



## SEND Overview

Stage		When	Who is involved	Action	Timeframe
1	Cause of concern	Pupils progress is causing concern.No or little being made.	Class teacher	<ul style="list-style-type: none"><li>• Early intervention</li><li>• Progress meeting highlights</li><li>• Provision mapping</li><li>• Targeted intervention</li><li>• In class targets/next steps</li></ul>	6 weeks
2	Initial concern	After 6 weeks of early intervention and targeted support. Still concerns regarding progress.	Class teacher – initiates supported by SEN TA if necessary Parents	<ul style="list-style-type: none"><li>• Initial concern template completed in a meeting with parents</li><li>• Targets and intervention put in place</li><li>• Differentiation linked to targets and next steps</li><li>• Review in progress</li></ul>	1 term

				meetings <ul style="list-style-type: none"> <li>• Pupil voice completed</li> <li>• Review 6 weekly in school and after a term with parents.</li> </ul>	
3	SEN support	If no progress and still a concern then SEN targets are put in place to address gaps .	Senco SEN TA Class teacher Parents	<ul style="list-style-type: none"> <li>• Progress meeting</li> <li>• Provision map</li> <li>• Planning</li> <li>• Interventions</li> <li>• Sen targets</li> <li>• Individual provision map</li> <li>• Meeting with parents – termly</li> <li>• Pupil voice</li> <li>• Review in progress meetings half termly</li> </ul>	2 terms (unless further concerns)
4	SEN support (with agencies)	After no or little progress and developing concerns from all then advice is sought from outside agencies relevant to	Class teacher Senco Sen TA Parents External agencies	<ul style="list-style-type: none"> <li>• Parent voice</li> <li>• Pupil voice</li> <li>• Review of targets</li> <li>• Assessments / observations</li> </ul>	Review termly at target meeting and half termly in pupil progress meetings

		concerns.		<ul style="list-style-type: none"> <li>from agencies</li> <li>• Actions addressed and targeted intervention in addition to step 3</li> </ul>	
5	Statutory assessment – EHCP	If progress is still not being made and school and outside agency support can't support needs then an EHCP can be applied for .This enables specific targets to be set . Can be requested by school and parents.	Parents Class teacher Senco Agencies	<ul style="list-style-type: none"> <li>• Evidence collated</li> <li>• Application completed</li> <li>• Panel meeting</li> </ul>	26 weeks (or longer)
6	EHCP is successful	Local authority sees that EHCP is necessary	Parents Class teacher Senco Agencies	<ul style="list-style-type: none"> <li>• Teacher to follow targets</li> <li>• Planning – differentiated</li> <li>• At times – dependent of need allocated TA</li> <li>• Targeted planning</li> </ul>	Ongoing target reviews and annual review

				<ul style="list-style-type: none"><li>• Sen targets</li><li>• Individual provision map</li><li>• Annual review meeting for all involved – sent to LA</li></ul>	
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- All SEN targets and individual provision maps are reviewed in October/February and July. These are reviewed by the class teacher and parents. Copies given to SEN TA /Parents/ Class inclusion file.
- A transition and target meeting is held every July
- Intervention letter goes to all parents of children receiving any intervention