



The SEND journey at Dawley C of E Primary Academy



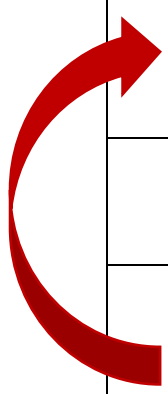
Identification/PRE- SEND

Previously identified as SEND at a former school.

Assess ↓	Concerns about academic, emotional, physical or social progress are identified by either parents, Class Teacher, SLT or the SENDCo. This might be through an informal conversation, a School Based Meeting, data analysis or pupil progress meetings.
Plan/Do ↓	The Class Teacher will complete a SEND referral form identifying concerns and reviewing current Quality First Teaching strategies. (e.g. differentiation/resources). This will be reviewed by the SENDCo who will give further suggestions and recommendations after monitoring and/or completing an observation using a pre-SEND checklist
Review ↓	If, after adjusting Quality First Teaching strategies, there is still limited progress, the child will be placed in short-term targeted interventions which will then be reviewed after a term. This will be discussed with parents.

If there continues to be concerns:

SEND Support



Assess ↓	Appropriate assessments take place depending on the Area of Need. This may involve referrals to external agencies for specialist support e.g. Educational Psychologist, Learning Support Advisory Teacher, Occupational Therapy, Speech and Language, Early Years Advisory Teachers.
Plan/Do ↓	Interventions and additional provision will be planned based on any assessments that have taken place. Short-term targets will be created. This will be discussed and reviewed with parents/carers three times a year.
Review	Plan to be reviewed termly with evidence. The aim for short-term targets to be met each term. If the good progress, there will be consideration as to whether they need to remain on the SEND register.

If the child is continually making limited progress, despite several APDR cycles, then an ECHNA will be considered as long as the child meets the criteria

If the child doesn't meet EHCP criteria, but we need additional funding/advice, an application the Inclusive School Forum will be completed with the possibility of Additional Inclusive Funding (AIF)

EHC Plan

Additional Inclusive Funding

Additional funding is received to ensure the child is receiving bespoke interventions to improve progress. Bespoke targets are created and the APDR cycle is repeated and reviewed half term.

EHCP is reviewed annually with parents, teachers and appropriate external agencies

AIF is reviewed annually by the sent and sent to ISF. If needs have changed, there may be a need for an EHCP application