



Step 1 Quality First Teaching. Need identified by Class Teacher/ Professional/ Parent	Assess	Plan	Do	Review
	Formative/ summative assessments show that a child is not making progress or is finding an area of learning difficult. The barrier to learning will fall under one of four categories: • Cognition and learning • Sensory or physical • Communication and interaction • Social, emotional or mental health	The class teacher will differentiate planning as a means of removing the barriers to learning.	Differentiation could be done in a number of ways including: • Pre and post learning • Differentiated task • Adult support • Specialised resources • Peer support • Prompts and frameworks	Use formative and summative assessments to evaluate the impact of the differentiation. This could also be done at pupil progress meetings.
Has the child made better than expected or at least expected progress? If yes, then continue at the current level as long as is necessary. If no, move onto step 2.				
Step 2 Discussion with SENDCo. INITIAL Concern Register. Child moves onto INITIAL Concern Register.	Assess	Plan	Do	Review
	Use formative, summative and standardised assessments (e.g. GL Portfolio) to get a full picture of the child's learning profile. The child's area of need should be identified from one of the four categories. They may have complex needs, with one primary area of need.	In discussion with the SENDCo, an INITIAL Concern sheet should be completed outlining the actions that have already been taken as part of Quality First Teaching. If necessary, appropriate interventions should be planned through the school provision map. At this stage these are most likely to be wave 2 interventions.	Interventions will begin and differentiation in the classroom will be evaluated. These will be monitored over a set period of time suitable to the type of intervention and the stage in the school year.	Use formative and summative assessments to evaluate the impact of the interventions and differentiation. Timing of the review may vary according to the nature of the intervention. This could also be done at pupil progress meetings.
Has the child made better than expected or at least expected progress? If yes, then continue at the current level as long as is necessary. If no, move onto step 3.				
Step 3 Discussion with SENDCo and SENDCo will update Head teacher.	Assess	Plan	Do	Review
	Use formative, summative and standardised assessments (e.g. GL Portfolio) to get a full picture of the child's learning profile. The child's area of need should be identified from one of the four categories.	At this stage an ISP should be created for the child. This should be prepared in discussion with the SENDCo to plan for appropriate interventions if necessary and to plan and provide the support available through the school provision map.	Interventions will begin and differentiation in the classroom will be evaluated. These will be monitored over a set period of time suitable to the type of intervention and the stage in the school year.	Use formative and summative assessments to evaluate the impact of the interventions and differentiation.

Child moves onto SEND register as SEN Support.	They may have complex needs, with one primary area of need.	The ISP will be discussed with parents and will include their views and the views of the pupil, and agree outcomes for the child. This discussion should be timed appropriately and therefore may replace a scheduled parent consultation.		Timing of the review may vary according to the nature of the intervention. This could also be done at pupil progress meetings.
Has the child made better than expected or at least expected progress? If yes, then continue at the current level as long as is necessary. If no, move onto step 4.				
<u>Step 4</u> SEN Support with Outside agency involvement.	Assess A request for outside agency assessment and/or support will be made at this stage. This could be from the following services: • Education Psychology • Autism Spectrum Education Team (ASET) • Speech and language support (SALT) • Occupational Therapy • St Luke's Outreach Service (For a full list of agencies offering support please see SEND Policy)	Plan The current ISP should be reviewed to take on the advice and strategies provided by the outside agency. Once these are agreed with the SENDCo, a meeting will be held with parents to review the plan.	Do The actions detailed in the ISP will be followed and any further interventions or differentiation will be implemented for another cycle. At this level, there may also be some staff training and support.	Review Use formative and summative assessments to evaluate the impact of the ISP, interventions and differentiation. This should be done with the SENDCo and Head teacher.
Has the child made better than expected or at least expected progress? If yes, then continue at the current level as long as is necessary. If no, review and implement at least one more cycle at this level with IEP / IBP before moving onto step 5.				
<u>Step 5</u> Request for Education Health and Care Plan	Assess A request for an Education, Health and Care Plan will be discussed with all interested parties. If it is agreed that this is the best pathway to removing barriers from the child's learning then the SENDCo will move forward with this request.	Plan EHC Plan	Do EHC plan implementation. Termly ISPs will reflect EHC targets.	Review Annual Review with LA. Termly reviews of ISP to evaluate progress.