

Forest Edge Learning Federation

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.

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 – update INSIGHT Assessment Tracking – share additions with SENDCo

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

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

Quality First Teaching

Stage One: SENDCo Involvement

Teacher/TA discuss concerns with SENDCo and support in place.
Discuss concern with parents/carers again, making it clear that you will speak to the SENDCo.

SENDCo and class teacher discuss identified needs at termly SEND Progress meetings – decide on specific course of action

Choose one of the following next steps

1

SENDCo makes suggestions: Further modification to teaching resources/ interventions.
Screening tools may be used to identify areas of strengths and development.

2

SENDCo observes child if required and gives feedback to class teacher and parents.

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.

Stage Two: SEND Register and Support Plan

A Support Plan is written for the pupil. The Support Plan should have two SMART targets – Specific, Measurable, Achievable, Realistic, Time-bound., for each term.
Child views and specific classroom provision to support the child are added to a support plan, capturing important information including strengths, interests and support needed. This document is easily accessible within the classroom and shared with adults who might encounter the child (e.g. supply teachers).

The pupil is added to the SEND Register.

SENDCo reviews Support Plans once a term.

The child has regular opportunities to work on personal targets. Evidence through intervention logs, work produced and assessment tools.

SENDCo and class teacher meet with parents to discuss their child being added to the SEND Register and that the child will have a Support Plan.

Class teacher reviews 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.
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 sign Support Plans. 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 SENDCo, Class Teacher and Parents/Carers to discuss current provision, progress and next steps.

Parents informed of further concerns.

Stage Three: EHCP

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.

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

Key:

- Teacher (Blue box)
- SENDCo (Yellow box)
- Teacher & SENDCo (Green box)

No

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