

Willow Primary Academy Identification of SEND Flowchart



The Graduated pathway for Early Help and Support involves: identification; assessment; planning; providing services; and reviewing the plan.

At any time in early help work, if it is considered that a child is at immediate risk of significant harm, the practitioner must follow school safeguarding policy. If a child has pastoral needs rather than SEND needs please speak to pastoral team for their input. Please always talk to your team leader or SENCO if you have any concerns about a child with SEND to discuss the appropriate pathway for them to take on the Gloucestershire Graduated Pathway.

Identification

Staff to observe the pupil and keep a record of any concerns they have.

Teacher to complete an initial concern form to share with SENCO at an arranged meeting with evidence of the concern (work books, observations, CPOMs notes). The teacher will also need to bring a sample of evidence of how they have scaffolded work and adapted learning for the pupil in the classroom. Teachers to share initial concerns with parents.

If a medical need is identified, inform parents and ask them to see the GP initially for advice.

SENCO to arrange observation of the pupil in class to identify any immediate barriers to learning in class. Where appropriate, SENCO to arrange any short-term intervention. Arrange review meeting approximately 6 weeks' time.

Decision on what response is needed

At planned review, teacher and SENCO meet to discuss the impact of actions from initial concern meeting. SENCO and teacher to consider if the needs can be met through universal services- all quality first teaching is in place. Classroom based strategies are differentiated curriculum. See waved provision for more information.

At the review, if there is still a barrier to learning, teacher to discuss concern with SENCO and identify area of need and decide on action required: additional resources, outside agency support, further intervention, formalised plan.

If the child is making reasonable progress with the amendments made, teacher to continue to provide the Universal Services identified in Identification.

Class teacher or SENCO must inform parents of outcome from this meeting.

Barriers to learning removed using Universal services. Continue provision and review every 6-8 weeks.

My Assessment & My Plan+

Discuss needs with the child & family and gain their consent to have conversations with other practitioners involved

Request for a My assessment to be completed/ read my assessment already in place from other professionals (Discuss with SENCO and pastoral team). Identify other agencies currently involved and consider a TAC/TAF/ Multi agency meeting to inform the assessment and my plan +

Identify outcomes or goals to be achieved, keep clear records

Share assessment with those who contributed including child & family

Identify who will be the Lead Practitioner (this may not be the person who wrote the my assessment)

Identify SMART actions to achieve outcomes or goals

Set a date to review the plan (at least every 12 weeks)

Share the plan with TAC/TAF including the child & family

My Plan

Discuss need/s with child & family and gain their consent for the activity to be undertaken. **Class teacher to create my profile.**

All agencies, with the child & family identify outcomes or goals to be achieved and actions to achieve these.

Keep clear records.

Meet the need – Do

Take action identified in the plan to provide the service, action or intervention to meet the need/s (this might be providing more of an existing service, a new provision or service; or changing how something is done)

Ensure all actions are action and success of interventions tracked.

Meet the need – Do

Take action identified in the plan to provide the service, action or intervention to meet the need/s (this might be providing more of an existing service, a new provision or service; or changing how something is done).

Ensure all actions are actioned and tracked.

Review Progress(every 12 weeks minimum).

Monitor and review progress made and discuss this with the child & family, Inform SENCO and others involved.

The decision could be one of the following:

Progress is being made and the same or amended provision continues until next review;

No progress is being made and further support is needed. Discuss with Senco.

There is no longer any barriers to learning. Discuss with SENCO.

If barriers to learning are not improving by first review discuss with SENCO moving to a my plan plus or referring to SALT, OT or school nurse.

Review Progress

TAC/TAF meeting every 12 weeks minimum to review plan.

TAC/TAF/ Multi agency meeting to feedback on actions.

If the plan continues as progress is being made, further reviews take place until barrier removed.

If the plan is not progressing: review and update the assessment.

If after two my plan plus reviews have taken place and limited or no progress is being made. Discuss Involvement of ATS with SENCO. Continue to review progress every 12 weeks

If two cycles after ATS involvement no progress is still being made. Discuss with Senco about Referral to Educational Psychologist

End of action to meet the need

Child meets targets and continues to make progress at an appropriate level for at least 2 cycles of the process. Discuss with parents/ Senco and remove from my plan/my plan+

Panel does not agree to EHC plan and my plan + cycle continues.

Child receives EHC plan to support with needs and professionals/parents meet for annual review.

GP will only refer to Paediatrician at this stage unless advised by another medical professional

If after (at least two terms) there is still no progress. SENCO to complete statutory assessment with staff and parents support.