SS. Peter and Paul Catholic Primary School

Early Identification of SEND.

A potential SEN is identified by a parent, teacher or outside agency.

Concerns can also be identified from the school's progress data or from assessments of in-year pupil admissions.



Class teacher completes the pupil referral form identifying: Area of concern; impact of differentiated Quality First

Teaching (QFT) strategies, provision and initial intervention;

SENCO to review referral form, complete observations where appropriate and provide advice and recommendations for further support.



SEN Monitoring

Individual provision map completed; SMART targets identified and monitored

Individual Provision map reviewed.

After adjusting Quality First
Teaching, the children's needs are
being met, the pupil is making
accelerated progress and no further
concerns are present.

Removed from SEN Monitoring

Individual provision map reviewed.

SMART targets show that limited progress has been made over time.

Further assessments may be required.

SEND Support

Assess:

Assessments to take place from external agencies including: LSAT, EP, SALT, OT et al to identify barriers to learning.

Assess, Plan, Do, Review Cycle (APDR)

Assess, Plan, Do, Review (APDR) cycles should be

regularly implemented and reviewed over time.

Review:

Individual provision map targets are reviewed termly with parents. Provision is adapted according to progress.

Plan/Do:

Individual provision maps are written on a termly basis with SMART short term targets. Provision maps are working documents which are adapted throughout the term and shared with all members of staff working with the child and the child's parents/carers

Interventions are focused and appropriate for the pupil. Intervention is consistent and evaluated weekly against the intended outcome.

Inclusive School Funding (ISF)

If a pupil does not meet the criteria for an EHCP, the school can request additional funding in which to provide additional support, intervention or resources.

Emotional Health and Wellbeing Panel

A school can request support for mental health and wellbeing through the emotional health and wellbeing panel. This can include a pathway to CAMHS

Education Health Care Plan

Where several APDR cycles have taken place and limited progress has been observed, the SENCO will review the criteria for an EHCP and a request may be made.



Funding

Where a school receives additional funding (Via ISF or EHCP), targeted intervention is to be put into place alongside specific, allocated resources to support the pupil's area of need. APDR cycles are reviewed termly through class teacher IPM's and progress is closely monitored by the class teacher and SENCO.