

## Identification and SEND provision pathway

Teacher, TA or parent has a concern about a pupil's development  
Consider the pupils barriers to learning  
What are their particular areas of need?

Communication  
and interaction

Cognition and  
Learning

Sensory and/or  
physical

Social, emotional  
and mental  
health

*Behaviour*

### Wave 1

Through Quality First Teaching, the Class Teacher will:

- Plan and implement adaptations and additional support through ordinarily available provision
- Add to focus on planning
- Informally inform parents of adaptations
- Record on the class provision map
- Monitor impact for 6-8 weeks

Pupil starts to make progress, no further concerns then continue with wave 1 provision and monitor

### Wave 2

If concerns continue the Class Teacher will:

- Inform the SENCO through initial concerns form
- Arrange to discuss concerns with the SENCO

SENCO may:

Observe the pupil

Recommend further assessments

Advise and recommend further provision

Class Teacher will:

- Complete further assessments as required (Such as Solent Therapy)
- *Create an IBMP to be shared with all staff supporting child*
- Implement changes to provision
- Record on class provision map
- Inform parents of the adaptations
- Monitor the impact for 6-8 weeks

If pupil makes limited progress, ongoing concerns or assessments indicate further evidence /support

Pupil starts to make progress, no further concerns then continue with wave 2 provision and monitor

Parent does not agree then continue with wave 2 provision re-view meeting in 6 weeks with SENCO

### Consideration for SEN register

Class teach to meet with parents

### Wave 3: SEN Support

- Parent agrees to SEN Support—Written consent is gained (Also for removal from SEN Support)
- Referrals to outside professionals such as SALT, OT, EP, PBS may be made
- Class teacher to write IEP (Reviewed by SENCO) shared with parents
- Class teacher/Ta to record evidence of impact of support/*behaviour*
- Class teacher implements provision and monitors through IEP

If pupil makes limited progress, ongoing concerns or assessments indicate further evidence /support

Pupil starts to make progress, no further concerns then continue with wave 3 provision and monitor

Pupil makes significant progress and closes gap with peers, seek written permission from parents for removal from \SEN support

### Wave 4: EHCP assessment

- Referrals to outside professionals such as SALT, OT, EP, PBS will be made by SENCO
- Evidence will be collated used to support application for EHCP need assessment (Parents will be consulted)
- Class teacher implements recommended provision, monitors and records evidence of impact

If EHCP is granted:

If request for EHCP assessment is denied continue wave 4 and evidence gathering

### Wave 5: EHCP

- Class teacher with support of SENCO will implement EHCP provision
- Class teacher with support of SENCO monitors and records
- SENCO completes annual review process

Pupil continuing to experience difficulties with EHCP support in place, consider specialist provision

Assess, Plan Do Review at each stage