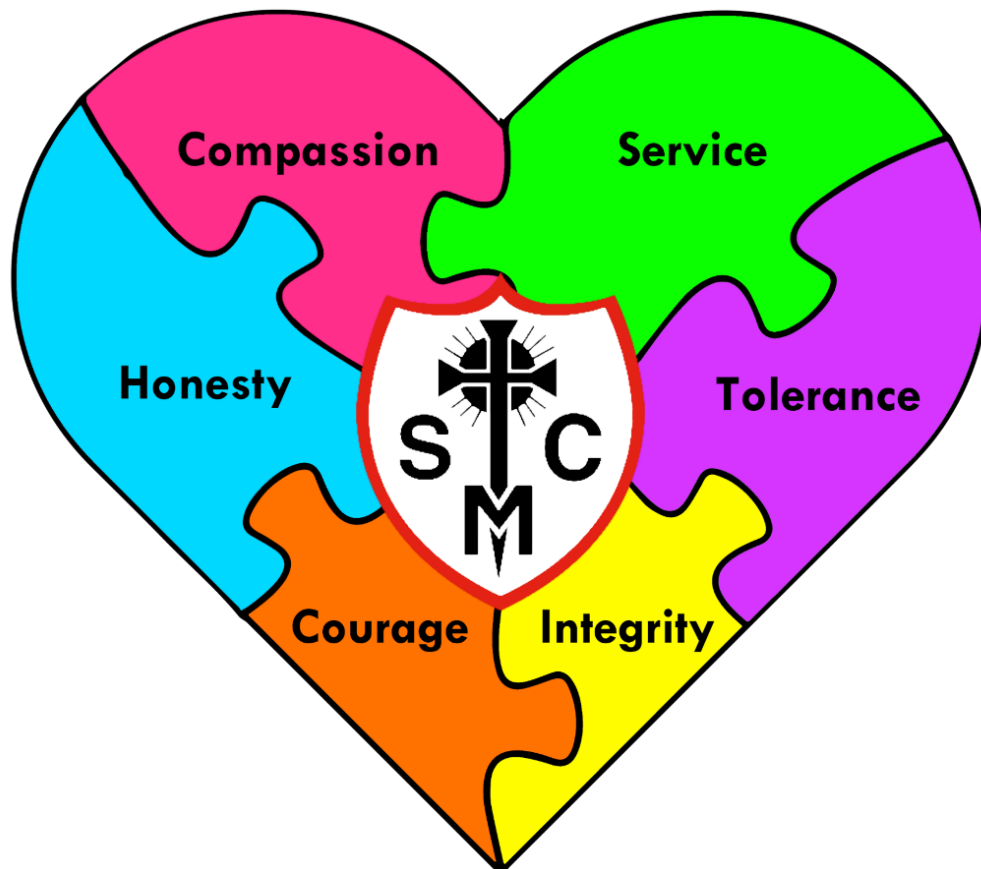


SEND Pathway



“Love one another as I have
Loved you,”

