

Windy Arbor

Assess, Plan, Do, review process

Initial Concern Raised – by teacher, parent, or pupil.

Observation & Evidence Gathering – classroom observations, work samples, assessments

Short-Term Support – adaptive teaching or interventions.

Review Progress – assess effectiveness of support.

Teacher Standard 5 'Adapt teaching to respond to the strengths and needs of all pupils'



Have an initial discussion with parents around concerns you have identified with the child and discuss what provision you have put into place to support these concerns. Get consent (verbal) to discuss these concerns with the SENCo.

Formal referral made. Complete the referral form (all sections to be completed) and save on w-drive, alerting SENCO via email, who will discuss the child with you and do an initial observation of the child.

Graduated approach



Referral form:

Child's name/class	Who has referred and date?	Reason for referral/ What is already in place or has been tried?	Action to be taken

Assess

Depending on area of need, identify appropriate SEND offer.

Professionals may be consulted for advice and support



Add to SEN register for monitoring



Add to SEN review cycle

Plan Plan targets, provide the appropriate provision and plan a review date (at least at the end of every half term).



Do Interventions / resources / adaptive teaching / specialist support and advice



Review Review targets via SEN review process with teacher and parents. Also reviews at PP meeting and support groups. and decide level of ongoing support. Interventions recorded on insight.

NB: Continue the Assess, Plan, Do, Review process. If a child is still not making progress after two cycles of the graduated approach being implemented, an EHCP may be requested upon consultation with parents and professionals.