

In the Special Educational Needs and Disability (SEND) Code of Practice (2014) the definition of SEN is: 'A pupil has SEN where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age.'

ASSESS:
Class teacher or parent raise concern. Teacher looks to support using QFT and differentiation. Teacher monitors child's progress and development.



PLAN: Concerns continue. Class teacher and SENDCO discuss primary area of need. SENDCO provides additional teaching strategies to use. If appropriate, teacher completes SEND concern form identifying:

- Main concerns
- Strategies used already

SENDCO and teacher will identify next steps and review date.
Parents to be notified.



DO: Next steps are undertaken, class teacher monitors progress. If concerns continue and child requires further provision, SENDCO & teacher will identify and organise interventions and record on provision maps

If child needs significant additional provision, the child *may* be added to the SEND register with parental consent.



REVIEW: Class teacher, pupil, parent and SENDCO will all play a part in developing and reviewing additional provision.
Provision will evolve as child evolves.

Tier 1 Teaching and Learning
Inclusive Quality First Teaching with differentiation to support children's needs.

Tier 2 Teaching and Learning
Targeted group interventions for a fixed time period to support accelerated progress

Tier 3 Teaching and Learning
Highly tailored provision often on a one to one basis and advised by specialists. This will be used for a minority of children with the most complex needs.