

Cause for Concern

Log concern on CPOMs under child's name tagging 'SEND' - 'SEND concern'.

**SEND
Identification Pathway
(Early intervention is key)**

Inform parents/carers of your concern

Arrange a meeting and talk through concerns with parents/carers. Complete parent discussion form and upload to Cpoms.

Identify barriers to learning

Meet with relevant subject and school leaders.
Identify barriers to learning.
Identify QFT strategies.
Evaluate impact of QFT in **4 weeks**.

Next Steps

Meet with KC to discuss current provision. Implement personalised learning plan. Set up a CATs file. Complete plan 1 of APDR. Implement Wave 1 / Wave 2 targeted interventions following the pathway for areas of need stated below. **Communicate with parents/carers**

Cognition and Learning

Complete reading / writing / maths assessments
Steps curriculum used to track small steps of progress.
Discuss with KC and access interventions timetable.
Communicate with parents/carers

Social, Emotional and Mental Health

Regular check ins with trusted adult. Staff monitor child's behaviour during playtimes.
Incidents recorded on Cpoms.
Follow Positive behaviour policy strategies. MEPs in place, following graduated steps. Support clubs accessed where necessary.
Steps curriculum used to track small steps of progress.
Discuss with behaviour leads and refer to ELSA if needed.
Monitor closely for **4 weeks**.
Follow the mental health pathway if necessary.
Communicate with parents/carers

Communication and Interaction

Use strategies recommended by the speech and language service.
Help cards.
Visual timetables.
Checklists / now and next.
Clear concise instructions.
Steps curriculum used to track small steps of progress.
Refer to KC for friendship groups and support clubs.
Communicate with parents/carers

Physical and Sensory needs

Use strategies recommended by IPAss and sensory services.
Refer to KC for use of motor skills programmes.
Use of calm spaces and calming learning environment.
Communicate with parents/carers

Complete APDR cycle.

Has the child started to make progress?
Communicate with parents/carers.

YES?

Continue to provide personalised learning. Continue with the APDR cycle.
Share APDR form with parents and sign termly.

NO?

Refer to KC with evidence of this identification pathway. KC to arrange meeting with class teacher and parents to discuss next steps.

External agency support

After discussing with KC, access the following referral forms on SharePoint.
SALT
IPAss
Sensory
Neurodiversity
STS
Ensure parents complete the parent sections and sign the completed forms.