

# Shinewater Early Identification of SEND Pathway—A Graduated Response



A potential SEN is identified by a parent, teacher or outside agency. Concerns can also be identified from the school's progress data or from assessments of in-year pupil admissions.



Teacher discusses any initial concerns with parent. Adjustments are made to in class provision using the Universally Available Provision and the East Sussex Matrix as points of reference to ensure high quality targeted teaching and provision is in place. Monitoring of provision and progress takes place by Class Teacher / TA over one short term.

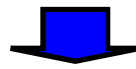
**Is the child making progress?**



Maintain high quality first teaching and continue to monitor.



Class Teacher / TA to discuss the presenting need further with parents and complete the **internal referral form** identifying: Area of concern; impact of High Quality First Teaching (HQFT) strategies, provision and initial intervention.



On receipt of referral, **SENCo engages in a more detailed discussion with Class Teacher.**

**In class observation** is carried out whereby recommendations are provided regarding further modification to teaching resources, HQFT strategies and current provision.

Class Teacher implements and monitors the recommendations in liaison with the SENCo and the child is added to the **SEND Monitoring List.**

*(SENCo to consider whether any screens / assessments are appropriate at this stage.)*

**Is the child making progress?**



Maintain High Quality First Teaching and continue to monitor.



**SEND Support**

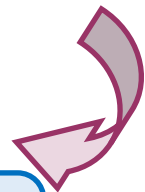
Provision is monitored and reviewed on a bi termly basis through the APDR **process**. Once additional to / different from provision is implemented, the child is added to the **SEN Register** and parents notified.

**Assess:** In house / external screens / assessments to identify barriers. Where applicable, advice is sought from a range of external agencies.



**Plan / do:** APDR / ANP created. Targets set, interventions, recommendations put in place and recorded on **Layers 1, 2 & 3.**

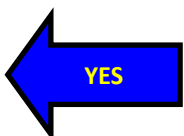
Assess, Plan, Do, Review Cycle (APDR)



**Review:** Individual targets reviewed, Bridging Meetings and Structured Conversations take place. Provision and targets adjusted according to progress.

**Is the child making progress?**

If the child is making progress, the child remains in the APDR cycle.



If the child is able to sustain progress without the need for additional to / different from provision, in liaison with parents, the child is removed from the SEN register.



**Education Health Care Plan**

Where several APDR cycles have taken place and **limited / no** progress has been observed, the SENCO will review the criteria for an EHCP and a request may be made.