

SEND/INCLUSION referral form completed:

Demonstrating what has been already put into place – staff to have expressed concerns to parents regarding a barrier to learning and evidence of High-Quality Teaching and Learning and of Adaptive Teaching strategies put into place.

Inclusion Team to support if necessary

Inclusion to liaise with safeguarding team and FLO. Look at history and provision. Inclusion team and teacher liaise to look at concerns – Adaptive teaching planning. Place on Monitoring or SEND list depending on need. Parents informed by referrer.

Check-in with appropriate team member from Inclusion

Analysis of all assessment data. About Me completed and adaptive teaching strategies suggested through feedback to teachers.

Discussions after a period of time (approx. half term) with staff involved (inclusion staff and FLO if nec) to discuss progress of actions and any additional support needed

Liaise with parents, Inclusion and Head of Learning, if necessary, to discuss concerns and plan how to move things forward. Can also be completed via email

Longer term targeted provision: For example, Access arrangements, SpLD, SALT intervention etc... Consider EHA to be offered and initial meeting planned, 'About Me!' updated – assessed after half a term. Entry and exit criteria used (assessing progress).

Parental involvement via TAC SALT referral form completed, student assessed and SALT report completed. Communication profile completed and implemented by trained LSA / OT / External agency involvement. About me with SALT strategies shared with key staff and teaching staff.

EP referral: Assess, Plan, Do, Review cycle (including TAC meetings and outcomes)
EHCP considered, collated and applied for.

**NB Communication with parents/carers regularly and recorded on SIMS P360. Regular communication with Head of learning and staff.

