Identification of SEND at Eastwick Schools

Concerns about a child have been raised by teacher, parent or child

Initial concerns should be reported to the class teacher who can discuss these concerns and any adaptions that they feel may be required.

Class Teacher:

-Discuss concern with YGL and Centre teacher during PPA
-Use OAP to plan and implement strategies to be used to support
-If concern raised by parent, arrange to feedback strategies to be used

Review progress after 6-8 weeks

Has the additional support enabled progress to be made and the barrier diminished or removed?

No

Cause for concern to be completed by Class Teacher

Class teacher to submit a cause for concern form, which will be reviewed by the inclusion team and further advice given.

Yes

Monitor

The Class teacher will continue with the High Quality Teaching and continue to monitor.

Review investigation findings and plan next steps

Add Pupil to SEND Register

Pupil added to SEND register in consultation with parent/carer and other stakeholders.

Learning support plan

To be co-produced by class teacher, parents and child; supported by the Inclusion Team.

Next steps may also include the Inclusion team liaising with a variety of stakeholders including: EP, School Nurse, STIPS team, SALT, THPT Psychology Team, Outreach, Physio, OT, LSPA.

Pupil to be added to monitoring list

Pupil not added to the SEND register but continues to be monitored by class teacher and Inclusion team.

Pupil Passport

To be completed by class teacher and child.

Monitor

Pupil not added to the SEND register but continues to be monitored by class teacher and continue with the High Quality Teaching already in place.

Has progress been made?

No

If no progress is made or remains a concern after 3 cycles of **Plan, Do, Review**, consider the EHCNA pathway.

Yes

Monitor

Continue with the High Quality Teaching already in place. Progress to be monitored by class teacher and inclusion team.

Has progress been made?

Yes

Monitor

Continue with the High Quality Teaching already in place. Progress to be monitored by class teacher and inclusion team.

No

Review with Inclusion Team

Consider completing a learning support plan and moving child to SEND Register.