

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.

Period of evidence gathering: observations, behaviour logs, insight data etc

- General area of need identified:
- Communication and Interaction
 - Cognition and Learning
 - Social Emotional Mental Health
 - Sensory and Physical Health

Discuss concerns with parents/carers

Adjustments are made to in-class provision.
Start toolkits for pupils if academic progress is a concern.

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

Consistency of provision and child's progress is monitored by class teacher/TA over a minimum of one half term.

Quality First Teaching

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

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

Stage One: SENCO Involvement

1 SENCO makes suggestions: Further modification to teaching resources/interventions (within 2 weeks)

2 SENCO completes observation on child and gives feedback to teacher/TA /Parents/Carers (within 2 weeks)

3 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.

A Pupil Profile is written for the pupil. The Plan should have three or four SMART targets – Specific, Measurable, Achievable, Realistic, Time-bound. It also captures important information including strengths, interests and support needed. This document is easily accessible within the classroom (class file) and the teacher should share it with adults who might encounter the child (e.g. teaching assistants, supply teachers).

Stage Two: SEND Register

The pupil is added to the SEND Register.

The child has regular opportunities to work on personal targets.

The parents are informed that their child has been added to the SEND Register and will have a Pupil Profile.

Class teacher reviews progress towards Pupil Profile targets three times a year. When appropriate (e.g. following external advice or accelerated progress), targets may be reviewed more frequently.
NB: A TA may be asked to assess progress at each review point, but all children within a class are the teacher's responsibility.

Class teacher meets with Parents/Carers at the three review points to discuss progress towards targets and to share new targets.
NB: Parents must agree targets and Pupil Profile.
Parent voice is important - Do they have anything they would like to be added?

Continue to assess progress and collect evidence.

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

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

Parents informed of further concerns.

Stage Three: SEN Support Provision Plan/EHCP

Where a pupil requires a degree of additional support, which requires funding, school can apply for a SEN Support Provision Plan from the local authority.

When a pupil with SEND has significant needs that require even greater support, often involving a change of placement, 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. All stakeholders 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.

** If a child is making appropriate progress they will remain at a stage, until the class teacher and SENCO decide, in discussion with the parents, that support can be reduced and the child is moved back to a previous stage.*

Key:

- Teacher
- SENCO
- Teacher & SENCO

Choose one of the following next steps

No

No

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

No