The SEND Journey at Billingshurst Primary School

Graduated Approach: Assess, Plan, Do, Review (APDR) Cycle

Key:
Teacher
SENDCo
Teacher & Inclusion Team

NB. The Inclusion Team, includes the SENDCo, SEND Administrator and year group Intervention Teachers.

START: Area of need observed in pupil by the class teacher and/or intervention teacher.

The first step of our two-step referral process, First Observation Form (FOF), begins. Parents/carers are informed and invited to contribute.

Adjustments are made to in-class provision using the Ordinarily Available Inclusive Practice (OAIP) document and the Tools for Schools website. Impact is monitored by the teaching team.

Pupil's progress is monitored and reviewed by the class teacher and Inclusion Team.

Is the pupil making progress?

Yes → Adjustments are made to in-class provision using the Ordinarily Available Inclusive Practice (OAIP) document and the Tools for Schools website. Impact is monitored by the teaching team.

No → Second FOF begins or, if the need is significant, the second step of our two-step referral process, Request for Inclusion Team Support (RITS), begins.

Meeting with parents/carers to discuss the possible need to refer to external agencies.

Referral to external agency completed and submitted.

Pupil added to Monitoring Register.

Pupil's progress is monitored by class teacher, the Inclusion Team and SLT through Pupil Progress Meetings and shared with parents/carers through Parent Consulations.

Is the pupil making progress?

Yes* → Pupil removed from the Monitoring Register.

No → Individual Learning Plan (ILP) created with parents/carers, teaching team and Inclusion Team. Pupil moved to the SEND Register.

Pupil's progress is monitored by the class teacher and Inclusion Team over three terms through the Extended Parent Consultation (EPC) process.

Is the pupil making progress?

Yes* → Once the ILPs have run for three terms then further external agency advice is sought, if appropriate. This is shared with parents/carers, the teaching team and SENDCo.

No → Once the ILPs have run for three terms then further external agency advice is sought, if appropriate. This is shared with parents/carers, the teaching team and SENDCo.

Pupil's progress is monitored by the class teacher and the Inclusion Team over three terms.

Is the pupil making progress?

Yes* → Pupil's progress is monitored by the class teacher and the Inclusion Team over three terms.

No → If school feel it is appropriate, information and evidence is gathered over at least two terms and an application made for an Education & Health Care Plan (EHCP). There is no guarantee that an EHCP will be granted. If an EHCP application is successful then targets are reviewed three times a year through the EPC process and annually through the Annual Review process.

* If a pupil is making appropriate progress then new targets are continued for three terms. If the pupil continues to make good progress then eventually they can be removed from the SEND Register if agreed by parents/carers, the teaching team and the SENDCo.