

SEND/INCLUSION referral form completed:

Staff should demonstrate the actions already implemented, including having shared concerns with parents about any barriers to learning. There should also be clear evidence of High-Quality Teaching and Learning, as well as the use of Adaptive Teaching strategies. The Inclusion Team will provide support where necessary

(Wave 1 and 2 interventions)

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-ins with appropriate team member from Inclusion

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

Hold review meetings approximately every half term with relevant staff (including inclusion staff and FLO, if necessary) to discuss the progress of actions and identify any additional support required

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 by school staff and recorded on SIMS P360. Regular communication with Head of Learning and staff.