

START: Area of need observed in child by teacher or parent.

Stage One

The class teacher is responsible for informing the SENCO so they are aware (Pupil Support Form) and requests either a discussion with the SENCO or an observation of the pupil. SENCO follows this up and provides suggestions of next steps or strategies. The class teacher uses the Essex Provision Guidance/Quality First teaching booklet to try some strategies in class- ensuring they are liaising with parents.

The child's needs are met and the child starts to make progress. Continue with these strategies.

Stage Two

There are still concerns around the child even when using the OAP/QFT strategies. Parents have been informed by the class teacher. Class teacher completes a 'Pupil Concern Form' for the child. This is sent to the SENCO, outlining:

- What support has been in place (referring to the Ordinary Available Provision Guidance)
- Areas of concern
- When meetings have taken place with parents

Stage Three

Class teacher continues to monitor and try different QFT strategies. SENCO will carry out 2 observations; 1 during unstructured times (such as break or lunch) and the other during lesson time. SENCO may offer alternative strategies (informed by the observations) Discussion with SLT around whether the child is added to the SEN register for monitoring. If there is a decision to add the child to the SEN register parents/carers are informed by the class teacher.

The child's needs are met and the child starts to make progress. Continue with these strategies.

Stage Four

The child is still struggling. Meeting with the SENCO, parents and class teacher. The child will be recorded as 'SEN Support' on the SEN register. Child is put onto a One Page Profile/One Plan dependent on needs. If on a One Plan, the child will be given at least 3 outcome targets, which are to be reviewed 3 x a year. Referral may be made to an outside agency, if appropriate.

Stage Five

After the child's One Plan has been monitored and reviewed through 3 cycles (terms), if there is no significant progress, then, with parents' consent, an EHCP referral may be made if appropriate. Information is gathered by the SENCO and Class teacher and the application is then sent off. Evidence of sufficient graduated approach must be gained. Reports from numerous appropriate professionals required, e.g. Paediatrician, Speech and Language Therapist, Occupational Therapist. There is no guarantee that an EHCP will be granted. If successful, then targets are set by all stakeholders involved and these are reviewed three times a year.

If child is on track and there is no further concern they are removed from the SEND register after a period of two terms positive progression.