

Appendix A The chain of identification and support offered to children with SEND.

All children will receive Quality First Teaching from their class teacher. These class learning opportunities will enable all children to make progress as part of their class.

A child may be identified by their parents and class teacher as not making the progress expected. This may be within their learning, by showing language difficulties or perhaps by behaving in a socially inappropriate way.

Reasonable adjustments will be made for the child. This will be in class support initially for example modelling verbal sentences; providing additional Learning Partner talk time or re-enforcing the school behaviour policy.

Following parent/teacher discussions, it may be agreed that the reasonable adjustments in place are working well and that the child is making good progress. If this is not the case, then this support will be reviewed together and additional or different support implemented. The child will then be described as having SEND.

If the child continues to work at a level substantially below that expected of children of a similar age, the parent, teacher and SENCo may decide that the support of specialist interventions or an external professional is necessary. At this point, the parent, teacher and SENCo will work together to implement the agreed ongoing specific support.

Appendix C

The assessment and planning process for an Education Health Care Plan:

