St Francis of Assisi Academy Trust

St Thomas of Canterbury Catholic Primary

SEND Pathway & Graduated Response

The start of the journey…

An Area of Need for the child is observed by the parent and / or teacher and this is discussed and shared

The Teacher makes an adjustment to in class / school provision using the schools Ordinarily Available Provision (see document) The parent is made aware through parents evening, meeting or school report

The child's progress as a result of this adaptation is monitored and reassessed in a reasonable time frame to see impact (this timeframe can differ depending on the strategy being implemented. This will usually be no longer than 6 weeks.

If progress is seen, this strategy or approach will be continued with the long term aim of scaffolding away from it if applicable or necessary

If no progress is seen the teacher will share their progress or concern with the SENCo (Emma Overett) A variation to the approach with further Reasonable Adjustment may be made and the APDR cycle begins (Assess, Plan, Do, Review)

Parents are informed that their child is either on the school's provision map for additional support or that a formalised learning plan is in place. SENCO , Teacher and Parents work together to gather and share information, observations, assessments etc and your child's views are also sought.

Working in collaboration he SENCO and Teacher will make further adjustments to school support, provision and suitable intervention. This will be monitored and reviewed regularly and over an agreed period (this is flexible dependent on the need of the child and the provision being trialled.)

Review Point: Is the child making progress?

Yes – The Teacher will continue with the Quality Forst Teaching, Ordinarily Available Provision and Intervention as required.

No or very limited. The SENCO will meet with parents and the teacher and discuss possible underlying Special Educational Needs. In agreement the child will then be on the schools 'SEN Register'

The Teacher will then form an APDR (pupil profile and learning plan) This will set out all gathered information to this point and outline up to 4 key targets to achieve and the adjustment, support or provision in place to support this.

APDRs are reviewed 3 times annually or interim reviews may be held where requested or needed.

Teachers can gain support from SENCO at any time to implement or review these plans. SENCO remains responsible for monitoring impact of provisions across the school as well as providing and seeking CPD for teachers or support staff to ensure efficient implementation of plans.

Review Point: Is the child making progress?

Yes – The Teacher will continue the cycle of ADPR moving targets on incrementally with the aim of closing gaps and scaffolding away from the higher level of support over time. An autumn, spring and summer review meeting with parents will be held with parents and the child's views being gathered, discussed and implemented.

No or very limited. The SENCO will consider which external agencies or professionals may be able to provide further support or guidance. (see support on a page document for an overview of available services to schools in Hertfordshire) This is done in consultation with parents and frequently consent will be required to make the appropriate referral. This new advice will be shared with all relevant staff and woven through a new APDR.

Review Point: Is the child making progress?

Teacher to consider:

- If progress is accelerated return to the previous step and consider removal from the SEND register. Inform parents and collaborate on decision
- Or continue the support for a further time and reassess

The SENCO will seek further information and evidence to see if the child meets the criteria for an Education, Health and Care Plan in collaboration with parents.

Key:

Class Teacher	Parents & Teacher	SENCO