

Add to SEND Register - Monitoring		Add to SEND Register – E for EHCP, K for School Support			
Monitoring Phase		School Support			SEND
Wave 1 1 Page Profile		Wave 2 APDR	Wave 3 APDR with external advice		Wave 4 EHCP
Child	Identified pupils receive additional support within the class or year group. The child shares their views about their learning and progress.	Child could be observed by SENCO and barriers to learning are identified. The child shares their views about their learning.	Targets and progress shared with child. Child receives specific SEN intervention.		Support requirements are met. Progress reviewed regularly. Child's views are sought.
Teacher/TA	If progress is a concern. teacher/TA to complete 1 Page Profile for pupil. Child to participate in interventions readily available for all children. Consult SENCO to make aware of creating profile and for support with targets.	Teacher completes a SENCO referral form, detailing concerns and support provided to date. Teacher to complete APDR cycle, reviewing targets each half term. Sharing paperwork with parents once reviewed. Set up interventions for pupils in conjunction with TA's.	Specific targets are worked on within class and accurate and comprehensive records are kept as evidence of progress. Teacher to raise child with SENCO to seek additional support. Teacher to complete RIC form in conjunction with SENCO and parents		EHCP recommendations followed. Evidence provided for referrals and reviews. Update EHCP target tracker termly – RAG rated and shared with parents.
Senco / Parents	SENCO to support with targets / suggesting interventions. SENCO to add to SEND monitoring register. Teacher to share 1 Page Profile with parents. Parent Consultations take place three times per year and parents receive an annual report at the end of each academic year.	SENCO to support with setting up APDR cycle. SENCO to move child to school support phase. Parents to be consulted at each stage and have input. The class teacher discusses SENCO referral with parent. SEN process is explained to parents. The outcome of assessments is shared with parent.	SENCO to raise child at next resources meeting (beginning of each school term). Guidance provided for staff. Referrals made to external agencies: SEN SERVICES, SALT, EP, OT etc. Parental permission sought for any onward referrals or sharing of information among professionals.		Parents attend EHCP annual reviews. Progress against targets is shared. EHCP specialist provision referrals completed. Annual review led by SENCO. SENCO to ensure statutory requirements are met. Conduct learning walks to ensure quality of provision.
External			Involvement from SEND Services (RIC) – School support APDR updated to reflect targets from specialist team		
Child is not meeting targets or making slow progress in identified area of development. Pupil to be 2 years academically behind peers. Move to Step 2 – APDR cycle		Child is not meeting targets or making slow progress in identified area of development, despite target interventions. Move to step 3 – APDR with external support			Child to move to EHCP process. EHCP Application instigated by school or home