

Carlton Road Academy SEND Cycle

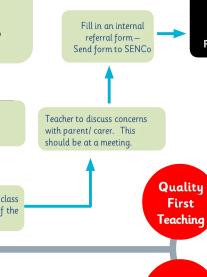
Leaders

- Create/ communicate schemes of delegation and alian 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.

Communication and Interaction Cognition and Learning Social Emotional Mental Health Sensory and/or Physical Health Pupil's strengths and needs (barriers to learning/engagement) observed by the appropriate adult e.g. the Teacher. 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.

START:

Area of need observed in child





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YES

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

Pupil's progress is monitored by Is the pupil class teachers and SENCo over a 6-8 week block (half term) making YES adequate progress?

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



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

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

Information is gathered and an application made for an EHCP.

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.

NO Stage Stage Consider if a referral to an external agency Pupil's progress is monitored by class teacher and is submitted. SENCo for at least three cycles (terms). Collate evidence and complete referral/s. Use the relevant LA toolkits to support further identification/access to support. Visit the LA Local Offer Including any external recommendations, Pupil moves to the an Individual Pupil Plan is created, SEN register and including parent and pupil voice. This is There is no guarantee that an EHCP will be parents informed. shared with all relevant stakeholders. Is the pupil NO making adequate

progress?

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 |
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SENC_o

Teacher & SENCo

Leaders

