



The Process of SEND Support

The aim of formally identifying a pupil is to help ensure that effective provision is put in place to remove or reduce any barriers to learning.

SEN support consists of a four-part process

Assess → Plan → Do → Review

This is an ongoing process to allow for the provision to be evaluated and refined as appropriate to the needs of the individual pupil.

Assess

This involves analysing the pupil's needs incorporating the class teacher's assessment of concerns, previous progress and attainment and where appropriate, the views of parents/carers/guardians and the pupil him/herself.

Barriers to learning should be clearly identified and any support or intervention carefully planned for and evaluated to ensure those barriers are reduced or removed.

Plan

Planning will involve consultation between the teacher, SENCO and where appropriate parents to agree the adjustments, interventions, support that are required and the expected outcomes. Where outside agencies are involved their advice and support will be sought and their recommendations taken into account when planning appropriate support.

All those working with the child will be informed of the individual needs, the planned support and any particular teaching strategies and approaches that need to be used.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even when interventions may involve group or one-to-one support away from the class teacher. They will work closely with Teaching Assistants to plan and assess the impact of support and interventions. Additional support and advice will be available from the SENCO.

Review

A child's progress will be reviewed on an ongoing basis and formally at least once a Term. The review process will evaluate the impact of the support and/or interventions. It will also take account, where appropriate, of the views of parents and the pupil. Adjustments and amendments to the Plan will be made as appropriate.