

TEACHER LED (advice as necessary from SENCo)

**Universal Provision
(Quality First Teaching)**

Teacher has concerns about a pupil's progress or possible barriers to learning. Strategies for QFT and HQT are embedded

Teacher completes all sections of **Needs Checker (NC)**.

ASSESS

Teacher completes **Universal Provision Checklist (UPC)** for areas of need identified on Needs Checker to identify further strategies, approaches, interventions & booster sessions.

PLAN

If just 'keeping an eye' on pupil's progress, teacher puts in place planned strategies. **Good practice = QFT/HQT and Universal provision**

Teacher informs pupil's parents.

Good practice = Structured Conversations

DO

If very concerned about pupil's progress, teacher puts in place planned strategies and holds structured conversations with pupil's parents, using **Needs Checker Progress Tracker (NCPT)/APDR/** Other support plans

DO

Review level of concern minimum 6 weeks. If **NCPT** completed, use this to reassess concerns.

REVIEW

Teacher and SENCO look at **NC, UPC, and NCPT**. Decision made as to whether pupil is SEN Support or returns to **Universal Provision** with further adjustments

ASSESS

**SEN Support
(Targeted Support) SENCo led**

SENCo, teacher and parents, review progress towards outcomes on **Progress Plan and Tracker** or **Team Around the Child (TAC)** – good practice every 6-8 weeks. Provision for **Team Around the School (TAS)** can also be accessed

Good practice = Teacher and parent meet at least 3 x year to review progress of outcomes. Record on **Progress Plan and Tracker** Progress is **sufficient**

REVIEW

Good practice = Teacher and parent meet at least 3 x year to review progress of outcomes. Record on **Progress Plan and Tracker** Progress is **insufficient**

REVIEW

Teacher (and possibly SENCo) talks through **Identification Summary chart**, with parents, Parent completes **Parent Carer's Views**. Planned strategies to achieve outcomes agreed together. Pupil's views recorded – **This is me**
Support sought from other professional external agencies if appropriate to the needs. Plans implemented

PLAN/DO

Teacher and SENCO use **Menu of Provision** to identify assessments, strategies and interventions/booster sessions that can be used to support the pupil. Complete **Identification Summary Chart**. SENCO adds pupil to SEN register.

PLAN

Teacher and SENCO complete **Identification Criteria for SEN**

ASSESS

