

# SEND Identification and Provision Pathway

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



**Key:** Teacher   
 SENCo   
 Teacher and SENCo

### Stage One: Quality First Teaching

Potential area of need is identified by teacher, TA, parent or external agency.

Discuss concerns with Parents/Carers

Area of need identified using Universal and SEN Support – Graduated Approach

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

Is the child making progress?  
If yes, remain at this stage.  
**If no, refer to Stage Two.**

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

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.

### Stage Two: SENCO Involvement

Teacher/ TA complete SEND Initial Concern Form and sends to SENCo.  
Teacher to discuss concern again with parents/carers, making it clear that you will speak to the SENCo.

Is the child making progress?  
If yes, remain at this stage. **If no, move on to Stage Three.**

Which strategies are working?  
Can additional strategies be tried?

Following advice, Teacher/TA implements new strategies/support. Progress is monitored closely.

SENCo considers next steps having received completed Initial Concern Form from Teachers/TA. SENCo completes 'Actions' on Concern Form. SENCo chooses one of the following steps.

1

SENCo makes suggestions.  
Further modifications to teaching resources/interventions.

2

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

3

Referral to external agency may be submitted in some cases.

### Stage Three: SEND Register and Learning Plan

Parental permission is sought to add the pupil to the SEN Register. The pupil is added to the SEND Register.

A Learning Plan is written for the pupil. The Learning Plan should have three or four measurable SMART targets – Specific, Measurable Achievable, Realistic, Time-Bound.

A Pen Portrait is created for the child, capturing important information including strengths, interests and support needed. This document is easily accessible within the classroom and shared with adults who might encounter the child (e.g. supply teachers). Teacher shares the Learning Plan with parents. Parents are asked to sign. A signed copy is scanned by the Teacher and emailed to SENCo who store in the pupil's folder.

Teacher reviews progress towards Learning Plan Targets three times a year. When appropriate (e.g. following external advice or accelerated progress), targets may be reviewed more frequently.

NB: A TA may be asked to assess progress at each review point, but all children within a class are the teacher's responsibility.

The child has regular opportunities to work on personal targets.

Teacher meets with parents/carers at the three review points to discuss progress towards targets and to share new targets.  
NB: Parents must agree Learning Plan targets and sign. Teachers will ask for parent voice.

Is the child making progress? If yes, remain at this stage. **If no, refer to Stage Four.**

### Stage Four: EHCP

Parents informed of further concerns.

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

Support is requested from outside agencies for advice and assessment. Parents are informed of outcome.

When a pupil with SEND has significant needs that require even greater support, information is gathered, and an application is made for an Education and Health Care Plan. 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. The 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 child's parents/carers, that support can be reduced, and the child is moved back to a previous stage.