Didsbury CE Primary School

Procedure for SEND Support

Initial concern raised in Pupil Progress meeting or at any time by the class teacher or parents/carers. Discussion with SENCo about possibility of a special educational need or whether other factors could be impacting on progress.

Specific areas of difficulty for the pupil identified. SENCo to look at relevant information e.g. screener results, data tracking, work in books, observation in class. How quickly is progress being made? Is it a different need? What adaptations have already been put in place?

SENCo and class teacher to consider appropriate in-class boosters, adjustments or interventions. Action plan for a half term to be decided upon and a draft Provision Plan produced.

Class teacher to meet with parents, discuss concerns and share action plan for the next half term. Class teacher to explain that following this period, in discussion with parent/carer, we will decide whether the pupil should be added to the SEND register and their support formalised.

SENCo and class teacher to monitor progress in area of difficulty over half a term.

SENCo and class teacher to meet following half term. Has progress been made? If some progress has been made, consider whether the intervention should continue or whether the pupil can be removed from the concern list and monitored. If no or little progress has been made then SENCo to add pupil to SEND register, following discussion with parents/carers.

Class teacher to evaluate and update Provision Plan. Plans to be shared with parents. Onwards referrals considered if progress remains slow or the pupil requires more specialised input.