

## How do we identify SEND at Colerne CofE Primary School?

1: We use the ADPR cycle for all children in all planning all year. If there is a concern, this will be monitored throughout one ADPR cycle (see diagram below) in class and supported in class through high quality first teaching and in class adaptations. Parents will be informed of any concerns.

### Assess, Plan, Do, Review Cycle

#### Assess

Carry out child observations, hold discussions with key staff and parents/carers to identify and analyse the child's needs. Note the child's strengths and areas for development.

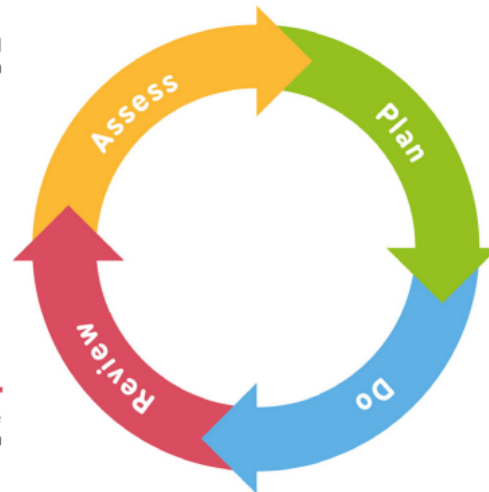
Assessments from outside agencies (Health, Educational Psychology, Social Services) may be required with parental consent.

#### Plan

Hold discussions and meetings with parents, colleagues or any specialists who are involved to plan for what support will be put in place.

Make your plan 'outcome focused' - what do you all want the child to improve, develop or achieve? The plan should involve the child and parents at the centre.

Identify the interventions and support required and the expected impact on progress, development and behaviour. Set a clear date for review.



#### Do

Implement the support as planned with class teachers, early years practitioners, support staff and any other staff members working together with support from the SENCo.

Continue with observations to see how the child responds to the support.

#### Review

Discuss with others involved about how effective the support has been and the impact on the child in line with the review date.

Check back against observations and planned outcomes.

The next steps should be carefully planned with parents, outside agencies and the child themselves. Think about any other colleagues or specialists that might be able to help before the cycle begins again.

2: If concerns continue, the class teacher will meet with Eleanor (SENDCo) and parents to discuss these concerns. Any adaptations to learning and support that is additional to/different from the rest of the class will be put into a School Support Plan. This will be shared with the parents and children. This will be monitored through ADPR cycles and updated and shared with parents and children 3 times in the academic year (more if appropriate) Children's views will be added to the plan as well as their own personal target.

3. If the child is still not making progress in the area of concern, a referral will be made to the appropriate outside agencies for support (Behaviour Support, SSENS, OT/Physiotherapy, Speech and Language etc.). Recommendations from outside agencies will be put into place and the child will then have a My Support Plan which will be written in line with any recommendations given by professionals as well as the child's view and parents' views. These will be updated 3 times a year and shared with parents.

4. If a child exceeds the threshold for a My Support Plan and needs more specialist/intensive support which may continue into adulthood, evidence will be collected and an EHCP needs assessment will be requested in partnership with parents.

If a child receives an EHCP, the school will work alongside parents, professionals and Wiltshire LA SEND Lead Workers to ensure recommended support is put into place. Targets will be taken from this and worked on throughout the year. These targets will be put into a My Support Plan format. These will be reviewed three times a year (more if appropriate) with parents and children. The EHCP will be reviewed yearly at an Annual Review in line with statutory guidelines working with any outside agencies, parents and the local authority.