Long Knowle Primary School
SEND Pathway

This pathway will apply to *most* pupils. However, there may be some who need immediate assessment from external agencies and receive SEND support. This will be determined by SENDCo in collaboration with the class teacher, parents/carers and the pupil.

Step 1 – Assess

- Ongoing assessment and tracking of all pupils at pupil progress meeting shows less than expected progress, despite Quality First Teaching (QFT)
- Concerns are raised regarding emotional wellbeing or behaviour.
- Concerns could be raised by the parent/carer or an external agency.

Step 2 – Plan & Do

- Class teacher to complete initial concern flow chart to ensure no other factors are to be considered before identifying SEND.
- If all other factors are ruled out, class teacher (with support from SENDCo) to complete initial concern screening tool to identify the child's need.
- Once needs are identified, class teacher to choose up to three targeted strategies from the recommended list and implement into child's day.
- Class teacher to inform parents of initial concerns and inform them of the strategies that are going to be implement.
- Child to be added to the monitoring list.

Step 3 – Review #1

Good progress. Return to regular tracking.

Some progress is made. Repeat/adapt chosen strategies as above. Class teacher to inform parents

Less than expected progress despite strategies implemented. Continue to Step 4.

Step 4 – Review #2, followed by Assess

- Class teacher to complete SEND Referral form and email to SENDCo.
- Observation of the child to be completed by SENDCo.
- SENDCo and Class Teacher to have a discussion with parents/ carers about the possibility for further assessments (external agency involvement).
- SEND Support agreed and child to be added to the school's SEND register.
- SEND pupil voice and parent voice to be completed by teaching staff.
- Referrals to external agencies made by SENDCo.

Step 5 – Plan

- Individual Learning Plan – class teacher to set specific targets to be in collaboration with SENDCo, external agencies, parents/carers and pupils.
- Parents/carers and pupils aspirations to be considered and included in the learning plan where possible.
- Specialist targeted interventions to be put in place, as advised by external agencies.
- Individual Learning Plan and Interventions to be logged and tracked on Insight by Class Teacher.

Step 6 – Do

- Targeted interventions to take place. Interventions to be logged onto Insight by Class Teacher/Teaching Assistant, to be monitored by SENDCo. Sessions missed due to absence are also noted.

Step 7 – Review #3

- Class Teachers to review Individual Learning Plan targets at the end of each term (Christmas, Easter, Summer).
- Targeted interventions are reviewed and measured on their effectiveness for supporting children to meet individual targets.
- SEND pupil voice and parent voice to be updated annually at the end of each school year in order to support transition.

The child has met their targets. New targets to be set. Repeat steps 5, 6, 7.

The child has met some of their targets. Targets to continue/be adapted and APDR cycle to repeat. Consider if targets are SMART/is the intervention effective?

The child has not made progress despite targeted intervention. Repeat APDR cycle up to 3 times. If no progress continues, staff to seek advice from SENDCo.

SENDCo to meet with parents to consider an EHC needs assessment.

APDR – Assess, Plan, Do, Review.

Steps 5, 6, 7