



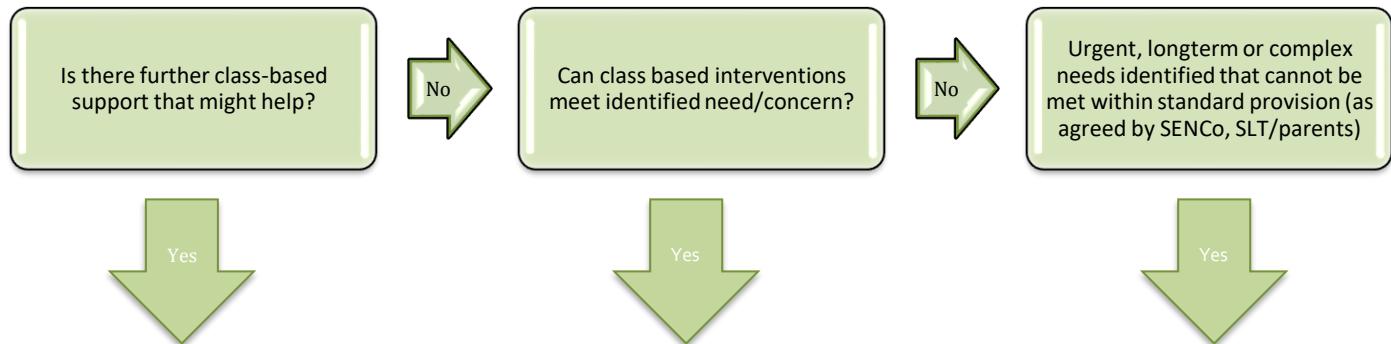
Pathway to SEN Identification

Concerns raised

This may be from observations/assessments or risk factors shared by Class Teacher, parents/carers, previous setting, outside Agencies, SENDCo/Pastoral Team/SLT. If necessary further information is to be gathered by teacher (via parent and/or child interviews, assessments, observations) or following SENCo/Pastoral Team advice.

Forums to raise concerns

Concerns may be raised through termly SEN Review meetings, Pupil Progress meetings (involving SLT/Class Teachers/Pastoral Team), meetings and email conversations, transition and entry information.



Child to be MONITORED IN CLASS	Child needs SEN Support Universal	Child identified at SEN SUPPORT 1 or has EHC Plan in place
<p>Support to be planned and reviewed during:</p> <ul style="list-style-type: none"> SEN Review meetings Pupil Progress meetings as need arises in consultation with SENDCo <p>Teacher to further personalise learning through different approach or provision, use of resources, pull-back intervention, then monitor and analyse progress and feedback to SENDCo.</p>	<p>Support planned and reviewed during:</p> <ul style="list-style-type: none"> SEN Review meetings Pupil Progress meetings as need arises in consultation with SENDCo <p>Class Teacher to inform parents of any concerns and of interventions put in place</p> <p>Class Action Cycle:</p> <p>ASSESS: Current levels in area of need</p> <p>PLAN: Additional measures/interventions planned by class teacher with support from SENDCo</p> <p>Do: Time-limited additional support managed and monitored by class teacher</p> <p>REVIEW: Measured/monitored and re-assessed by end of intervention or next SEN Review meeting.</p>	<p>Support planned and reviewed during:</p> <ul style="list-style-type: none"> SEN Review meetings Pupil progress reviews meetings with external agencies Annual Review Meetings as need arises in consultation with SENDCo <p>SEN Support Cycle:</p> <p>SENDCo, parents, child and teachers will meet to:</p> <ul style="list-style-type: none"> Review progress Agree specific interventions Consider/review outside agency support Consider/review additional adult support in school <p>Targets and progress are recorded in SEN Support Plans, Pupil Provision Plan and IEPs</p>
Has the child made satisfactory progress?	Has the child made satisfactory progress?	<p>Decide if child needs further cycle of SEN Support at Universal or needs are such that they should be classified at SEN Support.</p> <p>A child is identified as SEN Support when they need provision that is additional to or different from the provision normally available to similar aged pupils</p>

Teacher to continue to monitor and assess in Class

Remove from SEN Support