

Initial concerns

Concerns about a pupil are raised

Check

- Quality First Teaching is in place and the teacher has tried different strategies to meet the pupil's needs.
- Refer to the 'five a day' poster.

Gather (Assess)

• Further information about the whole child is gathered: information from previous schools, discussion with parents, discussion with other staff/agencies (consider CAF (Common Assessment Framework) / One Page Profile). This inital assessment will be recorded in our assessment sheet and on the SEN diary and chronology.

Intervention(Pl an/Do) • Intervention for the pupil's needs is planned; staffing, frequency, timing, costs, expected outcomes, entry/exit assessments to measure impact. This will be recorded on a whole school provision map, and where appropriate an individual provision map. Class teachers will draw up Targeted Learning Plans. These will be working documents. Parents will be given these plans half termly and asked to comment.

Review (Assess)

- Consider placing pupil on the school SEND / AEN (Additional Educational Needs) register.
- Referal(s) are sent to specialist for further assessment/support.
- Parents will be invited in to discuss next steps and asked for permission for outside agencies to work with their children.

(Plan/Do)

- · Advice, strategies and support provided by specialist are implemented.
- Record using a targeted learning plan (TLP)

Review-SENDO • Contact SENDO (Special Educational Needs & Disability Officer) to discuss the pupil.

Statutory Assessment is requested • Statutory Assessment is requested – Quality First Teaching and strategies/advice from specialist support continue.

Statutory

·Statutory responsibilities are adhered to.

