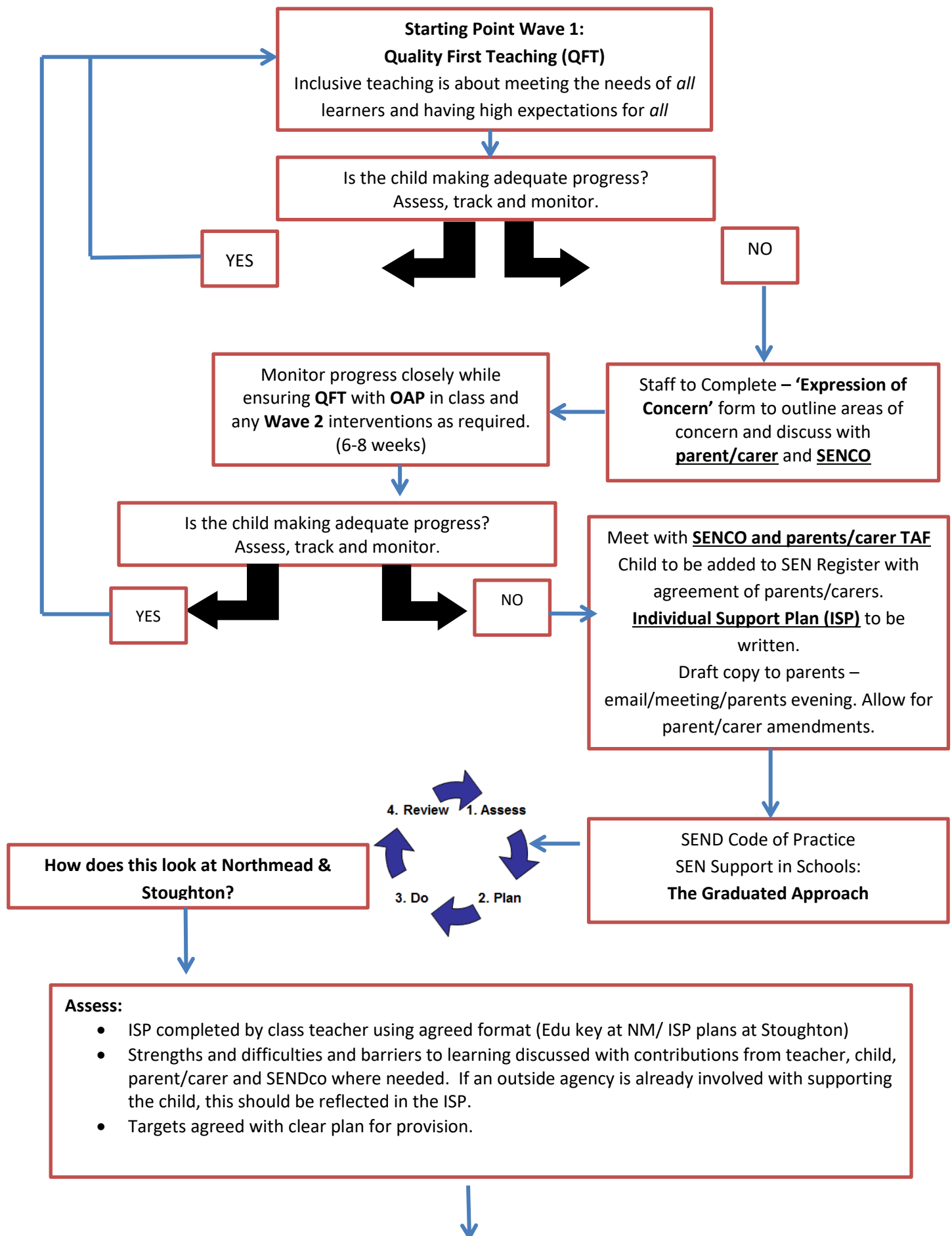


The Graduated Approach to

Identifying SEND needs



Plan:

- Planned adjustments outlined on ISP with reference to OAP strategies
- Wave 1 -3 strategies identified to support the achievement of set targets – how will the child get there? What support in class is needed? Will they need an intervention?
- Impact sheets with clear targets and baseline data created for interventions run by LSAS and or CT and review dates set.
- Plan for resources e.g. physical items and/or training needed and deployment of staff at this

**Do:**

- Planned support and intervention implemented.
- Progress overseen by class teacher and SENDco.
- Close communication between all involved in supporting child.
- Time and resources in place or staff to carry out planned support

**Review:**

- Termly Pupil progress meetings with SLT – SEN children closely monitored
- Termly update from outside agencies who work with key pupils eg SALT/OT/Physio
- Intervention Impact sheets completed to review impact and progress (termly)
- ISP targets reviewed - Progress towards targets noted on Edu key/ISP plan and SENCo summary Document (IIO) and next steps considered.
- ISP updated and shared with parents/carers for review and contribution.
- Adjustments made where needed with support and intervention. (termly)
- Consider onward referrals/change of support as appropriate

Signpost:

- Where expert advice is required to support a child in reaching agreed outcomes outside referrals can be made to by the SENCO
- Advice and strategies given by professionals will be reflected in ISPs/EHCPs

Northmead & Stoughton work with a number of professionals including:

Occupational therapist - OT, Speech and Language therapist – SALT, Physio therapist, Sensory and Physical Team, Primary Mental Health Team, Wey Valley Outreach, Play Therapy, Mindworks, STIPS, Freemantles.

Evaluate and request:

Most children can have needs met at a SEN support level following the assess-plan-do-review cycle.

Where the children continue to not make progress despite support and purposeful actions, parents/school can consider requesting an Educational Health Care Plan (EHCP).

TAC meeting to agree and carry out request as per Local Authority Guidelines.

SENCO to complete Surrey Support Arrangements document alongside parents/teacher. (SSA)

EHCNA submitted as per LA guidance – 20 week process to start if assessment is agreed.

Exiting the SEN register:

Where a child has made good progress and gap between the SEN child and non-SEN child has closed, they can, with the agreement of parents/carers, exit the SEN register.

Children will be monitored closely to ensure progress is maintained over time.