**SEN Assessment Pathway**

**Graduated approach to addressing needs:**

* Quality First Teaching- class teacher consults with SENCo and completes a single page pupil profile. Low level class based interventions, support, reasonable adjustments and modifications to the curriculum introduced and impact reviewed.
* If CYP not making expected progress / remains a significant cause for concern despite class based intervention / support, class teacher consults with SENCO and Assess-Plan-Do-Review cycles of support / intervention introduced over at least 2 terms. These can include involvement of outside agencies.
* CYP not making expected progress against A-P-D-R targets and remains a significant cause for concern: Person Centred Planning (PCP) meeting held with parents, key staff (including outside agencies) and CYP.

My Support Plan completed as part of PCP meeting and Assess-Plan-Do-Review cycles continue.

Support Plan reviewed termly alongside A-P-D-R targets.

* CYP still not making expected progress and remains a significant cause for concern and more support is needed.

The Support Plan and at least 2 cycles of intervention as evidenced on the A-P-D-R template are submitted as the basis for request for statutory assessment of special educational needs.

* Statutory assessment pathway followed.

**Quality First Teaching** (as outlined in the Removing Barriers to Achievement (2004) paper and the National Strategies three waves of intervention model).

High quality teaching that is differentiated and personalised to meet the individual needs of the majority of children and young people.

**Cause for concern**:

If **Quality First** **Teaching** and effective differentiation is not alleviating the concerns regarding a child or young person’s progress then the setting will consider following the graduated response and addressing the relevant SEN\* needs via SEN Support.

\*A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

• has a significantly greater difficulty in learning than the majority of others of the same age; or

• has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

**SEN Support:**

In school strategies to support needs.

School / setting begin the four part cycle of the graduated response – **Assess - Plan - Do - Review** (A-P-D-R).

Depending on CYP’s needs it is possible a number of cycles of A-P-D-R will occur.

**SEN Support:**

Support Plan drawn up with input from child, parent and relevant professionals.

A-P-D-R cycle continues.

**SEN Support:**

If child is still not making expected progress after agreed interventions have taken place, further interventions and involvement of external professionals may be appropriate.

Once these have been agreed continue to follow

A-P-D-R.

**SEN Support:**

Meet with family and CYP at least termly to assess needs and discuss progress.

**Statutory assessment:**

PCP Meeting held with child, family and relevant professionals as part of My Support Plan review. Support Plan and A-P-D-R used as basis for request for assessment.

**High quality inclusive teaching and whole school systems for assessing, planning, implementing and reviewing progress.**

Start point

**A number of cycles of APDR, over at least 2 terms, should take place.**

Progress means SEN Support no longer required

Not making expected progress

4**. Impact assessment, along with views of CYP, parent and relevant professionals, used to review overall impact. Revise plan in light of outcomes**.

**1. Draw on information from above; include views of CYP, parent and external professionals if involved. Assess against SEN criteria.**

**SEN Support: the CYP and family at the heart of the process**

**3. Implement plan. Class teacher remains responsible for working with CYP on a daily basis and assessing impact of plan.**

**2. Teacher, SENCo, CYP, parent and any external professional s involved agree interventions, support and expected outcomes. Record on school system. Inform staff.**

Expected progress being made; back to SEN Support

**Following review of My Support Plan and a Person Centred Planning meeting in school, request for assessment submitted to LA**.

Not making expected progress

**If, after a number of cycles of APDR, the child is still not making expected progress, My Support Plan drawn up with input from CYP, family and relevant professionals.**

**A-P-D-R cycle continues.**