Identifying a need

- Have you identified a child's need?
- Use the BJPS Ordianrily Available Inclusive Provision document
- Teachers can access the **Identification and accesability** drive to assess from very early on.
- Have you spoken to the child about your concerns?
- Have you spoken to a parent / carer? This should be a formal call to seek further information and / or share your concerns. The conversation should be recorded on CPOMs.
- Note there is a specific pathway for Dyslexia concerns that may be used.

Have you tried?

- Differentiating, or adapting, the work set, including resources
- Differentiating, or adapting, how you present instructions
- Highlighting the parts of work using different colours
- Using visual supports
- Using multi-sensory approaches to learning
- Screeners (ask SENDCo for screeners)

Assess, Plan, Do, Review (cycle 1)

- **Formal SENDCo involvement at this stage via** SENDCo/SILT Referral Form on Edukey.
- **Assess, Plan, Do, Review cycle** with SENDCo (1st cycle - 6 to 8 weeks), including child voice and parent voice.
- Assessment (using attainment year group, SNAP or similar tool).
- Gap analysis, using PiXL data, may be used.
- If a need is SEMH related then the relevant assessment will be used.
- Intervention decided and implanted.

Assess, Plan, Do, Review (cycle 2)

- **Assess, Plan, Do, Review cycle** with SENDCo (2nd Cycle 6 to 8 weeks) after reviewing and then adapting the first plan.

SEND register

- Parents informed that their child will join the SEND register.
- Learning Plan generated.
- Parents will formally be expected to act as partners in their child's learning. This may require some level of support taking place at home.

Outside support or alternative provision

- Additional support may be required from services such as:
  - Learning Support Service (ASC, Cognitive team etc.)
  - Primary Inclusion Team (PIT)
  - Speech and language support
  - or, school dyslexia / dyscalculia support staff
  - Nurture Group may be offered to support SEMH needs (Boxall Profiles to be completed and used as a pathway in and as an exit strategy.

Educational Psychologist support

- Referral made to Educational Psychologist (EP)
- Problem solving meeting arranged (individual child / teacher consultation / year group meetings)
- Subsequent review meetings held.

Education, Health and Care Plan

- Referral made for an Education, Health and Care Plan (EHCP).