IDENTIFYING SEND AT BENGEWORTH

This Individual Child Pathway sets out the route of identification, assessment and intervention for children and young people who may have an SEN need

Assess, Plan, Do:

- Consultation with SENCo, parents/carers to discuss why external support is needed.
- Gain parental consent.
- Refer to relevant external agencies and arrange an observation.
- Targets implemented
- Suggested additional interventions planned.

Review (IPP half termly):

Targets are achieved and progress made: New SMART targets given targetted to areas of need ensure further intervention for continuation of progress if necessary.

If targets are NOT achieved and limited progress:

SENCo to put together evidence for an EHCP application alongisde external agencies.

Assess, Plan, Do:

- IPP to be completed with SMART targets.
- Parents/carers formally notified that child is on the SEND register. IPP and documentation shared.
- Ensure interventions and support are in place and timetabled.
- Evidence collected.

Review (IPP half termly):

Targets are achieved and progress made: New SMART targets given targetted to areas of need.

If targets are NOT achieved and limited progress: SENCo team to make a referral to external agencies.



Assess, Plan, Do:

- Class teacher identifies gaps/areas of weakness. Information gathering with family and pupil.
- Class teacher to adapt quality first teaching strategies.
- Time limited, targeted class based interventions are provided focussing on key areas of concern then evaluated.

Review:

Targets are achieved and progress made:
Continue to monitor in class but with possible further intervention to ensure continuation of progress.

If targets are NOT achieved and limited progress: Complete 'SEN initial concerns form' requesting advice from the SEND team.

Assess, Plan, Do:

- Teacher to complete the 'Cause for concern form'
- Investigate background information: child's hearing/eye sight are there any factors that might be affecting development?

EAL?

Have any outside agencies been involved?

- SENCo to meet with class teacher to advise on further adaptations to quality first teaching
- Possible observation by SENCo
- Further action and advice to be implemented and reviewed.
- SENCo places child onto monitoring if required.

Review (monitoring termly):

Targets are achieved and progress made:

Continue to monitor in class but with possible further intervention to ensure continuation of progress.

If targets are NOT achieved and limited progress:

Meet with parents and SENCo to add to SEN Register and place onto
SEN Support.

PARENTS INFORMED AT ALL STAGES OF THE PROCESS