Process for SEND identification and SSPP/EHCP application Assess Plan Do Review Assess the pupil using whole school assessments. If they are identified as not making expected progress or there are specific concerns regarding certain aspects of their learning, the first response should be quality first teaching in the classroom targeted at their areas of need. If the Teacher continues to have concerns they will request support from Ass SENCo /SENCo and speak to weeks (half parents about their concerns. term) SENCo to support in class with quality first teaching strategies yes Has the pupil made expected progress? Continue to monitor Interventions will be implemented to support the child in the area of need to help close the gap. Social, Emotional and Speech and Specific subject Physical/ Sensory Specialist Language Mental Health interventions interventions interventions interventions interventions (term) Implement interventions for a term. Continue to QFT and monitor Has the pupil made expected progress? no SENCo to speak with parents and refer to external professional to help with further advise School Speech 2 weeks Child Development Educational School nurse Communication NHS speech and and Language Clinic Psychologist and Autism Team language other NHS (term) Therapist Continue to implement ves specialist advice, Has the pupil made expected progress? interventions and QFT and monitor If, despite the school interventions and specialist support, the child is still not making appropriate progress it may be decided at the review to write a SEND School Support Provision Plan. The SENCO will write this with CT, specialist services, pupil and parents. Top up funding may be available The plan will be reviewed annually and short term targets will be taken from the plan and identified on a target plan. This will be reviewed termly. 20 week process If a pupil's needs cannot be met through a SEND SSPP then a decision will be made with parents and specialist services to request an EHCP. All parties will determine whether the pupil's needs can be met within mainstream education or whether specialist provision would be more appropriate.