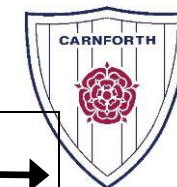


CARNFORTH COMMUNITY PRIMARY SCHOOL SEND PATHWAY



| Meet using INTERVENTION or SCHOOL SEN SUPPORT | | | Begin the process for an EHC Plan | |
|---|--|--|---|--|
| Step 1 | Step 2 | Step 3 | Step 4 | Step 5 |
| <p>Worried about the progress or a specific need of a child?</p> <p>Class teacher to speak with parents.</p> <p>Ensure HIGH QUALITY TEACHING E.g. Differentiated curriculum, outcomes and / or delivery. Differentiated CT and TA support. Use of a range of multi-sensory resources.</p> <p>Complete a referral to SENDCO form.</p> <p>Review progress after ½ a term or as necessary.</p> <p>If you still have concerns, speak to SENDCO and agree a next step of support:</p> | <p>ASSESS - PLAN – DO- for support. Complete a pupil passport with the child/ parent. Identify intervention support. Complete baseline assessment for the intervention.</p> <p>Document intervention support and progress against support targets on weekly intervention sheets.</p> <p>REVIEW progress. Complete intervention outcome assessment.</p> <p>If further support is needed: Speak to SENDCO/ Learning Mentor/ Headteacher about issues affecting the child’s learning and progression. Consider SEND register</p> <p>↓</p> <p>Decide if other intervention, support or IEP is needed? Identify SMART IEP targets and if any involvement is needed from outside agencies.</p> | <p>ASSESS - PLAN – DO- for IEP/intervention. Intervention baseline and outcome assessments to be completed. Keep IEP/intervention weekly records.</p> <p>Consider SEND register</p> <p>REVIEW intervention/ external support. Decide whether to increase the frequency and/ or intensity of the intervention further: OR: Change the intervention and try something new.</p> <p>Review IEP’S and update pupil passports with the child/ parent.</p> <p>Continue with IEP cycles.</p> <p>If significant concerns remain after support has been implemented and evaluated seek specialist advice from external agencies and/or discuss moving to STEP 4 with the SENDCO.</p> | <p>Begin to collect support/impact evidence and continue with high levels of support and intervention.</p> <p>Key adult to be identified (CT) to work closely alongside SENDCO.</p> <p>Complete CAF/follow TAF process as appropriate - with child and parents.</p> <p>Complete a Local Authority - All About Me profile with child and parents.</p> <p>SENDCO and teacher to make an EP referral/request for specialist support.</p> <p>Implement, track and evaluate EP recommendations and provision. Maintain weekly intervention evidence records.</p> | <p>Decision to be made about referring to panel for a Statutory Integrated Assessment (SIA) for an Education, Health and Care (EHC) Plan.</p> <p>↓</p> <p>Evaluate on-going intervention and specialist outcomes for SIA.</p> <p>Review CAF/ follow TAF cycles with child, parents and SS.</p> <p>Review All About Me profile.</p> <p>Teacher and SENDCO to collect all information needed to complete a SIA.</p> <p>Submit the SIA request.</p> |