

BURBAGE SEN IDENTIFICATION AND PROVISION PATHWAY

Graduated Response: Assess, Plan, Do, Review

START:
Initial concern mentioned by teacher, parent or outside agency.

Possible area of need identified using Wilts **GRSS quick checker**

- Communication and Interaction
- Cognition and Learning
- Social Emotional Mental Health
- Sensory and Physical Health

Adaptations are made to in-class **universal** provision using **OPAL** strategies. Pupil is added to any relevant, pre-existing boosts or interventions run by the teacher, TA or volunteers

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

Child's progress is monitored by class teacher/TA over one term and discussed at pupil progress meeting with SLT

High Quality Teaching

No

Teacher completes **SEN Cause for Concern Form** and uploads to Share point.
Teacher discusses concern with parents/carers; check hearing and eyesight. Individual strategies put in place. Child added to monitor list

A One Page profile **OPP** is created for the child capturing strengths, interests and support needed. It is available in class SEN folder for all to read.

Stage One: Monitor list

1

After 6 weeks teacher and SENCO review progress and consider next steps. **SEAM** assessment resources may be useful.

2

SENCO may start referral to external agencies- SALT/needs led pathway/ ATRCM.

3

Following advice, teacher/TA implement **targeted strategies** of support. Progress is monitored closely.

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

When a pupil with SEND has significant needs that requires greater support, information will be collected, and an application is made for an **Education & Health Care Plan (EHCP)**. This is a 20-week process. 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 an **EHCP**, this statutory provision will be put into place. This provision will be reviewed with parents, outside agencies and the Local Authority at the annual review..

** 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.*

Stage Three: EHCP

Continue to assess progress and collect evidence for 2 further cycles

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

At each **SEND Plan** review point SENCO, Class Teacher and Parents/Carers discuss current provision, progress and next steps.

Parents informed of concerns and next steps

Stage Two: SEN Register

The pupil is added to the SEND Register.

SENCO seeks further advice and makes referrals to external agencies as necessary e.g. EP/BS surgery, SSENS

SENCO reviews **ISP**, if longer term support is needed move to **My SEND PLAN**

An **Individual Support Plan (ISP)** is written for the pupil by class teacher and checked by SENCO
The ISP consist of the OPP and the outcome tracking grid.
The ISP should have three or four SMART targets – Specific, Measurable, Achievable, Realistic, Time-bound

Parents are informed that their child has been added to the SEND Register and will have a Support Plan.

For some pupils, a graduated approach following the **Needs Led pathway** or **Applied Trauma Response classroom (ATRCM)** may be appropriate.

Class teacher reviews targets based on current assessments. TA will review and feedback on interventions such as SALT, Herts for Learning, ELSA .

Class teacher meets with Parents/Carers at the three review points to discuss progress and to share new targets.
NB: Parents sign or respond that they have read ISP if sent home.

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

No

Key:

- Teacher
- SENCO
- Teacher & SENCO