

# HYRSTMOUNT JUNIOR SCHOOL

## SEND IDENTIFICATION AND PROVISION PATHWAY

### Graduated Approach: Assess, Plan, Do, Review

**START:**  
Potential area of need is identified by teacher, TA, parent or outside agency.

Discuss concern with Parents/Carers.

Area of need identified using **Universal and SEND Support – Graduated Approach**

- Communication and Interaction
- Cognition and Learning
- Social Emotional Mental Health
- Sensory and Physical Health

Adjustments are made to in-class provision.  
Add pupil to any relevant, pre-existing interventions run by the teacher/TA.  
Add pupil to class Provision Map if academic progress is a concern.

**Is the child making progress?**  
\* If yes, remain in this stage.

Child's progress is monitored by class teacher over one half term.

**High Quality Teaching**

Teacher complete SEND Concern Form and hand/send to SENCo.  
Discuss concern with parents/carers again, making it clear that you will speak to the SENCo

SENCo considers next steps having received completed Concern Form from teacher.  
SENCo records this on CPOMS

**Stage One: SENCo Involvement/SEND register & pupil passport written**

**Is the child making progress?**  
\* If yes, remain in this stage.

A My Support Plan is written for the learner. The My Support Plan should include SMART targets and be shared with relevant adults. A separate book is created for this learner to document and evidence how they are making progress and their needs are being met.

**Stage Two: My Support Plan**

SENCo reviews Support Plans after they have been written and monitors evidence books.

The child has regular opportunities to work on personal targets. Evidence is documented in a separate 'evidence book'.

The parents are informed that their child has a My Support Plan and are asked for their voice in writing the plan.

Class teacher reviews progress towards My Support Plan targets three times a year. When appropriate (e.g. following external advice or accelerated progress), targets may be reviewed more frequently.  
NB: The SENCo may work with the class teacher to assess progress at each review point, but all children within a class are the teacher's responsibility.

Class teacher meets with or discusses progress with Parents/Carers at the three review points.  
NB: Parent voice is important - Do they have anything they would like to be added?

Meeting between SENCo, Class Teacher and Parents/Carers to discuss current provision, progress and next steps.

Parents informed of further concerns.

**Stage Three: EHCP**

When a pupil with SEND has significant needs that require even greater support, information is gathered and an application is made for an Education & Health Care Plan (EHCP). There is no guarantee that an EHCP will be granted. Parents are involved in the application process.

If, after assessment, the Local Authority decides to award further appropriate provision, this will be arranged and put into place. This provision will then be reviewed annually with parents, outside agencies and the Local Authority.

*\* If a child is making appropriate progress they will remain at a stage, until the class teacher and SENCO decide, in discussion with the parents, that support can be reduced and the child is moved back to a previous stage.*

**Key:**

- Teacher
- SENCO
- Teacher & SENCO

- 1
- 2
- 3

SENCo makes suggestions: Further modification to teaching resources/interventions.

SENCo completes observation on child and gives feedback to teacher/TA /Parents/Carers.

Referral to external agency may be submitted in some cases (as an anonymous learner through planning meetings).

Following advice, teacher implements new strategies/ support. A pupil passport which includes SMART targets is written and progress is reviewed every 6-8 weeks. This should be shared with Tas/parents.

Choose one of the following next steps

The learner is added to the SEND Register.

Which strategies are working?  
Can additional strategies be tried?

**No**

**No**