

Universal Provision

Universal Provision through high quality teaching in an inclusive environment. A broad and balanced curriculum which is differentiated for individual pupils through quality first teaching strategies - see school agreed strategies for each area.

School training held regularly and attended by staff on SEND—Autism / ADHD / ADD / Attachment and Trauma / Dyslexia / DCD / SEMH / Hearing impairment etc.

Discuss pupils at pupil progress meetings and seek advice.



Concern Raised

A potential SEN concern is raised by teacher or parent, concerns are also identified in progress data or from assessments. Class teacher and SENCO discuss Quality First Teaching (QFT) and interventions currently in place or needing to be established. If after adjusting Quality First Teaching and accessing standard interventions, the child's needs are being met and the child is making progress and no further concerns are present, no further action is required.



SEN Monitoring

If concerns remain, SENCO to have discussions with class teacher and parent, complete an observation if appropriate and provide advice and recommendations for further support through the form of adaptations to teaching and learning and/or standard interventions e.g. phonics intervention.

SENCO may carry out SEN assessments e.g. SDQ / Vanderbilt / Dyslexia Screener / Boxall etc.

Child is placed on SEN Monitoring and will be recorded on schools Monitoring document with progress being reviewed after 6–12 weeks. If progress is made, the child will be removed from the monitoring list.



SEND Support

If after adjusting quality first teaching (QFT) and accessing standard interventions, the child's needs are not being met, SMART targets will be written on a SEND Support Plan to monitor progress over time. The child will move to SEND Support and be placed on the SEND Register.



SEND Register

Child's provision is different or in addition to what the rest of the children receive, including non-standard interventions.

Each term the class teacher will produce an Individual SEND Support Plan for the child, using the APDR approach (Assess / Plan / Do and Review).

The class teacher will hold a termly review with the parent/s to discuss the SEND Support Plan.

Child will be assessed against either PIVATs, or the Autism Education Trust (AET) Framework, if the child is more than 18 months below age expected level or remains below for more than 2 terms.

Additional training will be provided for staff, if required.



Springboard

Parental consent required.

Advice can be sought by the SENCO from Family SENDCO / EPS (Educational Psychology Service) and SFSS (Schools Families Supporting Services.). Advice is then shared by SENCO with school staff and implemented following the APDR cycle.

Springboards are held once a term.



Outside Agency Support

Parental consent required.

If advice given at Springboard has no impact, a referral for specialist involvement can be made. At the next springboard, a referral can be made to any of the SFSS teams or EPS.

SENCO can also make a direct referral to the SEMH team, Family Service Teams or NHS services e.g. CAMHS / SALT etc.

Advice and support to be implemented using APDR cycle.



Additional Funding

SENCO can apply for additional funding (AFN) from Family SENCO, if thresholds are met.

If High AFN is obtained, SENCO may reach the threshold to apply for HLN funding from LA. Family SENCO must agree to this before submitting a bid.

The application process is via a written bid, submitted in line with LA timelines and dates.



Education Health Care Plan

There is overall agreement from all involved that the needs of the child are complex, severe, long term and impacting on everyday life.

In Nottinghamshire an EHCP is not required to access additional funding or support services. They are usually only awarded when children require a more specialist provision.

Head/SENCO believe that the placement of the child in the school should be assessed/considered

EHCP assessment request completed and submitted on EHCP Hub via the SENCO.

ICDS will then decide if an EHCP is awarded.

Parental consent required.



Transfer to Specialist Provision

SENCO to support parents as they look around other provisions, if required.

Through an EHCP review (which may be called earlier than the annual review), school placement is discussed with ICDS to name a special school for provision.

Liaise with the schools as they come and meet the child/obtain information.

Create and implement a robust transition plan.

* Additional Relevant Documents:

- GRC document
- QFT document (Cognition and Learning / Communication and Interaction / Social Emotional and Mental Health / Sensory and Physical needs).
- Sensory Strategies Document.
- SEND Policy and Information Report.
- School Local Offer