The SEND Journey at Hillcrest

HILLCREST EARLY YEARS ACADEMY
Aim High & Achieve

Leaders

- Create/ communicate schemes of delegation and align the SEND journey to policy
- SEND data overview created to strategically plan for SEND provision and identify trends
- Monitor the number of pupils being identified
- Closely monitor and evaluate QFT, including adaptations and the quality of intervention
- Monitor progress rates of all pupils including SEND
- Specific 'at risk' pupils identified and monitored in pupil progress meetings
- Ensure CPD pathways for all staff based upon current and upcoming needs.

Leaders

- Monitor/quality assure the provision for pupils with SEND
- What is the impact of SEND provision over time?
- How are the staff/ resources/funding structured to maximise the impact?
- Supporting and leading staff to manage needs
- CPD for all specialist staff
- Ensure processes for communication/ transition are robust

START:
Area of need observed in child

Pupil's strengths and needs (*barriers to learning/engagement*) observed by the appropriate adult e.g. the Teacher.

- Communication and Interaction
- Cognition and Learning
- Social Emotional Mental Health
- Sensory and/or Physical Health

Teacher to ensure QFT through adaptation and targeted support/intervention to address the identified area of need.

Pupil's progress is monitored by the class teacher over one half term as part of the class provision mapping.

Alert SENCO via CPOMs highlighting areas of concern.

Teacher to discuss concerns with parent/ carer/key stakeholders. This should be at a meeting.

Is the pupil making adequate progress?

YES – Remain in this stage

NO

Teacher to meet with the SENCo to discuss which assessments need to be carried out.
These are conducted by the appropriate professional and analysed by the SENCo and Teacher.

SENCo to action – meeting with parents/ observations etc

Pupil monitored and recorded as part of the class provision mapping/SEND monitoring in line with policy.

Pupil's progress is monitored by class teachers and SENCo over a 6-8 week block (half term)

Is the pupil making adequate progress?

YES – Return to QFT and remove from monitoring list

NO

Consider if a referral to an external agency is submitted. Collate evidence and complete referral/s.

Pupil moves to the SEN register and parents informed.

Including any external recommendations, an Individual Pupil Plan is created, including parent and pupil voice. This is shared with all relevant stakeholders.

Pupil's progress is monitored by class teacher and SENCo for at least three cycles (terms).
Use the relevant LA toolkits to support further identification/access to support. Visit the LA Local Offer.

Is the pupil making adequate progress?

YES

Decision to continue on the SEN register or revert back to Stage 1.

NO

Information is gathered and an application made for an EHCP.

There is no guarantee that an EHCP will be granted. If an EHCP application is successful then targets are set and reviewed regularly via the Annual Review process.

Evidence of sufficient graduated approach must be gained. Reports from numerous professionals required.

Pupil's progress is monitored by the class teacher/SENCo over time. Plan and deliver appropriate provision in line with IEP targets, based upon the pupil's specific area of need, guided by professionals.

Quality First Teaching

Stage 1

Stage 2

Stage 3

Leaders:

- Meeting with the SENCo to identify need/ strategically and financially plan for pupils with SEN
- Monitor/quality assure pupil, parent voice, and curriculum content in relation to SEND, including the quality of targets for pupils with additional needs.
- Continue to monitor/ quality assure all aspects of QFT and interventions both discrete and in class.
- Ensure processes for communication/ transition are robust

Key:

- Teacher
- SENCo
- Teacher & SENCo
- Leaders