Ellison Boulters SEND Journey

Let Your Light Shine
Matthew 5:16

START: Aspects of areas of need observed in child

Aspects of areas of need observed by the Class Teacher/Parents

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

Teacher to discuss concerns with parent/carer at a meeting (not parents' evening) and implement a half term class based intervention to support the specific learning area. They ask if the parents have a view, have noticed anything similar. Complete *Building a Picture form*. Share with SENCO.

Child's progress is monitored by class teacher/TA over 6-8 weeks. Review date booked with parents

Teacher and TA review progress and update SENCO.

Are there still concerns and support needs to be increased?

No – Continue with QFT

Yes

Teacher to meet with parents/carers and SENCO to discuss which assessments/ interventions/next steps are carried out and who by. An action plan is agreed. SENCO, and Class Teacher review results and implement interventions. Child added to Stage 1 of Learning Support register and stage 1 record completed.

SENCO and teacher implement action plan.

Child's progress is monitored by class teacher over 6-8 weeks

Class teacher meets with parents to discuss next steps.

1. Is the child making satisfactory progress?

2. Does the child need to remain on Learning Support/ receive external assessment/ support ?

1. Yes

Return to QFT and remove from monitoring list

Quality First Teaching (QFT)

Stage 1: Action Planning & Screening

2. Yes

Stage 2: Learning Support

Child moved onto the Learning Support Register Stage 2. Targets set on Pupil Profile. Areas of need recorded on database. Pupil profiles reviewed every long term and new targets set.

Referral to external agency/professional may be submitted.

Child's progress is monitored by class teacher and SENCO for at least three cycles (terms). Use V-SEND Tool/WTT ladder/Ask Sall/Inclusion Toolkit/AET progression framework/ STT report etc for appropriate targets .

Is the child making sufficient progress against their targets/able to engage with learning?

Yes. Continue on Learning Support until no longer necessary.

No

The child remains on Learning Support.

Continue reviews of pupil profiles every long term.

SENCO works towards applying for an EHC assessment.

Stage 3: Education Health Care Plan (EHCP)

Information is gathered from professionals, parents/carers, school and the pupil and an application made for an EHCP Assessment.

Evidence of sufficient assess, plan, do, review cycles must be gathered to show which strategies, provisions and interventions work and which have had no or little impact. Reports from professionals may be required.

There is no guarantee that an EHCP will be granted. If an EHCP application is successful then long term target outcomes are set .

If not, the child will continue on Learning Support.

If an EHCP is put in place, Pupil Profile reviews will continue to be reviewed every long term. Child's progress is monitored by class teacher and SENCO over time. Plan/targets guided by professionals' input and reviewed regularly at the Annual Review with parents and pupil input.

Key:

Teacher

SENCO

Teacher & SENCO