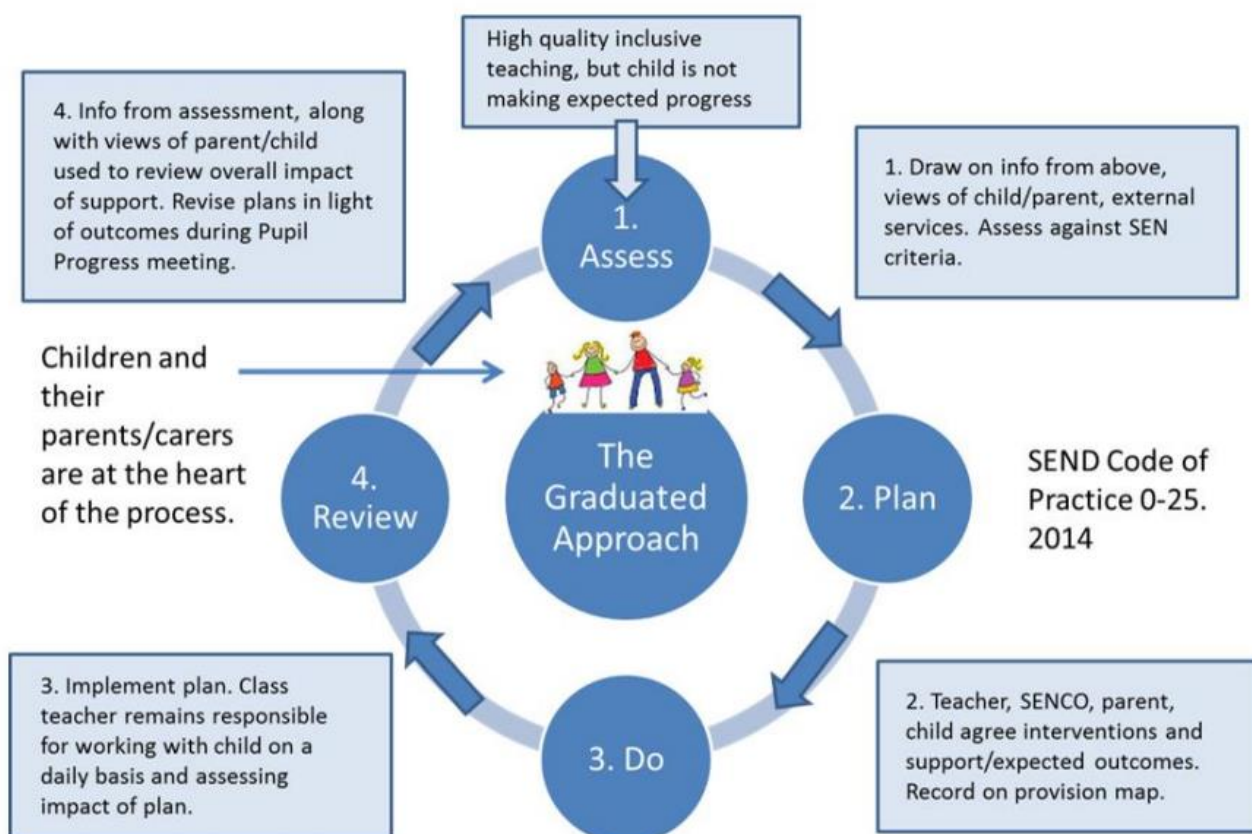
John 13:34

At St Margaret Clitherow Catholic Academy, we take action to remove barriers to learning and put effective special educational provision in place. All stages of our pathway take the form of a four part cycle:

- Access
- Plan
- Do
- Review

This approach ensures earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. As set out in Special Educational Needs Code of Practice (2014), this is known as the graduated approach. It draws on a detailed approach, frequent review and specialist expertise in successive cycles in order to match interventions to the SEND our children.

The SEN Review Cycle



“But Jesus looked at them and said to them.... With men this is impossible, but with God all things are possible”

Matthew 19:26

Our SEND Pathway and graduated approach

Universal Provision

Quality First Teaching
Small Group Classroom
Interventions

SEND Concern

Children who are not making progress despite QFT and 2 terms of classroom interventions
Teacher to complete SEND Concern form and have initial discussions with parents regarding needs

Teacher to identify key areas of needs through assessment and observation
Discussion with the SENDCO, who will advise on next steps and strategies to use in the classroom
Review after 1 term

SEND Support

Specifically for pupils who require support which *is additional to or different* from their peers and who require multi-agency support.

Parents made aware when added to register.

Learning plans completed by the class teacher and reviewed by the SENDCO every term, outlining SMART targets and provision

Progress meetings 3 x yearly meetings (including 1 x annual transition with new teacher)

Ongoing Support from outside agencies if needed

Personalised termly tracking using ARE/PIVATS

Ongoing use of personalise curriculum or significant adaptations

May or may not have diagnosis of need

May be eligible for, or in receipt of, HLN funding

EHCP

Highest level of mainstream support for those with range of outside agencies.

Applications for EHCP's only made following two cycles of ADPR (two academic terms)

3 x SEND Reviews per year including 1 x Annual Review submitted to LA

These pupils may be eligible for a nonmainstream school place May be in receipt of HLN funding