






SEND Procedures Chart

Teachers deliver Quality First Teaching to ALL children ensuring that they have access to a broad and balanced curriculum. When assessing teacher may notice gaps in a child's learning and to support this will plan differentiated work, adapt or change teaching strategies and collect assessment evidence e.g. phonics assessment.
(The Graduated Approach - ASSESS, PLAN, DO, REVIEW.)

The teacher will have discussion with parents to say that they are closely monitoring their child's progress.

MONITORING	STEP 1 	<p>Additional Need identified within the classroom context. <i>Teacher completes Area of Need Form from SENCO</i></p> <p style="text-align: center;">REVIEW DATE SET</p>	<p>Additional Need identified within SEND Discussion Meeting <i>Teacher completes Area of Need Form from SENCO</i></p> <p style="text-align: center;">REVIEW DATE SET</p>	<p>Additional Need identified with Pupil Progress Meetings <i>Concerns recorded on Pupil Progress paper work and Teacher completes Area of Need Form from SENCO</i></p> <p style="text-align: center;">REVIEW DATE SET</p>	<p>Additional Need Identified from Data Analysis <i>Information discussed with Teacher and fed into provision mapping</i></p> <p style="text-align: center;"></p>	
	STEP 2 	<p style="text-align: center;">Following STEP 1 Review: Is further intervention required?</p> <p>YES - Teacher to talk to parents saying that their child is going to be receiving additional support via an intervention group (Move to STEP 3 or STEP 4). The child is recorded on the SEN register as SEN SUPPORT. Teacher will give parents the school guide to SEND and ask them to sign the slip that records that they have been informed.</p> <p>NO - Teacher to talk to parents and celebrate successes</p>				<p style="text-align: center;">Provision mapping by SENCO and SLT to address identified needs.</p>
SEN SUPPORT	STEP 3 	<p>Additional strategies are considered within Quality First Teaching and Learning using the Intervention Grid. What is happening for the child within the classroom to support learning, behavior and/or progress? What else can we try? Who within school can support further? Intervention, Additional support from TA's, small group teaching and precision teaching. Consider additional strategies on Intervention Grid and highlight and date. Intervention identified on provision map following Pupil Progress and SENCO meetings. If little progress is made following these additional strategies /interventions then move to STEP 4.</p>				<p style="text-align: center;">What additional resources may be needed to accelerate progress of all SEND groups</p>
	STEP 4 	<p>My Support Plan is written - to give specific targets and details the provision. (This is reviewed on a Termly basis) Consider referrals to outside agencies e.g. Educational Psychologist, SALT, Physiotherapy / Occupational Therapy, Early Years SEN, SLCN, Vi, HI, Physical, CAMHS, ChEWS or PPRS. Further in-school assessments may be carried out e.g. BPVS III, Dyslexia Screener etc. Individual File is started for the child - contains My Support Plan, referrals, reports, assessments and medical info etc. Progress is monitored at pupil Progress and SENCO meetings. If little progress is made following these additional strategies /interventions then move to STEP 5.</p>				
EHCP	STEP 5	<p>If it is believed that a child has a learning difficulty or disability that is severe, complex and potentially life-long and progress is not being made despite the additional support a request for Statutory Assessment will be made. If successful an EHCP will be issued if not school will maintain SEN SUPPORT.</p>				

