

Assess	<p>IDENTIFY</p> <p>EY Practitioner and SENCO Identify child as needing SEN Support and inform parents' of their concerns.</p>	<p>ASSESS</p> <p>EY Practitioner, SENCO and parent involved in the assessment process.</p> <p>They must carry out analysis of child's needs.</p>	<p>REASSESS</p> <p>Review the initial assessment regularly to ensure support matches the child's needs.</p>	<p>SPECIALIST ASSESSMENT</p> <p>If little to no improvement SENCO should contact Specialists with parental consent.</p>
Plan	<p>SEN SUPPORT</p> <p>Agree to provide SEN Support and formally notify the child's parents.</p>	<p>INTERVENTION & OUTCOMES</p> <p>EY Practitioner, SENCO and parents should discuss desired outcomes and the intervention and support to be put in place.</p>	<p>PROGRESS</p> <p>EY Practitioner, SENCO and parents should note the expected progress from the interventions or support. A clear review date should be chosen.</p>	<p>TRAINING</p> <p>Any training or development that is needed for the delivery of interventions should be identified and addressed.</p>
Do	<p>DAILY SUPPORT</p> <p>The child's EY practitioner remains responsible for working with the child on a daily basis.</p>	<p>SENCO ROLE</p> <p>The SENCO should support EY practitioners to oversee the implementation of interventions/ programmes as part of SEN support.</p>	<p>MONITOR</p> <p>The SENCO should support the EY practitioner in monitoring the child's response to interventions & advise on the effective delivery of such support.</p>	<p>PARENTS</p> <p>Parents should be involved in planning support and where appropriate reinforcing the provision at home to support progress.</p>
Review	<p>EVALUATE</p> <p>The effectiveness of the support and its impact on the child's progress should be reviewed by the EY practitioner, SENCO & parents in line with the agreed review date</p>	<p>RESTART CYCLE</p> <p>This cycle of action should be revisited in increasing detail & with increasing frequency, to identify the best way of securing good progress.</p>	<p>GRADUATED APPROACH</p> <p>The graduated approach should be led by the setting SENCO; working with and supporting individual practitioners in the setting.</p>	<p>EHC PLANS</p> <p>Where appropriate referrals for an EHC assessment should be made, in order to support specialist provision which cannot be met with the graduated approach</p>

Assess	<p>IDENTIFY</p> <p>Class or subject teacher identifies pupil as needing SEN Support.</p> <p>Schools should take parents concerns seriously and record these concerns</p>	<p>ASSESS</p> <p>Class teacher and SENCO should carry out clear analysis of pupil's needs.</p> <p>This should include progress, pupil views, parent views & attainment</p>	<p>REASSESS</p> <p>Review the initial assessment regularly to ensure support matches the pupil's needs, barriers to learning are identified and a clear picture of the interventions are put in place</p>	<p>SPECIALIST INPUT</p> <p>In some cases additional support may be needed from health and social care professionals.</p> <p>SENCO should seek support from specialists with parental consent</p>
	Plan	<p>SEN SUPPORT</p> <p>If it is agreed to give a pupil SEN Support, the pupil's parents must be formally notified</p>	<p>INTERVENTION</p> <p>The teacher(s), SENCO, parent's and pupil should agree after discussion of evidence based interventions and support to be put in place, and the expected progress</p>	<p>OUTCOMES</p> <p>All teachers and staff who work with pupils should be made aware of the child's SEN. Outcomes should be measured and recorded and a clear review date should be chosen</p>
Do		<p>DAILY SUPPORT</p> <p>The class/subject teacher should remain responsible for working with the pupil daily. The teacher retains responsibility for group or 1:1 interventions away from the main class</p>	<p>LIAISON</p> <p>The teacher should work closely with any TA or specialist staff; to plan and assess the impact of interventions & how they can be linked to class room teaching</p>	<p>SENCO ROLE</p> <p>The SENCO should support the teacher in further assessment of the pupil's strengths * needs and advise on the effective implementation of such support.</p>
	Review	<p>EVALUATE</p> <p>The effectiveness of the support and its impact on the pupil's progress should be reviewed by the in line with the agreed review date</p>	<p>RESTART CYCLE</p> <p>The teacher and SENCO should revise the support based on pupil progress. They should decide on changes to secure good progress and development</p>	<p>PARENTS</p> <p>Parents should have clear information about the impact of the support & interventions, enabling them to be involved in planning next steps</p>