

# **THE STAGES OF LEARNING SUPPORT & SEND**

## **at Alder Coppice Primary School**

### **Stage 1 – Pupil Causing Concern**

This category consists of pupils who may be causing a concern due to a lack of progress, behavioural or emotional concerns or a change in circumstances (e.g. at home) which may affect their learning. It is expected that their needs can be met through appropriate differentiated learning activities and opportunities which can be provided by the teacher, utilising any additional support available within the classroom. It is expected that in many cases high quality first teaching delivered by the appropriate member of staff will address the personalised learning needs of the individual pupil at this Stage

### **Stage 2 – Learning Intervention**

These children may have a Learning Support Plan and may be placed on our Learning Intervention Register. The needs of these children will be met through specific group or individual interventions which are different to or in addition to the Stage 1 support. These interventions will be school based and provided through the School's resources. Each teacher is responsible for evaluating the current learning strategies and either devising different learning opportunities and strategies or consulting with the SENCO.

### **Stage 3 – SEND Support**

These pupils will require a higher level of support and involvement of additional adults/resources which is likely to be sustained and/or substantial. It is likely that external services, both Local Authority and other outside agencies, will have deeper involvement.

The triggers for SEND Support would be if a substantial need arises or the pupil is in receipt of an Individual Plan and he/she:

- Receives a formal diagnosis;
- Continues to make little or no progress in areas of difficulty;
- Is working well below National Curriculum expectations for their age;
- Has significant difficulties with literacy and numeracy skills;
- Has cognitive needs requiring specialist equipment, advice or support from a service or agency;
- Has social, behavioural or emotional difficulties affecting their own learning or that of other pupils;
- Has medical, sensory or physical needs requiring specialist equipment, advice or support from a service or agency;
- Has continuing communication or interaction difficulties that prevent social relationships and/or impedes their learning or that of other pupils.

These children will have a Learning Support Plan, be placed on our SEND Register and parents will be informed.

#### **Stage 4 – Education, Health and Care Plan (EHCP)**

If a child has lifelong or significant difficulties affecting their education a referral may be made for an Education, Health and Care Plan. This Statutory Assessment process will combine information from a variety of sources, which may include:

- Parents/Carers/Guardians;
- The child;
- Teachers;
- Teaching Assistants;
- Social Care;
- Educational Psychologists;
- Health Professionals.

Information will be gathered relating to the impact of current provision provided and consideration of the action points already taken. A decision will be made by a group of people representing appropriate agencies (e.g. education, health and social care services) about whether the child is eligible for an EHCP. If agreed then the Local Authority will issue an EHCP.

Once the EHCP is completed and agreed it will be kept as part of the pupil's formal record and reviewed at least annually. The Annual Review enables provision for the pupil to be evaluated and, where appropriate, for amendments and/or changes to be made to the support provided.

Parents/Carers/Guardians have the right to appeal against a decision not to initiate an assessment leading to an EHCP or against the content of the EHCP.