

St. Luke's Catholic Primary School

Early Identification of SEND.

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

Class teacher to complete the pupil referral form identifying: area of concern; impact of differentiated Quality First Teaching (QFT) strategies, any additional provision already put into place and impact of current intervention.
SENCO to review referral form, complete observations where appropriate and provide advice and recommendations for further support.

Child is moved to SEN Monitoring

Individual provision map (IPM) completed; SMART targets are identified and monitored.

Individual Provision map reviewed.
After adjusting Quality First Teaching, the child's needs are being met, the child is making accelerated progress and no further concerns are present.
Removed from SEN Monitoring

Individual provision map reviewed.
SMART targets show that limited progress has been made over time.
Further assessments may be required.

Child is moved to SEND Support

Assess:
Assessments to take place from external agencies including: LSAT, EP, SALT, OT to identify barriers to learning.



Assess, Plan, Do, Review Cycle (APDR)

Plan/Do:
Individual provision maps are written on a termly basis with SMART short term targets. Provision maps are working documents which are adapted throughout the term and shared with all members of staff working with the child and the child's parents/carers
Interventions are focused and appropriate for the child. Intervention is consistent and evaluated weekly against the intended outcome.

Assess, Plan, Do, Review (APDR) cycles should be implemented regularly and reviewed over time.

Review:
Individual provision map targets are reviewed termly with parents. Provision is adapted according to progress made by the child.

Inclusive School Funding (ISF)
If a child does not meet the criteria for an EHCP, the school can request additional funding in which to provide additional support, intervention or resources from the Telford and Wrekin SEND team.

Emotional Health and Wellbeing Panel
A school can request support for a pupil's mental health and wellbeing through the Emotional Health and Wellbeing panel. This can include a pathway to CAMHS.

Education Health Care Plan
Where several Assess, Plan, Do, Review cycles have taken place over a period of at least two terms and limited progress has been observed, the SENCO will review the criteria for an EHCP and a request may be made.

Funding
Where a school receives additional funding (Via ISF or EHCP), targeted intervention is to be put into place alongside specific resources to support the child's area of need. APDR cycles are reviewed termly through class teacher Individual Provision Maps and progress is closely monitored by the class teacher and SENCO.