SEND SUPPORT GRADUATED APPROACH AND IDENTIFICATION PROCESS

<table>
<tr><th colspan="3">Step 1 - Assess</th></tr>
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Ongoing assessment and tracking of all pupils at pupil progress meeting shows less than expected progress despite Quality Teaching (QT) (Note A) or
Concerns are raised regarding emotional well-being or behaviour
These concerns could also be raised by parent/carer or an external agency

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<tr><th colspan="3">Step 2 – Plan, Do</th></tr>
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Class teacher leads on setting outcomes (QT)
Class teacher has a discussion with child about needs and capture pupil voice.
Class teacher leads on setting outcomes (QT) by meeting with parents/carers to discuss concerns and agree actions for school and home.
Class teacher plans QT, extra support and other closely matched interventions to target need (Notes B & C)
Pupil voice, provision and outcomes are all recorded on the child's monitoring log.
Child added to SENCo's Monitoring List.
Set review date for 6 – 8 weeks.

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<tr><th colspan="3">Step 3 – Review 1 followed by Assess, Plan and Do</th></tr>
<tr><td>Good progress, return to regular tracking</td><td>Some progress made. Repeat cycle as above and consider alterations to interventions.</td><td>Less than expected progress towards agreed outcomes despite QT targeted areas of need.

Communicate with parents (Note D)</td></tr>
<tr><th colspan="3">Step 4 – Review 2 followed by Assess, Plan and Do</th></tr>
<tr><td>Good progress, return to regular tracking</td><td colspan="2">Less than expected progress towards agreed outcomes despite QT targeted areas of need.

Class teacher meets with child to identify feelings and wishes
Class teacher to write a Pupil Passport and Target Sheet alongside parent/carer and child
Class teacher to meet with SENCo and identify external support required
If appropriate, permission for external assessment sought (Note E)
Agree whether the child should be moved to SEND support or whether there are no special needs barriers to learning (Note F)

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<tr><td>↓</td><td colspan="2">↓</td></tr>
<tr><td>NOT SEN

Currently underachieving
Address other factors e.g attendance
Review what else can be done

</td><td colspan="2">SEN

Begin cycle 1 at SEN support and continue the Assess, Plan, Do, Review Cycle
Formally record as SEN support and inform parents
Refer to external agencies as required.

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Explanatory notes on SEND Support Identification Flowchart

A	The Code of Practice (2015) characterising less than expected progress as progress which (page 95): • *Is significantly slower than that of their peers starting from the same baseline* • *Fails to match or better the child's previous rate of progress* • *Fails to close the attainment gap between the child and their peers* • *Widens the attainment gap* *It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition into adult life*
B	Phase leaders/subject leaders/SENDCo to advise/support the class teacher to ensure pupil is receiving quality teaching appropriate to their needs e.g differentiation, targeted feedback, use of in-class support, use of enhancing technology. Has the class teacher been provided with advice, support and training to support this pupil?
C	Quality Teaching might include targeting a small group for focused teacher input 2 times per week or use a particular resource. Teaching Assistant led interventions involving working outside the classroom can be included at this stage.
D	'Communicate'- i.e. let parents know results of your review in a timely manner, but this might not be a formal meeting which would probably be best held when further assessment/information in school has been carried out
E	Assessment can include: review of records and any earlier interventions; structured observations of child undertaking work in area of weakness; analysis of samples of relevant work e.g academic assessments, behaviour log, audio recordings, could include specialist assessment depending on severity/type of need.
F	Definition of SEN in Code of Practice 2015 (page 15/16) *A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.* *xiv. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:* • *has a significantly greater difficulty in learning than the majority of others of the same age, or* • *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*