**Early Identification of SEND at SPS**

Parental communication and contact

Potential SEND is identified by the teacher, parent or other professional. Concerns may be identified during assessment periods or through our termly Every Child Succeeds Meetings (ECSMs)

Next Steps:

Consider applications for further funding e.g. GRIP, TAPs, EHCP

Further targeted support implemented and continue with Plan, Do, Assess, Review cycle

REVIEW:

* Provision is agreed on and/or amended
* Recommendations and guidance from professionals is actioned
* Provision Map altered/updated
* Provision/intervention is implemented

**Plan, Do, Assess Review Cycle**

ASSESS:

* Assessments to take place which may include:
* School based Standardised Assessments
* Referrals to outside agencies for other specialist assessments

PLAN/DO:

* Provision is agreed on and/or amended
* Recommendations and guidance from professionals is actioned
* Provision Map altered/updated
* Provision/intervention is implemented

**SEND Support – Child placed on SEND Register**

Provision Map reviewed.

After adjusting provision in class, the child's needs have been met, the pupil is making accelerated progress and there are no further concerns

**Removed from SEND Monitoring**

Provision Map reviewed.

After adjusting provision in class, progress is limited

**Further assessments required**

Provision agreed and targets identified within the Provision Map

**SEND Monitoring**

SENCo reviews the referral form and considers the most appropriate next step e.g. classroom observation, meeting with staff and parents or referral to outside agency

Class teacher completes the SEND referral form detailing the main difficulties, current support and QFT strategies