

AREA OF NEED OBSERVED IN CHILD BY STAFF MEMBER OR PARENT.

Stage 1:

Class teacher is responsible for informing the SENCo so they are aware. The class teacher uses strategies from 'Ordinarily Available' in the first instance. Parents to also try strategies at home.

The support in place is enabling the child to make progress. Continue with provision.

Stage 2:

There are still concerns even after using strategies. Parents are informed of identified barriers to the child's learning. Class teacher completes a 'Pupil Referral Form' and gives to SENCo, outlining:

- What support has already been put in place.
- When meetings have taken place with parents.

SENCo to have a learning conversation with class teacher (10 minutes)

Monitoring:

Class teacher continues to monitor (whilst trying strategies). SENCo will agree actions from learning conversations such as pupil observation or book look.

The support in place is enabling the child to make progress. Meeting with class teacher and parents- 'Learning Guide' implemented.

Stage 3:

The child is still struggling. Meeting with the SENCo, parents and class teacher. The

Child is put on the SEND register and a One Plan is put in place. The child is given a maximum of three targets, reflecting support that is additional to and different from what is Ordinarily Available. One Plans will be reviewed 3 times a year through a cycle of assess, plan, do review. This is usually termly.

The support in place is enabling the child to make progress. The child stays in the One Planning cycle.

Stage 4:

After 3 cycles of One Planning, it may be that the child requires further support from what has been provided at Stages 1 to 3. With parents consent, an Education Health Care Needs Assessment (EHCNA) request might be made to the Local Authority detailing the provision that is in place and actions taken. An EHCNA may (but does not always) result in an Education Health and Care plan (EHCP). When it does not, the information gathered can be used to further inform SEND support in school.

They may be monitored through a Learning Guide to track that strategies are used and progress with learning is maintained. If the child is on track and there are no further actions/concerns, they are removed from the SEND register.