

Shawclough Primary School

Graduated Approach (Assess, Plan, Do, Review)

Once a pupil has been identified as having special educational needs, we will take action to remove any barriers to learning and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

Ordinary available provision leading to initial concern

Class teacher and/or parents have concerns about a child who is not making the same progress as others while receiving the same ordinary available provision. The class teacher will monitor the child's progress in school, sharing concerns with all staff that work with them. If concerns continue then the class teacher will discuss further with the pupil's parents/carers and complete a concerns form.



Emerging needs / Cause for Concern

The concern form outlines a description of a child's emerging needs and actions/strategies taken to support the child. It also importantly, taking into account the child's views and parent/carer views. Teachers will review their High-Quality Teaching, ensuring that it is inclusive and addresses all learning differences. This may involve the class teacher setting up some different or extra approaches to help address the child's difficulty e.g. extra reading sessions, extra visual cues etc. This will be monitored over a half term. After this period the class teacher will review the child's progress. The information is shared with parents and all adults in school who work with the child. After this time, if school feel that the child needs further support, then it may be agreed by school and parents/carers that the child should go onto school's SEND list. This is when the SENDCo will become involved with the child. Shawclough's SENDCo is Claire Crawford.



SEN Support

Once a child is on the SEND list, they will receive SEN support. The SENDCo may observe the pupil and carry out relevant assessments to gain further information. The SENDCo may also refer to outside agencies for specialist support. Class teachers will set targets and plan provision to put in place to support the child. This will be recorded on an individual provision map which will be reviewed termly and discussed with parents/carers at parents evening or through the End of Year report. If a child makes accelerated progress, it may be appropriate for them to be taken off the SEND list. If this happens, parents/carers will be informed and the child will be monitored carefully through termly class pupil progress meetings.



EHCP

If a child's needs cannot be met through SEN Support, a meeting will be arranged with the child's parents, SENDCo, class teacher and any other people involved, to discuss applying for an Education Health and Care needs assessment. This is a statutory process carried out by the local authority. Parents and young people can request an assessment directly, and the school can also make a request. Where appropriate, we work with families and professionals to provide evidence of needs, support already tried and progress over time.