

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

Discuss concern with Parents/Carers and SENCO

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 and Teacher, supported by SENCO.  
Add pupil to any relevant, pre-existing interventions run by the teacher/TA.  
Add pupil to watch list / write a CPOMS note and send a letter home to confirm that an intervention is taking place.

# SEND IDENTIFICATION AND PROVISION PATHWAY

## Graduated Response: Assess, Plan, Do, Review

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

Child's progress is monitored by class teacher/TA over one half term and discussed with SENCO

Teacher/TA and SENCO meet to agree next steps.  
Discuss concern with parents/carers. Ensuring to get the parents and child voice.

SENCO completes notes on CPOMS and next steps is agreed.

- 1
- 2
- 3

SENCO makes suggestions: Further modification to teaching resources/ interventions.

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?

Choose one of the following next steps

**Quality First Teaching**

**Stage One:**

**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.

*\* 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.*

**Stage Three: EHCP**

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 Two: SEND Register and Support Plan**

The pupil is added to the SEND Register, a note is placed on CPOMS and a letter is sent home to confirm.  
Regular check in meetings are held with children and notes placed on CPOMS.

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.

An IPM is written for the pupil. The Support Plan should have three SMART targets – Specific, Measurable, Achievable, Realistic, Time-bound. A One Page Profile is created for the child, 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). A meeting is held with parents to capture child and parents voice.

The child has regular opportunities to work on personal targets.

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 and child's voice is important - Do they have anything they would like to be added?

**Key:**

- Teacher
- SENCO
- Teacher & SENCO

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

No