



SEND Process

If there are concerns about a child

The class teacher and parents will have a meeting to discuss the concerns and what could be done.



A monitoring form can be completed.

The class teacher can complete the Babcock Quick checker outlining both parent and teacher concerns discussed in the original meeting. This will be shared with the SENDCo and advice will be given about adjustments made.

The class teacher will monitor the impact of any reasonable adjustments made in the classroom or interventions that are put into place over a 6-week period. Occasionally advice from another professional may replace this stage.



An initial concerns form must be completed

If there are still concerns after this period, a more in-depth initial concerns form (Babcock SEND Indicators) will need to be completed. Parental and pupil voice will be included in this and the impact of provisions will be evaluated. This can be the basis of a more in-depth conversation with the SENDCo. The child may be placed on the SEND register or monitored for a further 6 weeks with adjustments to the provision.



SEND / Inclusion register

After the period of monitoring, the child may be added to the **SEND register** or the **Inclusion register**.

If they are on the **SEND register**, a termly learning plan will be implemented. This will contain a summary of strengths and concerns as well as up to 4 individualised targets. Each target will have a success criteria and strategies on how to meet these. They will be reviewed and a new one created in November, March and June. The class teacher will meet with the parents and child to complete these. Parental and pupil voice will be included. These will be monitored by the SENDCo and assessments may be carried out. The SENDCo may liaise with external agencies on how best to meet the child's need if required. External agencies may include Autism Outreach, Specialist



Teaching Service, Educational Psychologists, Speech and Language Therapists etc. If parents would like to speak directly to the SENDCo, contact the school office.

The **Inclusion Register** is for those children who need ongoing reasonable adjustments made to classroom practise to ensure that they are able to access the learning, without the requirement of targeted interventions. This would be documented through a 1-page profile. Some children may require some extra support for a time limited period. This can be through other kinds of plans (SALT, behaviour, bereavement etc).



1 Page Profile

If SEND children require specific strategies to be implemented in the classroom through whole class teaching, these will be identified on a 1 page profile. The child will be involved in creating this and discussing what works for them.



Additional Funding

Sometimes some children need more support, so if this is the case the SENDCo would apply for SEND Intervention Funding or an EHCP. This would be in collaboration with evidence provided from home and the class teacher. External professionals would also provide their advice.



SEND Intervention Funding

This is given by the LA for a set period of time for specific provisions to be put into place. This can be applied to be extended if required.

EHCP

If a need is longer lasting then an EHCP maybe applied for. If this is awarded by the LA, it can be in place up to the age of 25 years but is reviewed on an annual basis. The parents, child, SENDCo, class teacher and any other involved professionals will be invited to attend the review. The EHCP will recommend certain provision and support to meet the needs of the child. If a child still needs more specialist support, then this is required for them to access a specialist setting.

