Kirton Primary School SEND Journey

Leaders

- Create/ communicate schemes of delegation and align the SEND journey to policy
- SEND data overview created to strategically plan for SEND provision and identify trends
- Monitor the number of pupils being identified
- Closely monitor and evaluate QFT, including adaptations and the quality of intervention
- Monitor progress rates o all pupils including SEND
- Specific 'at risk' pupils identified and monitored in pupil progress meetings
- Ensure CPD pathways for all staff based upon current and upcoming needs.



Leaders

- Monitor/quality assure the provision for pupils with SEND
- What is the impact of SEND provision over time?
- How are the staff/resources/funding structured to maximise the impact?
- Supporting and leading staff to manage needs
- CPD for all specialist staff
- Ensure the processes for communication/transition are robust.

START:
Area of need observed in child

Pupil's strengths and needs (barriers to learning) observed by the appropriate adult e.g. the Teacher.
- Communication and Interaction
- Cognition and Learning
- Social Emotional Mental Health
- Sensory and/or Physical Health

Teacher to ensure QFT through adaptation and targeted support/intervention are in place to address the identified area of need.

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

Fill in an internal 'Early Identification form' and send it to SENDCo

Teacher to discuss concerns with parents/carers/key stakeholders. This could be through a formal or informal meeting.

YES – Remain in this stage

Is the pupil making adequate progress?

NO

Teacher to discuss with the SENDCo which assessments need to be carried out.
Where appropriate, these are conducted by the appropriate professional and analysed by the SENCo and Teacher.

SENDCo to action – shared with parents/ observations etc

Pupil monitored and recorded as part of the SEND monitoring in line with policy.

Pupil's progress is monitored by class teachers and SENDCo over a 6-8 week block (half term)

Is the pupil making adequate progress?

YES

Return to QFT and remove from monitoring list

NO

Consider if a referral to an outside agency is submitted.
Collate evidence and complete referral/s.

Pupil moves to the SEN register and parents informed.

Including any external recommendations, an Individual Support Plan is created, including parent and pupil voice. This is shared with all relevant stakeholders.

Pupil's progress is monitored by class teacher and SENDCo for at least three cycles (terms).
Use the relevant LA toolkits to support further identification/access to support. Visit the LA Local Offer.

Is the pupil making adequate progress?

NO

Information is gathered and an application is made for an EHCP.

There is no guarantee that an EHCP will be granted. If an EHCP application is successful then targets are set and reviewed regularly via the Annual Review process.

Evidence of sufficient graduated approach must be gained. Reports from numerous professionals required

Pupil's progress is monitored by the class teacher/SENDCo over time. Plan and deliver appropriate provision in line with ISP targets, based upon the pupil's specific area of need, guided by professionals.

YES

Decision to continue on the SEN register or revert back to Stage 1.

Quality First Teaching

Stage 1

Stage 2

Stage 3



Leaders:

- Meeting with the SENDCo to identify need/ strategically and financially plan for pupils with SEN
- Monitor/quality assure pupil, parent voice, and curriculum content in relation to SEND, including the quality of targets for pupils with additional needs.
- Continue to monitor/ quality assure all aspects of QFT and interventions both discrete and in class
- Ensure processes for communication/ transition are robust

Key:

- Teacher
- SENCo
- Teacher & SENCo
- Leaders

