Key:
- Teacher
- SENCO
- Teacher & SENCO

SEND Pathway - The Graduated Approach for pupils who need an additional/different approach to their learning.

Quality First Teaching

Potential area of need is identified by teacher, TA, parent or outside agency who will start to collate evidence of issues and what they have tried to support this (see below).

Discuss concern with Parents/Carers.

Adjustments are made to in-class provision such as word banks, work stations, visual aids, fidget toys, knowledge organisers, change in resources etc.

Add pupil to any relevant, pre-existing interventions run by the teacher/TA.

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

Is the child making progress?
* If yes, remain in this stage. If no, move into next phase

Stage One: SENCO Involvement

Teacher/TA discuss concerns with SENDco and actions they have taken so far. This will be who documented on monitoring register.

Discuss concern with parents/carers again, making it clear that you will speak to the SENCO.

SENCO considers next steps having received completed meeting/discussions/evidence from teachers.
SENCO completes actions on monitoring register.

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

If necessary, SENCO completes observation on child and gives feedback to teacher/TA /Parents/Carers.

Referral to external agency (Howgill, Family Action etc) may be submitted in some cases.

Following advice, teacher/TA implements new strategies/ support. Progress is monitored closely.

Is the child making progress?
* If yes, remain in this stage. If no, move into next phase

Stage Two: SEND Register and IEP

An IEP is written by the teacher for the pupil. The IEP should have three or four SMART targets – Specific, Measurable, Achievable, Realistic, Time-bound. This document is easily accessible within the classroom and shared with adults who might encounter the child

The parents are informed that their child has been added to the SEND Register and will have an IEP.

The child has regular opportunities to work on personal targets in IEP with TA, support staff and teacher.

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 IEPs.

Class teacher reviews progress towards IEP targets 3 times a year. When appropriate), targets may be reviewed more frequently. A TA may be asked to assess progress at each review point, but all children within a class are the teacher's responsibility.

Is the child making progress?
* If yes, remain in this stage. If no, move into next phase

Stage Three: EHCP

Meeting between SENCO, 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.

When a pupil with SEND has significant needs that require even greater support, information is gathered and an application is made for an EHCP

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 LA

** 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.*