



SEN Support Process at All Saints'

Step 1

Regular assessment and tracking of pupil progress shows less than expected progress, despite Quality First Teaching; *or* concerns are raised regarding emotional well-being or behaviour.

A Parent/carer or outside professional raises a concern.

Step 2

Class Teacher completes an **initial concerns form** and meets with parent/carer. Agreed actions are recorded on a note of **initial concern meeting** form. Set review date for 6-8 weeks later.

The Class Teacher, alongside the parent/carer, sets outcomes based on Quality First Teaching and plans for 'extra support and other rigorous interventions' targeted at areas of weakness.

Step 3

Review

Good progress.
Return to regular tracking

Some progress made. Repeat cycle **once** more

Less than expected progress is made despite Quality First Teaching and extra support.

Communicate with parents.

Step 4

Class Teacher, working with the SENCO:

1. Carries out further assessment(s) to provide a clear analysis of the pupil's needs.
2. Agrees whether the child has a learning difficulty which requires SEN Provision.

Step 5

Not SEN

Return to regular school monitoring.
Address other causal factors, eg. attendance.

SEN

Formally record as '**SEN Support**' with parental permission.
Individual Learning Plan created using 'Provision Map'.