

Identification of SEND at St Lawrence

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

Initial concern should be reported to the class teacher who can discuss the concern and any adaptations that they feel may be required.

Class teacher:

- Discuss concerns with inclusion team
- Use OAP to plan and implement strategies to be used to support
- If the barrier to learning is raised by a parent, arrange a feedback meeting to discuss the strategies being applied

Review progress after 6-8 weeks

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



No

SEND referral form to be completed by class teacher

Class teacher to submit a SEND referral form to Matthew B or Juliet M. The referral will be reviewed and further advice given/observation arranged.



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 / career and other stakeholders.

Individual support plan

To be co-produced by the class teacher, parents and child. Next steps may also include the Inclusion team liaising with a variety of external and internal professionals including EP, School nurse, STIPS team, SALT, THPT Psychology team, Woodlands Outreach, Physio, OT, LSPA.

Pupil Passport

To be co-produced by the class teacher, parents and child to highlight key support strategies.



Adjustments and monitoring

Adjustments are made to the adaptive teaching strategies in place. Pupil continues to be monitored by class teacher.

Has progress been made?



No

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



Yes

Monitor

Continue with high-quality teaching and interventions named in ILP.
To be monitored by class teacher and inclusion team.