



Concerns regarding a child's development or academic progress.

Universal classroom strategies and implementation of EEF 5 a day strategies (ordinarily available provision). Monitoring for a period of APDR (assess, plan, do, review)



Discussion with SENDCo and parents.

Continue with Quality First Teaching strategies and implementing the universal offer for all pupils, making reasonable adjustments when needed.

Assessment tools used to assess impact (Boxall, Phonics check, NTS etc)

Further adjustments or strategies in place, reviewed after a period.



Discussion with SENDCo and parents, using monitoring tools to assess impact.

Continue with Quality First Teaching strategies and implementing the universal offer for all pupils, making reasonable adjustments when needed.

A #Gold Profile (School Support level) document may be created to outline and summarise the strategies in place for the child



If there is evidence of sustained difficulty despite QFT and implementation of Universal strategies, further targeted support is required.

The child is accessing targeted SEN Support in school (K).

An individual Support Plan will be completed by the class teacher, supported by the SENDCO, to be reviewed by teachers, the SENDCO and parents termly as part of the APDR cycle



Specialist guidance may be sought from an external agency

This will feed into the Individual Support Plan, which will be monitored and reviewed as part of the school's APDR cycle.



Complex cases may necessitate an EHC needs assessment, submitted via the Local Education Authority (LEA).