

# Duke Street Primary School SEN pathway



*Meet using local offer funding*

*Begin the process for an EHC plan*



Step 1	Step 2	Step 3	Step 4	Step 5
<p><i>Worried about the progress or a specific need of a child?</i></p> <p><b>HIGH QUALITY TEACHING</b></p> <ul style="list-style-type: none"> <li>Adapted curriculum</li> <li>EEF 'Five a day' support (Explicit instruction, Cognitive &amp; Metacognitive strategies, Scaffolding, Technology, Flexible grouping)</li> <li>Differentiated outcomes</li> <li>Mixture of CT, TA &amp; Peer support.</li> <li>A range of multi-sensory resources</li> <li>Reference to the inclusion teacher toolkit.</li> <li>Adapted questioning to allow children to access discussions</li> <li>Mixed ability pairing.</li> <li><b>Complete concern form</b></li> <li>Update provision map outlining intervention and areas of need</li> </ul>	<p>If you still have concerns, speak to SENDCO.</p> <p><b>ASSESS PLAN DO</b></p> <p><i>Continue with provisions linking to High Quality Teaching</i></p> <p>Plan and deliver necessary effective interventions linking to the area of need identified through discussions with SENDCo/Assistant SENDCo</p> <p>Discussions re: entering the child onto SEN register.</p> <p>Possibly seek agency involvement.</p> <p><i>Speak to SENDCo/Assistant SENDCo re: any issues affecting the child's learning and progression.</i></p> <p><i>Meeting with parents/carers to discuss concerns and next steps.</i></p> <p>If transferred to SEN list, Complete ILP re: SMART targets and share with parents/carers</p>	<p><b>REVIEW</b> intervention via ILP reviews, Pupil Progress each term, consultative meetings and discussions with support staff and looking at monitoring forms. Decide whether you need to...</p> <ul style="list-style-type: none"> <li>Increase the frequency of the intervention</li> <li>Increase the intensity of the intervention.</li> <li>Change the intervention and try something new.</li> <li>Evaluate your classroom practise - Are you using high quality teaching efficiently?</li> <li>Is the learning <b>appropriately challenging?</b></li> </ul> <p><i>If you still have concerns after a range of interventions, discuss moving on to step 4 with SENDCo.</i></p>	<p>Begin to collect evidence and continue high level of support and intervention.</p> <p>Key adult (teacher) to work closely alongside SENDCo.</p> <p>THINK: Developing a report (similar to section B of EHCNA request) outlining needs and strengths in the areas of SEND.</p> <p>Intensify classroom support and interventions.</p> <p>Complete EHA with child, parents, support staff.</p> <p>Complete and 'All about me' profile' with child and parents/carers.</p> <p>SENDCo and teacher to discuss child with Acorn link EP. (if not already done so)</p> <p>Possible specialist teacher assessment?</p>	<p>Decision to be made about referring to panel for a Statutory Integrated Assessment (SIA) for an Education, Health Care (EHC) Plan.</p> <p>Review intervention outcomes.</p> <p>Review EHA/TAF with child, parents and support staff</p> <p>Review All About Me</p> <p>Teacher and SENDCo to collect all information needed to complete an EHCNA.</p>