

SEND Process Guide for Parents

This process guide details the levels of support in place for children across school including those with SEND.

QFT+

Quality First Teaching ensures all children can access the curriculum. Reasonable adjustments, differentiation and additional resources are put in place to support children in the classroom and the school environment.

Children are identified by class teachers as requiring QFT+.

Reasonable adjustments are put in place which may include coloured paper, wider lines, changed seating position in class, a specific/ physical spot to sit on, pencil grips, slanted writing support, assistive technology.

Additional resourcing and support may also be put in place including;

- Additional differentiation
- Small step planning
- Modelling
- Expressive teaching / focus on vocabulary
- Chunked tasks and instructions
- Overlearning to support retaining information
- Additional social, emotional and communication support

Children may be placed in additional intervention groups with an adult who knows them. This could include additional phonics sessions, reading time, tutoring support and small group target time.

Monitoring

Where a child continues to need additional support both in and out of the classroom through resources and interventions and their progress is being observed more closely, a support plan is written.

A support plan will be written containing specific targets that the child is working on. Additional provision is put in place to support these targets. This includes additional intervention with an adult, resources and reasonable adjustments in the classroom.

Teacher's will share this support plan with parents at a SEND Review meeting.

This begins the cycle of assess- plan- do – review which will take place 3 times throughout the year.

Teacher's will complete an interim half termly review to see if any provisions or targets need to change and update the plan according. During the termly review, teacher will review and rewrite targets.

The child will be recorded as monitored on our internal SEND register.

SEND Register

Where a child needs further support due to insufficient progress or unmet needs, they will be placed on the SEND Register.

When a child is placed on the SEND register, this will be recorded on the child's record and our internal SEND register. This information will be shared during the school census.

Teacher's will record the child's targets on a learning plan. Targets will be written in all areas that a child needs support. This will be reviewed as above with an interim half termly review and a formal termly review and will shared with parents at a SEND Review meeting (a minimum of 3 times per school year).

External agency support may be sought to provide additional advice. This may include the educational psychology service, special educational needs inclusion service and other agencies.

Parental permission will be required for school to make these referrals.

Any advice provided by agencies will be included in the child's learning plan.

Education and Health Care Plan (EHCP)

Following the advice from external agencies and reviews of provision in place, an EHCNA may be applied for a child who is not making sufficient progress or requires a formalised plan. The EHCP process including an EHC needs assessment should take no more than 20 weeks and includes information gathering from all services supporting the child. For children with an EHCP, their targets will be set using a **Learning Plan** and shared with the parents/carers termly. An annual EHCP review will take place to review the outcomes detailed in the child's EHCP.

In exceptional circumstances and in cooperation with parents, support for a child may move through the support guide more quickly to ensure timely support for the child.