



The Assess Plan Do Review process for pupils who are experiencing barriers to learning

The 4 areas need for those with Special Educational Need or Disability (SEND)																
Communication and interaction				Cognition and Learning				Social emotional and mental health					Physical and sensory			
Attention/ listening skills	Breadth of vocabulary/ understanding	Understanding of the rules of language for different purposes	Speech production	Dyslexia	Working memory	Auditory processing	Dyscalculia	Social skills	Confidence and self-esteem	Attachment	ADHD/ ADD	ODD/ PDA	ASC	Dyspraxia	Sensory issues incl. touch, hearing and sight	Muscle tone/ connective tissue issues
<p>Universal level of support and intervention</p> <p>Follow suggestions in the SEND toolkit and make a note of any group interventions given, on the pupil's provision map. Copy the appropriate page from the toolkit and highlight the strategies used. Keep this with the pupil's individual provision map. Ensure that you inform parents about strategies that you are implementing in school and let them know how they can help at home. Take account of the pupil's interests. Record any parent meetings/emails/phone calls however brief on the appropriate form and keep with the pupil's provision map. Assess how well changes in provision at the universal level have worked. If they have had a positive impact continue with the strategies used and keep parents informed of any further changes you make.</p> <p>If this has had no or limited impact move to the next level of support – School SEND Support.</p>																
<p>School SEND Support</p> <p>At the next Pupil Progress meeting discuss your concerns and share what provision you have made for the pupil to date. Plan next steps with the Inclusion Manager. At this stage, the Inclusion Manager will arrange to observe the pupil in class. Invite parents into school for a meeting with you and the Inclusion Manager. At this meeting, it should be explained to parents that their child has been added to the SEND register so that their progress can be more closely monitored and next steps planned. They should understand that their child will not remain on the register indefinitely and that progress will be reviewed formally every term, with parents being invited in to school for an additional termly meeting with you to discuss progress. Discuss any assessments that are planned and seek parental permission for these. Ensure that the front page of the ILP is up-to-date, discussed with parents, and that any key information gathered from them and the pupil and added. You should write an Individual Learning Plan (ILP) for the pupil at this stage. It must take account of the front page of the ILP and any relevant information from parents as well as your observations and any school assessments. You must share it with parents along with suggestions of how they can help at home. If when you review the ILP the pupil has made good progress, consider moving them back to the Universal level of support. If progress has been made but you consider that an ILP is still needed, continue with the assess, plan, do, review process at this level. Parents must be kept informed at all points of decision making or change to provision. If you consider that the pupil is making limited or no progress, and would benefit from more specialised support discuss with the Inclusion Manager at the next Pupil Progress meeting. It may be agreed at this point to move them to the next level of support. Often before progressing to this stage specialists will expect pupils to have had early intervention based on for example the Early Years SALT (Speech and Language Therapy) pack, or the Occupational Therapy pack, or advice given over the phone or via email. The Inclusion Manager may ask the Local Authority Specialist Teacher for Inclusive Practice (STIP) for advice on next steps at this point.</p>																
<p>Specialist SEND Support</p> <p>At this level, the Inclusion Manager will seek additional advice from one or more specialist practitioners. This could be a Speech and Language Therapist, an Occupational Therapist, a STIP, an Educational Psychologist, CAMHs (this is not an exhaustive list). The Surrey SEND Support Arrangements should be completed in partnership with parents. The Inclusion Manager can gather this information from parents. You should continue with the 'assess, plan, do, review' process, keeping parents informed of progress and sharing ILPs with them. If in order to implement the recommendations of the specialist practitioners, the requirement is more than can be reasonably expected to be funded from the school's delegated budget, an EHCP (Education Health and Care Plan) may be applied for. Fill out the 'profile of need' with the Inclusion Manager for a further indication of whether this would be appropriate.</p>																
<p>EHCP</p> <p>Statutory assessments will be carried out and recommendations made on the basis of these. The EHCP is a legal document and outlines what schools and teachers must provide for the pupil. Class teachers are ultimately responsible and accountable for ensuring that these recommendations are fulfilled. The Inclusion Manager's role is to liaise as necessary with other professionals involved, to identify training needs and offer support and advice to the teacher and learning support assistants in implementing the plan.</p>																