

Coupe Green Primary School - Pathway to SEND Identification

Concerns raised

Observations/assessments/barriers to learning shared by class teacher/parent/carers/previous settings/Leadership Team. If necessary, further observations/assessments to be carried out by the class teacher.

Forums to Raise Concerns

Termly Pupil Progress Meetings between class teachers, SENCO to share information about children who may be experiencing barriers to learning.

Notes from transition meetings, emails, conversations. Teachers can complete SEND referral forms which are given to the SENCO, the forms identify the needs/concerns and the provision already in place.

Is there further class based differentiation that might meet the needs of the learner?

NO

Can class based interventions meet identified needs/concerns?

NO

Urgent, long term or complex met within standard provision as



Wave 1

Child to be monitored in class

- Support planned and reviewed during Pupil **Progress Meetings**
- Support reviewed as need arises
- Teacher to further personalise learning and monitor progress.
- Provision to be detailed on class provision map and timetable as required. This may be through extra Guided Groups.

Has the child made satisfactory progress?

Teacher to continue to monitor and

assess through Pupil Progress

Meetings.

YFS

NO

Wave 2

YES

Child to be supported with additional intervention in class

- Support planned and reviewed during Pupil **Progress Meetings**
- Support reviewed as need arises
- Teachers to inform parents of any concerns and support to be put into place, including SMART targets.
- Provision to be detailed on class provision map and class timetable.
- Support provided through Assess/Plan/Do/Review cycle
- Review progress through next Pupil Progress Meeting

Has the child made satisfactory progress?

NO

needs identified that cannot be identified by SENCO and Leadership team.



Wave 3 SEN SUPPORT

- Support planned and targets set through SEND Support meeting. Parents and children invited to identify strengths and areas to develop.
- SENCO and teachers will meet to agree:
 - Specific planned support to be identified
 - Support from outside agencies where appropriate, such as specialist teachers and assessment teams.
 - Additional adult support in school as appropriate
 - CAF form to be completed if required.
 - TAF meetings to be arranged if required.
 - Support overseen by **SENCO**

Move child back into Wave 1 provision - First Quality

Teaching.

If a child's needs are unable to be met within school resources, an application will be made for additional funding through an EHC plan

SENCO in collaboration with parents and class teacher to decide whether child needs to be added to SEN Support

YES

SEN SUPPORT

NO

Further cycle of Wave 2 Provision.