



High quality, inclusive and differentiated teaching.

Whole school processes for assessing, tracking and monitoring progress.

Use Quick Checkers to identify area of need and specific barrier to learning.  
Assess/Plan/Do/Review - 1. Universal Strategies

**Termly Pupil Progress Meeting**

Child not making expected progress.

**Assess/Plan/Do/Review - 2. SEND Support (Group Intervention)**

Look at recent **assessment** data and **plan** strategies/interventions.  
Set clear outcomes.  
Highlight and record on Provision Map.  
**Carry out** intervention and complete Group Intervention Tracker  
**Review** progress with SENDCo half-termy.

Progress made - Wave 3 SEND support is no longer required.

Progress made - Wave 2 support is no longer required.

Child not making expected progress.  
**Assess/Plan/Do/Review - 3. High Needs 1:1**

Assess impact of support along with the views of parent, child and external agencies.  
Revise plan half-termy in light of outcomes and review Learning Passport at least termly.

Draw on information from above, views of child, parent and also external services if required.  
Assess against SEND criteria  
Child placed on SEND Register.

**Assess**

SEND Criteria:

In order for a child to be placed on the special educational needs and disability (SEND) register they must have a learning difficulty or physical disability that creates a barrier to their learning and means that without provision which is **different from or additional to** that normally available to their peers, they make significantly less progress than is expected.

**Review**

**Do**

Implement plan  
Class teacher remains responsible for working with child on a daily basis and assessing the impact of the plan.

Teacher, SENDCo, parent, child & external agencies agree interventions, support and expected outcomes.  
Create a Learning Passport with child, parents, class teacher and SENDCo.

**Plan**