The Old Leake Primary Academy SEND Journey

START:
Area of need observed in child.

Pupils strengths and needs (barriers to learning/ engagement) observed by the teacher/ support staff.

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical health

Teacher to implement adaptations and targeted support/ interventions to support the identified area/ areas of need.

Pupil progress to be monitored by the class teacher over a half term.

Teacher to discuss concern with parents/ carers (*this meeting to be recorded on provision map*).

Discussion with SENCO about pupils strengths and areas of need including what has been implemented so far and its impact.

Is the pupil making adequate progress?

Yes – remain at this stage.

No

Teacher to meet with SENCO to plan further assessments/ observations. These may include assessments by appropriate professionals.

SENCO to meet with parents to discuss observations/ findings.

Pupils monitored and recorded as part of the class provision mapping. SEND monitoring to be tracked by SENCO and class teacher.

Is the pupil making adequate progress?

Yes

No

Consider if a referral to an external agency need to be submitted. Gather evidence and complete necessary referral/s.

Pupil moves to SEND register and permission from parents/ carers gained.

Learning plan to be created on provision map. Teacher to include recommendations from professionals, parental voice and pupil voice.

The pupils progress will need to be monitored by the class teacher, SENCO and senior leadership team. Progress, outcomes and needs of pupils are continually monitored.

Visit the Lincolnshire Local Offer for further support.

Is the pupil making adequate progress?

Yes

Child to remain on the SEND register with a learning plan in place or revert to the start of the flow chart.

No

<u>EHC Needs Assessment</u>
Information/ evidence to be gathered through an EHC needs assessment, SENCO to make an application for an EHCP.
The graduated approach must have been followed for at least three cycles as a minimum.
Reports for professionals must be included and are required.
If an EHCP is successful, the targets are set for the pupil and reviewed frequently through the Annual Review process.

Pupils progress is monitored by the class teacher/ SENCO. Pupils to access appropriate provisions/ curriculum based on their specific needs. This to be guided from professionals.