

**Step 1: Child identified as potentially needing additional support**

Reasons for this identification may be: not progressing in line with expected levels, failing to match or improve on previous rates of progress, a change in behaviour, a concern raised by an agency, information obtained from a previous setting, information presented by a parent or carer about their child's needs, information presented by the pupil's class teacher, observations by members of the teaching team.

**Step 2: Conversation between home and school**

Any concerns regarding a child's progress, attainment, behaviour or emotional wellbeing result in a conversation or meeting between home and school (instigated by either party), in order to voice concerns. At this meeting all involved will decide if the concern is to be formalised and further steps put in place, or if at that moment in time no further action is required. This meeting may be between the parent / carer and class teacher, however the Inclusion Lead or a member of senior leadership may be present also.

**Step 3: Assess Plan Do Review**

Depending on the level of need, the following steps will be taken:

**Step 3A: In Class Monitoring ( Targeted)**

Class Teacher will follow the graduated approach (Assess-Plan-Do-Review) for the child's needs. The child will be monitored within class provision, and a One Page Provision Plan may be in place.

Support as part of the class provision is still identified as the child working within their year group curriculum remit, but with further support with a particular concept(s) for a short period of time. *If after a set period these targets are not achieved, then a move to step 3B will be taken.*

*Children who have a One Page Provision Plan may be on SEN monitoring.*

**Step 3B: Inclusion Monitoring (Specialist)**

For children who need 'additional to' support that goes beyond the class provision map, an **Individual Provision Plan** will be put in place. This is a formalised plan, signed by the child, parent and key members of staff, identifying a series of SMART targets that are reviewed on a regular basis. As part of the Individual Provision Plan, the school may seek the advice of external agencies to provide information and guidance in order to best support the child's needs.

*Children who have an Individual Provision Plan will be on the school SEN Register.*

**Step 4: EHCP (Specialist)**

If after a period of support the child is continually not making adequate progress (expected for their individual circumstances), then the school, in agreement with the parents / carers, may request the local authority to make an Education, Health and Care needs assessment to decide whether it is necessary for provision to be made in accordance with an Education, Health and Care Plan (EHCP).

For an EHC needs assessment, the school is required to submit evidence to the local authority (Hertfordshire or Essex depending on the child's home address), and a judgement is made regarding whether the child's needs can continue to be met from the resources normally available to the school. If a child receives an EHC Plan, then the necessary provision is made for the specialist support needed. An EHC Plan is a legally binding document to ensure the child receives the provision laid out within their plan.

**Step 5: EHCP Reviews**

There is an annual review process for all children in receipt of an EHC Plan. This is the statutory process of looking at the needs and provision specified in an EHCP and deciding whether these need to change or remain. There is a clear structure that must be followed for the EHCP Review process.

**In addition to:**

The above is the formalised process for our approach to SEND. However, we operate an open door policy at all times, and will ensure that parents/ carers have access, either in person, via email or telephone, to both their child's class teacher and / or the Inclusion Leader should they have any specific SEND related questions.