



Cycle of processes when identifying early needs and SEND at Archbishop Benson School



Class Based Support	Class Based Support with Inclusion Team advice
Quality First Teaching (QFT) and standard expectation of good classroom practice	Quality First Teaching (QFT) and standard expectation of good classroom practice
Assess, Plan, Do - Class teacher identifies gaps/areas of weakness. - Information gathering with family and pupil. This indicates if needs could be addressed through refinements to QFT (Quality First Teaching) and MTSU (Making the Special Universal) and/or targeted class-based interventions. - Class teacher ensures adapted classroom practice and use of resources (RESOURCE 1). - Time limited, targeted class-based interventions are provided focussing on key areas of concern, then evaluated.	Assess, Plan, Do - Teacher to complete 'Referral to Inclusion Team' form and send to Inclusion Manager. - Inclusion Team to check teachers are already using their own assessments to identify strengths and gaps in learning and are using this information to inform refinements in MTSU, adapted planning, teaching strategies and classroom practice. - Inclusion Team to reply and advise. - Further class action and advice to be implemented and reviewed.
Review: If targets achieved and progress made: - Continue to monitor in class but with possible further intervention to ensure continuation of progress. If targets NOT achieved and limited progress: - Further investigations are needed.	Review: If targets achieved and progress made: - Continue to monitor in class but with possible further intervention to ensure continuation of progress. If targets NOT achieved and limited progress: - Despite adjustments to QFT and or interventions there is limited or no progress. Concerns still remain. This might be indicative of an SEND and may require further investigation.

A pupil has SEND where their learning difficulty or disability calls for provision which is different to, or additional from, normal classroom practice available to pupils of the same age.

SEN Support with external agency input	SEN Support
QFT and standard expectation of good classroom practice and SEN Support	QFT and standard expectation of good classroom practice and SEN Support
Assess, Plan, Do - Consultation with teachers/pupil/parents/carers as to why external advice is needed. - Refer to Early Years Intervention Team or other advisory specialist. - Complete <i>SEN Support</i> Plan IPM (Individual Provision Map), including targets from professionals' reports, with short-term targets and details of additional provision, shared with parents/carers and pupils. - Implementation of support plan monitored by class teacher with support from the Inclusion Team. - Continue to monitor progress of pupil. - Support plan, IPM reviewed with pupil, parent/carers and school staff within each term.	Assess, Plan, Do - SEN Support Plan to be completed. - Consultation with pupil/parents/carers. Parents/carers notified formally that child/young person is on SEND register: SEN Record of Need. - Assessment and areas of need identified. - Targets and additional interventions planned. - Implement support. - Review impact and evaluate. - Consultation and review with pupil / parents / carers.
Review: If targets achieved and progress made: - Continue to monitor without external support. Or - Continue on <i>SEN Support</i> but with next level of bespoke intervention. Monitor with appropriate professional. If targets NOT achieved and limited progress: - Raise concerns at appropriate external agency meetings for further advice	Review: If targets achieved and progress made: - continue to monitor with class-based support. Or - Continue on <i>SEN Support</i> but with possible further intervention to ensure continuation of progress. If targets NOT achieved and limited progress: - Further investigations may be needed with external agency input.