



SEND Journey

Step 1:

All children are assessed and progress is tracked on a termly basis.

Any children who are not making the progress expected are discussed at Pupil Progress Meetings (PPM) each term with class teachers, SLT and subject leaders.

Strategies, resources and other reasonable adjustments are agreed and implemented following PPM.



Step 2:

If the child's needs are still not being met after implementing these strategies for a term, class teachers will notify parents/carers about their concerns and that they would like to discuss the child with the SENDCo*.

The teacher and SENDCo will review:

- What have we tried?
- What have we learned?
- What are we pleased about?
- What are we concerned about?

The SENDCo will also carry out an observation of the child and gather further evidence using special needs checklists, screeners and/or assessments.



Step 3:

A meeting will be held with class teacher, SENDCo and parents to feedback on these investigations.

If appropriate, the graduated approach APDR (Assess-Plan-Do-Review) cycle will be discussed and put into place to identify further quality first teaching methods, strategies and resources which will be used to support the child.

3-4 SMART targets will be set that both school and parents agree to work towards to support the child to make progress.

In order to meet some of their SMART targets, further support through small group or 1:1 intervention work with a trained LSA might be appropriate. This will be discussed with the parent as part of the APDR meeting and planned for accordingly.

SMART targets are reviewed termly through meetings between the class teacher and parents.