SEND Journey at St. Mary's Catholic Primary School Graduated Approach



Is the child Yes, remain at If after Stage 1, the child is not making sufficient **Beginning of SEND Journey** this stage. No makina progress against targets and suggestions implemented, then parents will be invited into school Class teacher raises concerns through progress to discuss placing the child on the SEND register. initial concerns process despite QFT (Quality First Teaching) OR Parents raise concerns. A meeting is organised betwe SENCo, Class Teacher and Parents to review the strategies implemented. At this stage, an action plan will be formulated by class teacher to document the child's needs and outline specific SMART targets. Interventions to target individual eting is organised between Class needs will be implemented and reviewed half termly by the class teacher. Parents Teacher and Parents to discuss the will also receive a copy of the action plan termly with annotations completed by teaching staff about the progress of the child. interventions and in class provisions are negotiated and imple A review period of 3-4 weeks is instigated with monitoring occurring. The class teacher implen Pupil is placed on monitoring list. During termly pupil progress review meetings, class teachers will feedback on SENCo recommendations for 6-8 weeks (one half term) and the pupil pupils on monitoring lists and SEND register. At this point, class teachers will highlight any pupils who are still not meeting their targets despite regular If after 3-4 weeks the interventions ntions and tracked progress. At this stage, any parents of a child who is ented and additional provisions identified as not making sufficient progress despite an action plan will be invited agreed have not made an impact then into school to discuss potential next steps for the provision of their child. an Initial Concern Form is completed and this is shared with the SENCo. SENCo then observes the pupil in class and provides feedback to the class ncher with strategies to impleme This process lasts for 2 weeks. Stage 1 Stage 2 **Quality First** Involvement Is the child Teaching making progress Stage 3 Stage 4 Key: Z Teacher: If the child is still not making adequate progress despite all strategies being SENCo: implemented then it may be necessary to refer the child to an outside agency. This could be: Lifecycles (pathway to CYPS) Teacher & SENCo: **Educational Psychologist** Speech and Language Occupational Therapist Pediatrician South Tyneside Inclusion Team If the child is successful, their Annual Review will take place once a year Waiting times are dependant upon individual services. Sometimes multiple referrals with parents, outside agencies and in school support staff being invited will take place at any given time. to attend. During this meeting, we will track the child's progress more closely and look at whether we need to change their provision in school to support their needs. Outside Agency recommendations are discussed with parents, SENCo and class teacher and these recommendations are implemented. 6-8 weeks (half term) Information is gathered and an application is made for an EHCP in consultation with parents. Parents will be provided with an information pack and SENCo will talk through the process to ensure parents are familiar with the structure of the application process. A review meeting is held after the half term to discuss whether the Is the child ndations have made an impact. Parents, SENCo and Class Evidence gathering and completion of documentation will Teacher will be invited to attend the meeting. generally take 6-8 weeks. making No progress There is no guarantee that an ECHP will be granted and if not we review and decide whether to appeal or reapply in 6 months. If there has been no impact, more specialist support may be required and we would then move to Stage 4. If the child is making progress, we If successful, an Annual Review occurs once a year. would remain on stage 3. this stage.