viewing a CYP’s presentation, be it withdrawn or extreme, as a form of communication

Noticing, for example, if a CYP is withdrawn, if a CYP is absent a lot, especially during Covid

**Early Intervention** (**Check** and **Try**)

Is the job of classroom practitioners

Is about **checking** what is going on for that CYP by asking the CYP themselves, asking parents/family, asking colleagues

**Check** is about deciding from all of the information gathered what you might do e.g. actively listening to the CYP’s views, not dismissing what they say, reasonably acting on what they say

**Try** does not need to be a mammoth task:

* Taking 2 mins to check in every day or arranging for someone else to do this
* Asking others to similarly **notice** and let you know what they think
* Keeping an eye on the situation

Needs persistence and monitoring to see if concerns can be resolved quickly and easily:

* Trying different approaches
* Continuing to keep an eye on the situation
* Involving others close to that CYP
* Keeping families informed and involved; building a trusting relationship

**This would constitute up to the first 2 terms of the period of concern with a flexible approach according to the level of need**

At this stage, there is no need for CYP to be considered as having special educational needs

**This is pre-graduated approach**

CYP are not at SEN Support

At every stage of **Notice Check Try** schools should look across all agencies for support in identifying the underlying need

* Education concerns (i.e. concerns in respect of learning) should be raised at pupil progress meetings or discussed by calling the EPS, ANT or Inclusion helplines
* Social Care concerns should be raised at Team Around the School (TAS) meetings or by contacting an Early Help Social Worker from the Locality Team
* Health concerns should be discussed with the school nurse at drop-in sessions or via the Healthy Young Minds duty line
* Schools should have comprehensive recording systems in place for **Notice Check Try** so that should CYP enter the graduated approach, there is sufficient information to help Sencos decide if the CYP has a special educational need which requires special educational provision to be put in place

**The graduated approach**

If concerns cannot be resolved after time (around 1-2 terms depending on the severity of the concern), and then the Senco should become involved

If you’re sure this is a Special Educational Need, the CYP can be entered on the SEN list

Special Educational Provision (SEP) will need to be put into place – this is the definition of SEN Support in the CoP

***Consider***

Is there sufficient assessment information to identify the type of need and allocate an SCDC?

How the underlying need which is causing the concern will be addressed

This is not just about supervising behaviour (although this sometimes is also required to reduce risks) but is about how adults are providing or delivering SEP

Going straight to needing 1-1 adult support may be a sign that EI/EI has not been thorough

This is the start of your first APDR cycle

***Initial cycles*** might be kept quite short so that monitoring (review) is frequent

As cycles run over time, by each review stage, more should be understood about the underlying need, regardless of whether the SEP has been ‘successful’ or not

Continuing cycles might:

* Completely address the need over time, in which case CYP leave the graduated approach

OR

* A balance of SEP which is securing progress in the area of need is found and the pupil need is met; SEP is then sustained to continue to meet need

OR

* After several cycles, need might continue to cause concern

Schools may begin to feel that they have tried everything available within school and may want to engage other advice and support to help them to plan further cycles:

* Discussing ideas with colleagues at Senco network meetings
* Contacting other Sencos through the group emails
* Requesting the involvement of Inclusion services or other independent services
* Discussing cases at Inclusion Partnership Panels or secondary school-based drop-ins
* Secondary hubs can be approached for further assessment

**This would constitute up to a further two terms of the concern period**

Should a point of balance still not be found, schools will easily be able to evidence that all of the above steps have been taken

The point at which schools have exhausted the extent of delegated funding, an application for top up funding (SEN Support Plus) can be made to support school to plan further cycles of assess, plan, do, review.