

Steps of Support for SEND



Step 1 - Universal Entitlement

All children are entitled to Quality First Teaching, including differentiated tasks within class groups and access to specialised resources (e.g., coloured overlays, visual timetables, environmental adjustments, sensory circuits), with a strong emphasis on personal development across all areas of the curriculum.

Step 2 – Pupil Progress – 2 cycles

A child is first identified by the Class Teacher at a Pupil Progress Meeting due to a specific difficulty. An appropriate intervention or resource is implemented and reviewed at the next meeting. If concerns remain after a second review, the Class Teacher moves the child to Step 3. If concerns arise outside the current Pupil Progress cycle, complete a referral form and meet with the SENCo to discuss them.

Step 3- Deep Monitor and Review

If a child continues to make slow or no progress despite interventions, their progress is closely monitored and reviewed by the SENCo and Class Teacher. A decision is then made to move to Step 4 and/or adjust the intervention(s).

Step 4 – SEN Plan

A child is identified as requiring an SEN Plan due to ongoing specific needs, and their Primary Area of Need is determined. The Class Teacher/TA implements the plan with SENCo support. Parents are informed, a meeting is held and with parental agreement the child is added to the school SEN Register.

Step 5 – Additional outside agency support

Requests made by SENCo for external specialist support. Plans made (Ed. Psych., Speech and Language, Dyslexia, Inclusion team etc.) and support given in class following the plans. Plans added to the child's SEN Plan on Edukey and carried out by class teacher/TA in conjunction with the specialist. At this point a referral may be made to Steps (disability service based in Derby) for Targeted and Specialist Support.

Step 6- Referral for further funding: Either Inclusion or an EHCP

Relevant professionals instigate a referral for EHCP (SENCO, Ed. Psych., G.P. etc) If EHCP awarded, plans carried out with relevant support from teacher/TA and other specialists as necessary, including 1:1 or small group support and funding. If EHCP is not awarded, move back to Step 5 and continue to review. If EHCP is pending, continue with Step 5 support, reviewing regularly. If no information received regarding EHCP within 2 month follow up with relevant contact. Continue to monitor and chase up fortnightly until decision on EHCP is given.