

Nawton and Rosedale Federation SEND Identification Pathway and Graduated Approach

1. Cause for Concern

Concern is raised by parent. *Record details on record of meeting form.* One copy for file, one for parent, one for SENCo.

Concern is raised by class teacher – inform SENCO. *Complete initial concern sheet.* SENCo and Class Teacher gather information using diagnostic and standardised assessments if necessary.

2. Inform parents/Carers of your concern

Get them on board. Suggest ways in which they can support at home. Inform SENCo of any further contextual information. *Record details on record of meeting form.*

3. Adjust Quality First Provision

Refer to provision maps to identify barriers. Use NY guidance to adjust classroom provision. Begin Cycle 1 of Record of Support (Assess, Plan, Do, Review – catch up intervention/reasonable classroom adjustments)

4. Catch up intervention

Liaise with SENCO about most appropriate intervention/ tweaks needed to Quality First Teaching.

Send letter to parents outlining 'catch up' intervention to be provided, offer the opportunity for parents to meet and discuss.

Identify SMART targets (no more than 3) and the intended impact the intervention will have.

Use TA/Teacher group record sheet to record progress.

If difficulties persist, little or no progress made (*after a maximum of 1 term*) move to an individual support plan. The child is now identified as SEN and parents must be formally informed.

5. Individual Support Plans

Liaise with SENCO to draw up an individual support plan and unpick barriers to learning.

Meet with parents, identify child's strengths and barriers to learning.

Identify SMART targets (no more than 3) and strategies to be implemented to achieve.

Identify ways the parent and child will support the plan.

Set and agree a review date with parents. (Half termly or termly)

Review progress against targets. If child starts to make progress continue to provide personalised learning. SEN support is no longer needed if the attainment gap has diminished or the child has made accelerated progress with their wider development or social needs.

If child does not make progress see step 6.

6. Referrals for Specialist Support

If after 2 cycles of support (with limited or no progress) you believe a child requires a SPA referral or an ED psych referral to get further advice and support, please discuss with SENCO. Written parent/carer consent is needed before a referral can take place and evidence of 2 cycles of assess, do and review are advisable.

Once a visit has been completed and a ROSI has been received the SENCo will meet with teacher and parents to update plans. If children require further support due to higher needs than a EHCP may be applied for.

SPEECH AND LANGUAGE CONCERNS

If you believe a child requires Speech and Language assessment please refer to York Teaching Hospital Referral Guide to Therapy Services Booklet on SEN One Drive. Complete the referral form and email to yhs-tr.ChildrenTherapyAdmin@nhs.net

Parent/Carer consent is needed. Under 5s can be referred via parent self-referral form. The child will be added to the SEND register if they need Speech and Language therapy.