

Assess

**Step one – Initial concern**  
 Parents/teachers raise a concern about a child in response to:

- Slow progress/no progress
- A change in behaviour, however we don't consider behaviour as a SEN.

Inform parents and discuss with pupil.

Plan and Do

**Step two – Teacher adapts**  
 The class teacher adapts work and/or re-organises classroom support. This may include:

- Child identified as a 'spotlight' pupil. Support from team leader to implement appropriate provision if needed.
- Refer to Whole School Provision Overview
- Flexible groupings/teaching
- Planning support
- Change to provision which may be a phase change such as contexts to engage boys.
- What skills are you hoping to achieve?

Inform parents and discuss with pupil.

Review

**Step three – Review**  
 What progress has been made? What works well and what doesn't well? What needs to be changed? Where is child in comparison to their peers. Refer to targets. Are interventions having an impact?

Inform parents and discuss with pupil.

Progress

No Progress

Continue to employ Quality First Teaching.

Teacher considers intervention with support from team leader and SENCo in an SEN termly meeting. Provision map to be completed in response. A decision is made, with parental consent to put the child on the School SEN list.

Step 4 - Review

**Evaluate Progress**

- What has worked?
- What has not worked?
- If progress has been made, does the child need to be taken off the SEN list?
- If progress hasn't been made, consider use of outside agency i.e. EP, LSAT, BSAT, SIS, OT, Speech and language.
- If outside agency involvement needed, referral form to be completed by class teacher, signed by parents,

Inform parents and discuss with pupil.

Step 5 - Review

**Evaluate Progress**

- Has outside agency support been specifically added to provision map? Is it working?
- If not, is there something else on the report that you can try?
- Provision map amended in response to review meeting.

Inform parents and discuss with pupil.

Progress

SEN support continues if appropriate.  
Assess, Plan, Do, Review.

No Progress

Consider further advice from Outside Agencies, support from the ISF panel or consider a referral for an ECHP.