

Graduated approach for SEN (based on Central Bedfordshire's approach)

APDR

If a child hasn't got an IEP, SEN support plan or an EHCP and you have concerns, the staff working with the child speaks to the SENDCo and the SENDCo will observe the child and discuss with the staff and the parents, the next steps for that child.

IEP

If a child needs extra support, an IEP will be put into place.

Targets are set and are to be agreed by the staff working with the child, the parents and the SENDCo. Targets are worked on for a term and evidence to be collected about how the child is progressing in that area. Targets set need to be SMART.

Every half term, the staff will inform the SENDCo if the child has met, partially met, exceeded or not met their targets. The SENDCo will then keep a record to assess if any other interventions need to take place. If a child continually meets or exceeds in all their targets (in a year), they will no longer have an IEP and will just be assessed and monitored in class.

SEND support plan

If a child is struggling to meet their targets set on their IEP, the child will be referred to be on a SEND support plan. The SENDCo will have a meeting with the parents to inform them of this change. A SEND support plan will be introduced instead of an IEP. A SEND support plan is more detailed and includes information such as: a 1 page profile, what a good day and a bad day looks for the child and aspirations for that child.

EHCP

The child's SEND support plan must be reviewed at least twice before an application for an EHCP is sent to the panel. This stage is for children who have long term needs in one or more of the 4 areas: cognition, communication and language, physical and sensory needs and social, emotional and mental health difficulties.

Evidence for an EHCP needs to show that the child is not making adequate progress towards their goals in their SEND support plan or that long term support is needed.

Outside agencies would be involved at this stage.