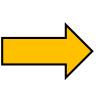


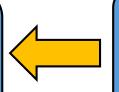
Procedure for SEND Support

Initial concern raised in Pupil Progress meeting or at any time by the class teacher or parents. Discussion with SENCo about possibility of a special educational need or whether other factors could be impacting on progress.



Specific areas of difficulty for the pupil identified. SENCo to look at recent data tracking. How below ARE is the pupil? Is it a different need?

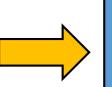
Class teacher to meet with parents and discuss concerns and share action plan for the next half term/6 weeks. Class teacher to explain that following this period, we will decide whether the pupil should be put on SEND support.



SENCo and class teacher to consider appropriate in-class boosters, adjustments or interventions. Action plan for a half term/ approximately 6 weeks to be decided upon.

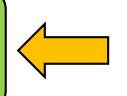


SENCo and class teacher to monitor progress in area of difficulty over half a term.



SENCo and class teacher to meet following half term/6 week point. Has progress been made? If some progress has been made, consider whether the intervention should continue or whether the pupil can be removed from the concern list and monitored. If no or little progress has been made then SENCo to put pupil on SEND support.

Class teacher and SENCo to evaluate and update SEND support plan on a termly basis. Plans to be shared with parents.



Class teacher and SENCo, if appropriate, to meet with parents again and discuss progress and next steps e.g. closely monitoring progress or SEND support.