



MELTHAM MOOR PRIMARY SCHOOL

How do we identify and support children who may have SEN at Meltham Moor?

01

Concerns are raised about a child's needs by parent / carer or by staff or by an external agency who is working with the child. Pupil Progress meetings identify pupils who are not making the expected progress or are falling behind. Provision which aims to catch the child up is identified and implemented. Parent / carer made aware at Progress Evening.

02

The provision is implemented within the classroom and monitored. If progress is made, child is no longer a concern and no further action needs to be taken.

If there are still concerns, then a discussion with the SENCO is held to review. Additional information regarding the child is gathered.

03

If appropriate, an Additional Needs Plan is written and the assess-plan-do-review cycle begins. For children who may have more complex needs, an I-APDR or My Support Plan may be started. Parents / Carers are invited to a meeting to co-create the plan and where appropriate, the child also attends.

04

The plan is then implemented and then after a period of time will be reviewed with staff, parents/carers and pupil. At this point the child may have made progress and be able to come off the plan. Some children will be making progress but need new targets for their plan and to continue. A small number of children will need more specialist advice from other agencies.

05

Where outside agency support is needed, the child will be referred through the appropriate pathway. Timescales and procedures vary between services.

In the meantime, the plan continues with new targets. When specialist advice is given, this is written into the plan and then implemented. A further review identifies the impact of this or if additional funding needs to be requested.