

The Code of Practice states a Graduated Approach should be applied to the identification and assessment of SEND (through an Assess, Plan, Do and Review cycle). The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child may experience.

### **Stage 1 – Assess - Identification of Needs**

Some pupils may make slower progress for a reason unrelated to SEN, such as a gap in their learning. This could result in the pupil not working at ARE.

Assess Needs - when the class teacher identifies a pupil, who is making less than expected progress given their age and individual circumstances (this covers attainment and other areas such as wider development or social needs) they should:

- Ensure pupil has access to high quality teaching and differentiation - this is the first step in meeting the needs of pupils who have or may have SEN
- Most children can make progress if they are taught in this way
- Through teacher assessment and knowledge identify the pupil's barriers to learning
- A Pupil Passport will be written at this stage to identify the pupil's barriers to learning and the differentiation and support in place for the child
- After 1 term of support we review the progress and impact for the individual identified pupil considering the following questions, is the pupil's progress:
  - Significantly slower than that of their peers starting from the same baseline
  - Failing to match or better the pupil's previous rate of progress
  - Failing to close the attainment gap between the pupil and their classmates
  - Widening the attainment gap

Pupils who are not making expected or better progress at this point are to be discussed with the SENCo to plan next steps in the graduate response cycle

### **Stage 2 – Plan – Learning Plan**

When a pupil has been identified as requiring additional support following the process detailed in Stage 1 they move to SEN Support. This indicates the pupil requires additional support and intervention above that of QFT and differentiation. Examples of additional support and intervention include:

- additional materials and/or equipment
- interventions or programmes for the individual child
- interventions in small groups
- focused work with the class teacher, SENCo or other school staff
- help for a child to join in class activities or interact with other pupils
- At this stage the pupil will be discussed anonymously (Child A) by the SENCo and the Class Teacher at SEN Consultation. Advice and support will be sought from the Educational Psychologist and AT WISENDSS.
- Parents will be informed and included.
- The Learning Plan will be reviewed inline with the monitoring calendar to assess impact on attainment and progress. This information will inform what happens next on the Plan, Do, Review Cycle.

### **Stage 3 – Do**

The support identified in the Learning Plan will be implemented. This will provide a greater understanding of how the pupil learns.

#### Stage 4 - Review

The teacher, alongside any support member of staff who has been working alongside the pupil will continually review pupil progress and the impact of the additional support. A formal review will take place at the end of the cycle (usually 1 term) and then the Plan, Do, Review cycle will continue. This could be:

- Support through the Learning Plan is appropriate targets reviewed, adapted and support cycle will remain
- Higher level of support required this will be discussed with SENco and external professionals through the planning cycle
- Support at Learning Plan is no longer appropriate, Pupil Passport to be in place.

When a pupil is no longer identified as SEN Support the pupil will be highlighted as green on the SEN Register. They will be monitored for a term to ensure no further support is required at this time before being removed from the SEN Register.