Appendix C1

Bickleigh Down Church of England Primary School

Spurring each other on with love

All pupils in the school are entitled to access a curriculum, which is planned to meet their needs. Their progress is assessed and monitored and reported to parents. Some pupils will start school already identified as in need of special educational provision; others will be identified during their time in school. In order for the school to identify a pupil as having special educational needs and therefore possibly in need of additional support, a range of evidence will be taken into consideration.

Steps for identifying and supporting SEN pupils at Bickleigh Down C of E Primary

1.Identification

Class teacher notices poor progress despite high quality, carefully adapted planning and teaching. Discussions with SENCO result in additional support ideas in place for the pupil within normal classroom setting (universal provision).

Progress is continued to be monitored carefully over a period of half a term.

Alternatively, it might be that a child struggles with an emotional, behavioural or social issue. Discussions with the class teacher and SENCO identify areas for support and strategies to use within the class setting. This is monitored over half a term.

2.Tier 1 child on SEN support

If the child does not make progress despite the strategies put into place, individual or group intervention by the class TA will be planned using a group or individual **provision plan**. This will target the main area(s) of concern and will contain specific and have measurable targets that will be reviewed every term. The areas of need are in four sections: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health difficulties and Sensory and/or physical needs. This will hopefully result in improved attainment, progress or an improvement in emotional or social behaviour.

Parental involvement will be important at this stage – discussions of how things are at home and any concerns parents may have. Also strategies to support the child at home will need to be discussed.

3.Tier 2 child on SEN support

If the child continues to not make progress or progress is slow, or things don't improve, a specific plan of support will be put into place using an individual provision plan. This is a **specific individual provision plan** and will show all the interventions and support in place for the individual child. This will need to be completed with all people involved with supporting the child.

Outside agencies may be involved offering specific support.

4.Tier 3 EHCP

If the child requires highly specialised support through a 1-1 teaching assistant or an alternative curriculum package, an **EHC plan** request will be completed. This is a statutory assessment process and it is up to the LA to decide if an EHC plan is granted.