SEND Identification and Provision Pathway

Graduated Response: Assess, Plan, Do, Review

Stage 1: Quality First Teaching

Start
Potential area of need is identified by Teacher, TA or Parent.

Discuss concerns with Parents/Carers.

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

- Cognition & Learning
- Communication & Interaction
- Social, Emotional & Mental Health
- Sensory &/or Physical

Adjustments made to in class provision.

Add pupil to relevant pre-existing interventions.

Add pupil to the **Class Provision Map.**

Progress is monitored by Class Teacher (with support from TA) over one term (approx. 6 weeks).

Is the child making progress?

*If yes, stay on this stage.

No

Teacher/TA completes SEND concern form and emails/hands to SENDCo. Parent can also complete a parental concern form.

Class Teacher to discuss concerns with parent/carers again, making it clear they are signposting to the SENDCo.

SENDCo considers next steps having received completed SEND concern form.

SENDCo completes 'actions' on the form, these could include a selection of options from A, B, C outlined in following step.

Stage 2: SENDCo Involvement

A) SENDCo makes suggestions: Further modification to teaching / interventions.

B) SENDCo completes observation on child and gives feedback to Teachers / TA/ Parents / Carers.

C) Referral to external agency may be submitted in some cases.

Following advice teacher/TA implements new strategies/support. **Progress continues to be monitored on Class Provision Map termly.**

Which strategies are working?
Can additional strategies be tried?

Is the child making progress?

*If yes, stay on this stage.

No

Stage 3: SEND Support

A **Personal Provision Plan (or support plan)** is created for the child, capturing important information including strengths, interests and support needed. It should have **three or four personalised SMART targets** – Specific, measurable, realistic, time bound.

This document should be accessible within the classroom and shared with adults who might encounter the child (e.g. supply teachers).

The pupil is **added to SEND Register.** Parents are formally notified of this. Consider further external referrals.

Class Teacher meets with Parents/Carers to **review progress, provision and co-produce new SMART Targets at least three times a year**. (Targets/provision can be reviewed more frequently according to need and external advice).

NB: Parent/Carer voice is important – please do make suggestions. Your views will be documented at the bottom of the Plan each meeting.

SENDCo/SLT monitors to ensure adequate APDR (graduated approach) is maintained.

Is the child making progress?

*If yes, stay on this stage.

No

Parent informed of further concerns.

Meeting between SENDCo, Class Teacher and Parents/Cares to discuss progress and next steps.

Request further support from outside agencies for advice and assessment. Parents are informed of outcome.

Continue to assess progress and collect evidence.

Stage 4: EHCP

When a pupil with SEND has significant needs that require 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 fully involved in the application process.

If, after assessment, the Local Authority decides to issue an EHCP, the **specified provision will be arranged** and put into place. This **provision will be reviewed annually** with parents, outside agencies and the Local Authority.

Key:

Teacher

SENDCo

Teacher & SENDCo

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