Hermitage Primary School-Identifying SEND using the Graduated Approach

Concern Raised

Parent or teacher notices a concern about a child's progress or area of need (*Cognition and Learning , Communication and Interaction, Social, Emotional and Mental Health., Physical/Sensory)*

Meet with the class teacher to discuss concerns.



ASSESS

- Observations
- Work and assessments

Teacher monitors and assesses the child's needs:

- Work and assessments
- Observations and **referral to SENCo** for further advice and support (review every 6 weeks)
- **Classroom progress**

PLAN

If concerns continue despite support put in place; meet with SENCo and Class teacher:

- Identify needs and barriers to learning
- Agree targets, adaptation, provision and interventions (This would be a **Sen Support Plan.**)
- Targets are reviewed and new ones set every term (July, December, April)
- **Share plan with parents**

DO

Support is put in place:

- Adaptations in the classroom
- Interventions and support– reviewed every term.
- **Teacher monitors progress towards targets.**

Progress made?

√ Yes

- Continue support and monitor
- Set new targets every term (July, December and April)

X No

- Meet with Class Teacher and SENCo.
- Consider additional support, advice, referral to outside agencies– *i.e Speech and Language, Cheshire East Autism Team, Educational Psychologist, Occupational Therapy*

Review

With Teacher, Parents and SENCo

SEND Glossary

Acronym	*Word*	*Definition*
SEND	***Special Educational Needs and Disability***	A child or young person has SEN if they have a learning difficulty or disability that requires extra support in school or college.
SENCo	***Special Educational Needs Co-ordinator***	Responsible for managing and enhancing provision for pupils with SEND.
SSP	***SEN Support Plan***	Structured document used by schools to identify, plan, and review support for children with special educational needs, ensuring tailored interventions and measurable outcomes.
EHCP	***Educational Health Care Plan***	A legally binding document in England that outlines the educational, health, and social care support a child or young person with complex needs requires.
CEAT	***Cheshire East Autism Team***	A small school-focused team of teaching and support staff with considerable experience and qualifications in the field of autism. They provide specialist support for school aged children and young people attending Cheshire East schools via the School Consultation model, offering advice and support for Autistic pupils (diagnosed or undiagnosed).
EP	***Educational Psychologist***	Provides guidance and support to schools on a range of issues including special educational needs.
SALT	***Speech and Language Therapist***	We support people aged 0-19 years old, and their parents/carers and their teachers, who have difficulties with: Speech, Language, Communication, Stammering, Feeding and swallowing difficulties
OT	***Occupational Therapist***	Work with children and young people to maximise their development, mobility and day-to-day function, playing a key role in enabling children and young people to improve their health, wellbeing and Quality of life to maximise their potential.

Acronym	*Word*	*Definition*
Four areas of need	***Cognition and Learning***	This relates to how a child or young person learns, understands, remembers and processes information.
	Communication and Interaction	This relates to difficulties with understanding or using language and communicating or interacting with others.
	Social, Emotional and Mental Health	This relates to difficulties affecting a person's emotional wellbeing, behaviour, relationships and mental health.
	Sensory and Physical	This relates to physical disabilities or sensory differences that may affect access to learning and everyday activities.
ADHD	***Attention Deficit Hyperactive Disorder***	A neurodevelopmental condition that affects attention, activity levels, impulse control, and executive functioning.
ASC	***Autistic Spectrum Condition***	A lifelong neurodevelopmental condition that affects how a person experiences and interacts with the world.
PDA	***Pathological Demand Avoidance***	Behavioural profile most often associated with autism, characterised by extreme avoidance of everyday demands due to high anxiety and a strong need for autonomy,
SPOTSS	***Sensory Processing Occupational Therapy Support Service***	Jointly commissioned NHS and Local Authority service providing tiered sensory processing support and free training for schools, with referrals available for targeted and specialist help.