

SEND IDENTIFICATION AND PROVISION PATHWAY

Graduated Response: Assess, Plan, Do, Review

START:
Potential area of need is identified by teacher, TA, parent or outside agency.

Discuss concern with Parents/Carers at Parent/Carer meetings or informally.

Area of need identified using **Universal and SEN Support – Graduated Approach**

- Communication and Interaction
- Cognition and Learning
- Social Emotional Mental Health
- Sensory and Physical Health

Adjustments are made to in-class provision.
Add pupil to any relevant, pre-existing interventions run by the teacher/TA.
Add pupil to class Provision Map if academic progress is a concern.

Is the child making progress?
* If yes, remain in this stage.

Child's progress is monitored by class teacher/TA over one half term.

SENDCO monitors interventions and conducts Pupil voice.

Quality First Teaching

Stage One: SENDCO Involvement

Teacher/TA complete SEND Concern Form and hand/send to SENDCO.
Discuss concern with parents/carers again, making it clear that you will speak to the SENDCO.

SENDCO considers next steps having received completed Concern Form from teacher/TA. SENDCO completes 'Actions' on Concern Form.

Choose one or more of the following next steps

- 1
- 2
- 3

SENDCO makes suggestions: Further modification to teaching resources/ interventions including QFT modifications..

SENCO completes observation on child and gives feedback to teacher/TA /Parents/Carers.

Referral to external agency may be submitted in some cases.

Following advice, teacher/TA implements new strategies/ support. Progress is monitored closely.

Which strategies are working? Can additional strategies be tried?

Is the child making progress?
* If yes, remain in this stage.

No

When a pupil with SEND has significant needs that require even greater support, information is gathered and an application is made for an Education & Health Care Plan (EHCP). There is no guarantee that an EHCP will be granted. Parents are involved in the application process.

If, after assessment, the Local Authority decides to award further appropriate provision, this will be arranged and put into place. This provision will then be reviewed annually with parents, outside agencies and the Local Authority.

Class teacher and SENDCO to work together to ensure targets are being worked towards throughout the year through adjustments to in class provision and if needed, individualised planning whilst allowing child to access all aspects of the curriculum.

Stage Three: EHCP

Continue to assess progress and collect evidence.

Support is requested from outside agencies for advice and assessment. Parents are asked for consent to proceed and informed of outcome.

Meeting between SENDCO, Class Teacher and Parents/Carers to discuss current provision, progress and next steps.

Parents informed of further concerns.

Stage Two: SEND Register

The pupil may be added to the SEND Register.

A plan of action will be agreed by SENDCO, parents and class teacher. This may include a Support Plan being written for some specific pupils. (The Support Plan should have three or four SMART targets – Specific, Measurable, Achievable, Realistic, Time-bound).

Some children given Support Plan. and child has regular opportunities to work on personal targets. Evidence of meetings is documented on Arbor.

Key stake holders review progress towards Support Plan targets three times a year. When appropriate (e.g. following external advice or accelerated progress), targets may be reviewed more frequently by class team.

The parents are informed that their child has been added to the SEND Register.

Class teacher meets with Parents/Carers at the three review points to discuss progress.

Support is requested from outside agencies for advice and assessment. Parents are asked for consent to proceed and informed of outcome.

Is the child making progress?
* If yes, remain in this stage.

No