



Harlands Primary School Early Identification of SEND Pathway



Ongoing Quality First Teaching (QFT) for all pupils.

Ongoing Quality First Teaching (QFT) is provided for all pupils.

A potential area of concern may be identified by a parent, teacher, or external agency. Concerns may also be highlighted through pupil progress data during Pupil Progress Meetings, ongoing teacher assessment, day-to-day observations, or following in-year admissions.

Once a concern has been identified, teaching staff are expected to make appropriate classroom adaptations to ensure suitable provision is in place and that the pupil can access learning effectively. These adaptations should be responsive to the pupil's individual needs and implemented as part of high-quality inclusive teaching.

If concerns continue:

Class Teacher to complete 'SEN Record of Concern' form- identifying area of concern, impact of quality first and adaptive teaching and the impact of any current interventions. SENCo to review concern form, meet with Class Teacher and identify next steps.

Parent will be informed that the SENCo has been consulted and where appropriate the SENCo will make contact with parents as part of the next step plan.

Child is added to the 'SEN Monitoring List'

Pupil Passport identifying needs and support strategies will be set in conjunction with parents. The Pupil Passport will be sent to parents and used as a working document. This is shared with all relevant staff.

If more targeted support is needed at this stage then an Individual Support Plan (ISP) with SMART targets may also be set up.

Child's progress is monitored and adjusted over time (Assess, Plan, Do Review).

The provision and support that has been put in place has meant that the child has made accelerated progress and no further concerns are identified.

Child will be removed from SEN Monitoring

If progress is being made but the child is still needing some support through additional OAIP strategies then they may remain on the monitoring list for some time to ensure that this progress continues.

Child's progress is assessed, monitored and support adjusted over time (assess, plan, do review)

If limited progress is made and it is clear that further assessments and outside support is required the child will be moved to the **SEN Support Register. This is for children that need provision that is substantially 'different from and additional to' that which is available for all pupils.**

Assess, Plan, Do, Review cycles will be completed over time.

Assess:

Assessments to take place from external agencies e.g. SALT, Inclusion Team, and OT.

Plan/Do/ Review

Individual Support Plans, interventions and provision will be reviewed on an ongoing basis, but formally 3 times a year. This is in conjunction with parents and the child (where appropriate)

EHCNA

Where several Assess, Plan, Do, Review cycles have taken place, showing limited progress (at least 2 terms) and the child needs significantly more support than the school can provide from the notional SEN budget, the SENCo will review the criteria for an EHCNA and an application for an EHCP may be made in conjunction with parents.