



Stewart Fleming Primary School

The Pioneer Academy



SEND process

Phase 1 – High quality differentiated teaching for all children

Class teacher ensures that the environment is fully inclusive, adapted classroom practice is put into place and resources to support need are introduced. Class teachers use the TPA SEND Toolkit as a guide and for reference.

Phase 2 – For children making slower progress. High quality differentiated teaching in addition to SENDCO advice and short-term support.

Assessment and Identification of child's strengths and gaps in learning – refer to pastoral team. Information used to inform adapted planning, teaching and support.

Evidence: Pupil progress review (PPR) and CPOMs (incident reports)

Review: CT/SENCO decide if further support is needed – in PPR/pastoral meeting.

Phase 3 – SEND Support.

Consultation with parents/carers to discuss long-term individualised support for children still making less progress than class peers. Additional help which assists children to access the curriculum may include:

- Extra help in the classroom
- Small group or 1:1 learning
- Support from external specialists such as speech and language therapists

Evidence: **Explore Assess, Plan, Do, Review cycle (APDR)**

- High Needs Funding individual Provision map - cost intervention
- Parents informed of support - consider placing child on SEN register

Phase 4 – EHCP.

For children with more complex needs. Referral to local authority and external agencies for further advice.

Apply for EHCP – 20 weeks consultation/statutory work.

Evidence:

- APDR process (3 terms) – parent informed and child placed on the SEN register
- Individual support plan
- Termly High Needs Funding individual Provision map x 3 - cost intervention