The SEND journey at Sheriffhales Primary School and Preschool

Identification/Pre-SEND

Previously identified as having a SEN/D at their former setting

Assess	Concerns about academic, emotional, physical or social progress are identified by either parents, Class Teacher, SLT or the SENDCo. This might be through an informal conversation, a School Based Meeting, data analysis or pupil progress meetings.
Plan/Do	The Class Teacher will discuss current Quality First Teaching strategies. (e.g. differentiation/resources) with the SENDCo who will give further suggestions and recommendations after monitoring and/or completing an observation using a pre-SEND checklist.
Review	If, after adjusting Quality First Teaching strategies, there is still limited progress, the child will be placed in short-term targeted interventions which will then be reviewed after a term. This will be discussed with parents.

If there continues to be concerns:

SEND Support

Assess	Appropriate assessments take place depending on the Area of Need. This may involve referrals to external agencies for specialist support e.g. Educational Psychologist, Learning Support Advisory Teacher, Occupational Therapy, Speech and Language, Early Years Advisory Teachers
Plan/Do	Interventions and additional provision will be planned based on any assessments that have taken place. Short-term targets will be created. This will be discussed and reviewed with parents/carers three times a year.
Review	Plan to be reviewed termly with evidence. The aim is for short-term targets to be met each term. If the child is making good progress, there will be consideration as to whether they need to remain on the SEND register.

If the child is continually making limited progress, despite several APDR cycles, then an EHCNA will be considered as long as the child meets criteria.

If the child doesn't meet EHCP criteria, but we feel we need additional funding/advice, an application the Graduated support pathway will be applied for GSP).

EHC Plan

GSP Funding

Additional funding is received to ensure the child is receiving bespoke interventions to improve progress. Bespoke targets are created and the APDR is repeated and reviewed each term .

EHCP is reviewed annually with parents, teachers and appropriate external agencies.

GSP is reviewed annually by the school and sent to the . If needs have changed, there may be a need for an EHCP application.