



The SEND Journey at Newhampton Federation

Stage 1 Identification / pre-SEND	
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 review 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.
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 and SENDCo

Stage 2 SEND Support – child is added to the SEND Register	
Assess	Appropriate assessments may take place depending on the Area of Need. This may involve referrals to external agencies for specialist support e.g. Educational Psychologist, Positive Leap, Occupational Therapy, Speech and Language, Early Years Advisory Teachers. Person Centred Plan (PCP) will be agreed with staff and parents.
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 following the assessment cycle.
Review	Plan to be reviewed termly with evidence. The aim is for short-term targets to be met each term. If the child is making good progress, there will be consideration as to whether they need to remain on the SEND register and a new cycle of plan, do review may be initiated with new targets.

Stage 3	
Stage 3 - Route 1	Stage 3 - Route 2
<p>If the child is continually making limited progress, despite several Assess, Plan, Do, Review (APDR) cycles, then Education, Health and Care Needs Assessment (EHCNA) will be considered as long as the child meets criteria.</p> <p>Education Health Care Plan (EHCP)</p>	<p>If the child doesn't meet EHCP criteria, but we feel we need additional funding/advice, a referral to an external agency for specialist support is made and a new PCP is constructed following advice.</p> <p>Graduated Support Pathway (GSP)</p>
<p>Additional funding is received to ensure the child is receiving bespoke interventions to improve progress. Bespoke targets are created and the APDR is repeated and reviewed each term .</p>	
<p>EHCP is reviewed annually with parents, teachers and appropriate external agencies.</p>	<p>PCP is reviewed termly by the school and If needs have changed, there may be a need for an EHCP application following Route 1.</p>