

LAP SEND Learning Journey Flowchart Assess; Plan; Do; Review

If the pupil's needs cannot be met by the provision within the academy, after frequent reviews and modifications, the pupil may require an Education Health and Care Plan. Statutory Assessment would be requested to determine whether it is necessary for the Local Authority to make provision in accordance with an EHCP.

Teachers scrutinise pupils' progress. Any pupil not making expected progress is highlighted and closely monitored.

The child's class teacher takes steps to provide additional differentiated learning opportunities to aid the pupil's progress and development. This may consist of inclusion in intervention groups.

Teachers consult the SENCo for support and advice. SENCo may observe the pupil in class.

If the child does not make progress, despite the modified and differentiated curriculum, the class teacher completes the SEND Concern School Form and additional data is gathered. Parents are consulted to gain their views and perspective.

The SEND Concern form is discussed at a meeting with the SENCo. A decision is made regarding whether further modifications to teaching approaches are required or whether the pupil requires further observation and assessment.

The pupil is placed on SEN Support register. Additional 1:1 assessment may be undertaken at this stage by the SENCo and a report produced to aid the setting of appropriate targets. An Individual Support Plan is drawn up by the class teacher in consultation with the pupil and the parents.

A Individual Support Plan review meeting is held to measure the impact of the support provided and to consider whether changes to that support need to be made. The pupil, their parents, class teacher and SENCo can contribute to the review. These are held termly. Advice may be sought from an outside agency.

Appropriate intervention and support is provided to suit the pupil's individual needs. This is recorded on a Provision Map.

