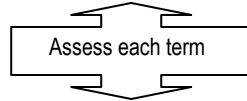


OFFWELL Special Needs Pathway

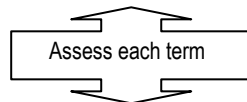
See: Graduated Response Tool for details



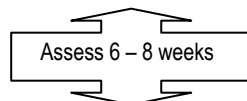
Stage 1 – progress on track.			
Child on track	Good Home Support and Quality First Teaching:		Responsible
Child achieving at least Expected Standard, or at least expected progress from starting point; Age appropriate physical and sensory development; Positive sense of self; appropriate social behaviour and ability to express needs.	Access to good quality resources Regular attendance; Good physical and mental health; Supportive home environment. Good communication with parents Homework and reading supported	Engaging activities; Differentiation; Clear explanations/ instructions; Time to process / chance to talk Questioning for understanding Modelling; Visual and practical resources;	Family, Teaching Team



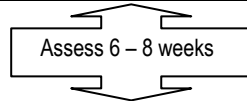
Stage 2 – Early Intervention			
Child showing early difficulty	Basic checks	Next steps: Intervention Plan	Responsible
Child is showing a specific need, or a sustained dip in attainment or progress; or issues with language, physical or sensory development, or emotional or behavioural changes over at least half a term.	Talk with parents ref: sight/hearing checks/ illness/ family concerns. Gather details to identify problem clearly. Actions agreed and shared.	Set baseline for intervention*; Set SMART target to address needs. Assess and review progress with parents and Team (6 – 8 weeks)* could be separate test e.g: phonics/ memory/ number bonds...	Family, Teaching Team.



Stage 3 – My Plan (Register)			
Child showing continued difficulty	Check list of provision:	Next steps: Additional Support	Responsible
Child is showing a continued dip in attainment and slower progress; or issues with language, physical or sensory development; emotional or behavioural changes – despite intervention.	Parent meeting. Intervention Plan reviewed. Specific needs identified through extra assessment. Set date to review progress termly.	SENCo to observe; Adapt Intervention; Target additional support; Teacher and SENCO set My Plan targets with Parent (and child)	Family, Teaching Team. Head/SENCO



Stage 4 – Referral			
Child showing complex, continued difficulty	Check list of provision:	Next steps: Referral for support	Responsible
Child is showing more than one area of need, or a widening gap in attainment or progress; or ongoing issues with language, physical or sensory development; emotional or behavioural changes – despite adapted intervention.	SENCo to observe; Adapt Intervention; Target additional support; Teacher and SENCO set My Regular meetings with Teacher, Parent and SENCO (Plan, do, review)	SENCO to complete referral process: parental permissions and opinions intervention plans, My Plans, Follow referral pathway. Continue Plan, do, review cycle using My Plan.	Family, Teaching Team. Head/SENCO External Agencies



Stage 5 – EHCP			
Child showing complex, long term difficulty	Check list of provision:	Next steps: Needs not met.	Responsible:
Children with an increasing gap in attainment or slower progress; Ongoing issues with physical or sensory development; Emotional or behavioural changes over more than a year.	Evidence of 'Plan, do review' cycle - Team Around the Child meetings Intervention plans, Reviewed and adapted My Plans, Referral forms, Expert Reports/ advice; Adaptations resulting from advice; Needs not met despite provision.	Complete Statutory Request for Assessment for EHCP (Education, Care and Health Plan) form. Evidence of: long term/ severe, resistant to intervention, (£6000 +) Annual Review cycle.	Family, Teaching Team. Head/SENCO External Agencies 0-25 Team.

**NB: Assessment is ongoing in EYFS and four times a year in the rest of school
Children may stay on Register for Key Stage to monitor and show progress**

Available for Reference

- SEND Code of Practice
- Behaviour Procedure
- Strategies for Reading with your child
- Auditory Processing Difficulties (APD) Information sheet,
- Attachment Based Mentoring information sheet,
- Approaches to help with dyslexic tendencies sheet,
- Precision Teaching information sheet
- Dealing with Anxiety information

Programmes of support available within school:

- Thrive approach
- Attachment Based Mentoring approach
- Passive Intervention and Prevention Strategies (PIPS)
- Language /Speech Link screening
- Two to one reading scheme
- Early Help 4 Mental Health (EH4MH) training and supervision
- Pets As Therapy (PAT) scheme
- Mindfulness sessions

Directory of External Support:

- CAMHS (Child and Adult Mental Health Services)
- *Communication & Interaction Team (after diagnosis of ASD)*
- *Early Help (Family Support)*
- *Educational Psychology*
- *Occupational Therapy*
- *Social and Emotional Mental Health (SEMH/BST) Team*
- Speech & Language therapy
- *SPLITZ – Support for Domestic Abuse*
- *Visual Impairment Team*
- *Young Carers*