

## Appendix 4 - Triggers for School Action and School Action Plus

The Code of Practice recommends that, to help match special educational provision to children's needs, schools should adopt a graduated approach towards independent learning through **School Action** and **School Action Plus**. The Code envisages that many difficulties children encounter will be resolved by School Action.

### School Action (SA)

The trigger for school action can be a concern expressed by a class teacher or other, backed up by *evidence* that, despite having appropriate differentiated learning opportunities, **over a period of at least 2 school terms**, a pupil .....

- 'makes little or no progress, even when teaching approaches are targeted, particularly in a child's identified area of weakness;
- shows signs of difficulty in developing literacy or mathematics skills, which result in poor attainment in some curriculum areas;
- presents persistent emotional or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the school;
- has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment;
- has communication and/or interaction difficulties, and continues to make little or no progress, despite the provision of a differentiated curriculum.' (SEN Code of Practice – Ch 5:44)
- Pupils may fast track to School Action in exceptional circumstances eg. on arrival from out of county, after experiencing trauma or in challenging circumstances.

Good quality School Action Provision is NOT
<ul style="list-style-type: none"><li>• An IEP without relevant and appropriate Social, Emotional and Behavioural targets.</li><li>• A record of critical incidents without reference to context or consequences</li><li>• An absence of planned sustained proactive positive strategies designed to build on strengths and address deficiencies in Social, Emotional and Behavioural skills.</li></ul>



### School Action Plus (SA+)

For those children whose progress continues to cause concern, despite provision at School Action, consistently applied, supported by an appropriate IEP then further action, involving *specialist support services*, will be required as School Action Plus. The following are the suggested triggers where the child....

- 'continues to make little or no progress in specific areas over a longer period, **ie at least 4 terms** whilst benefiting from the focussed support described in the IEP's for at least 2 terms;

- continues working at National Curriculum levels substantially below that expected of children of a similar age;
- continues to have difficulty in developing literacy and mathematics skills;
- has emotional or behavioural difficulties, which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme;
- has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service;
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning' (SEN Code of Practice – Ch 5:56)

<b>Good School Action Plus provision is NOT</b>
<ul style="list-style-type: none"> <li>• A one off visit from an external specialist</li> <li>• An unbalanced negatively biased IEP or PSP</li> <li>• A record of critical incidents</li> <li>• A behaviour modification plan in the absence of evidence of sustained input over time</li> <li>• An IEP or PSP form completed but not implemented</li> <li>• Simply being “on report”</li> </ul>