Fleet Infant School
SEND IDENTIFICATION AND PROVISION PATHWAY
Graduated Response: Assess, Plan, Do, Review

START:
Potential area of need is identified by teacher, TA, parent, previous school/keyworker, outside agency or outcome of screening test.

Class teacher to discuss concern with Parents/Carers.

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

Universal strategies used. Adjustments are made to in -class provision.
Add pupil to any relevant, pre -existing interventions run by the teacher/TA .

High Quality Inclusive Teaching

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

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

No

Teacher/TA to fill out the 'Teacher referral form'. Class teacher to discuss concern with parents/carers again, making it clear that you will speak to the SENDCo.

Stage One:
SENDCo monitoring

Discuss concerns with SENDCo and support in place.
SENDCo and class teacher discuss identified needs – decide on specific course of action.
Class teacher to inform parents/carers of outcome.
SENDCo to send a letter home to parents informing that they are receiving SENDCo monitoring.

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.

GRADUATED APPROACH : Assess - Plan - Do- Review
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.

NO

Stage Two:
SEND Register and SEND Support

The pupil is added to the SEND Register.

- All about me to be completed by the child with support of the class teacher.
- Individual Education Plan (IEP) completed by teacher and SENDCO. Child views and specific classroom provision to support the child are added, 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.
- Pupils will have at least two SMART (Specific, Measurable, Achievable, Realistic, Time-bound) targets for each term.

SENDCo and class teacher reviews the IEP at least once a term.

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

SENDCO contacts parents/carers to discuss their child being added to the SEND Register. Parents/Carers receive a letter and sign to acknowledge that they understand their child has been added to the SEND register.

Class teacher reviews progress towards IEP 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.

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

No

Parents informed of further concerns .

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

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

Continue to assess progress and collect evidence .

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.

A mid-annual review and an annual review will take place to discuss outcomes and provision.

**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
- SENDCo
- Teacher & SENDCo

Adapted from Fryern Infant and Junior School Federation