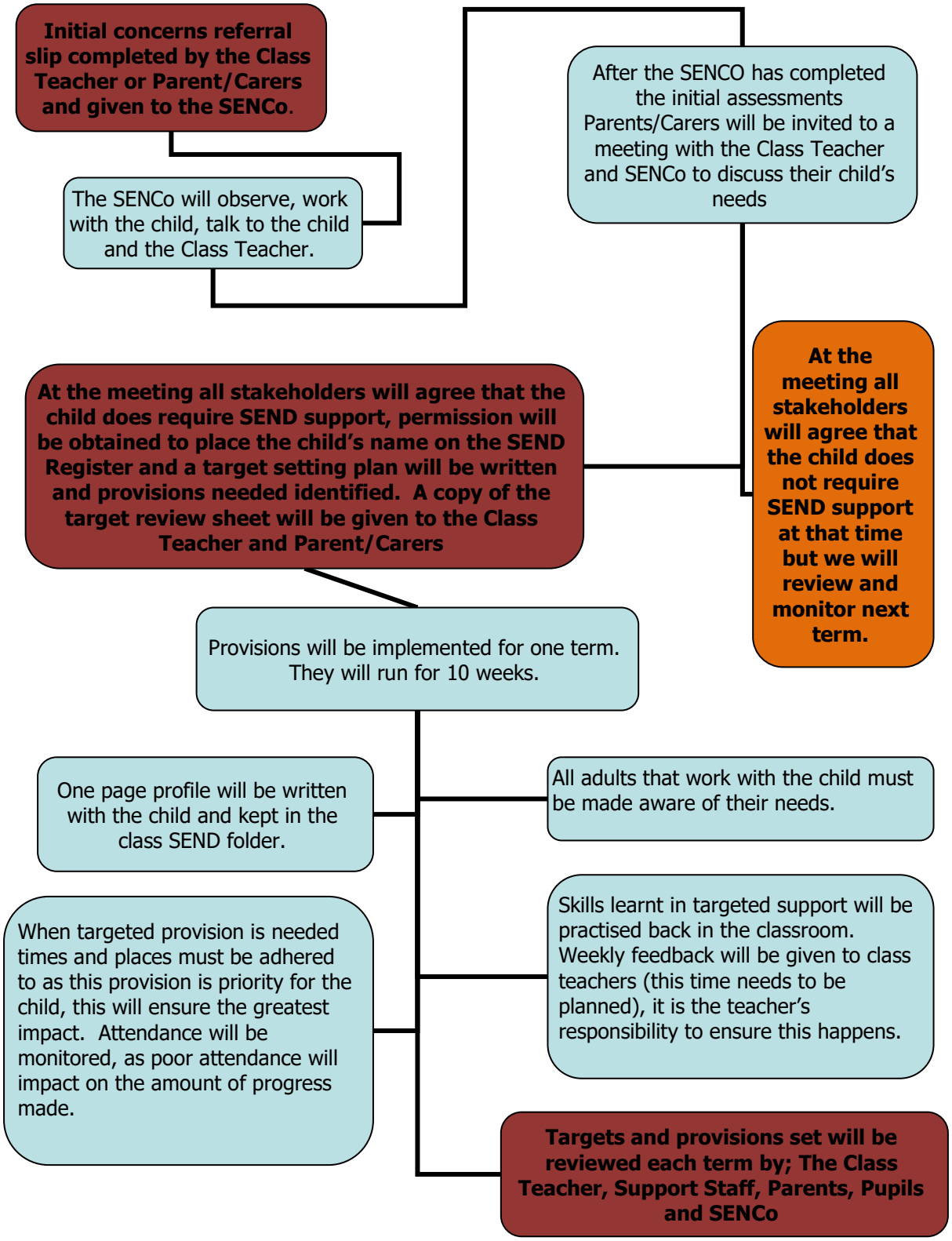
Appendix 1


Initial concerns referral slip completed by the Class Teacher or Parent/Carers and given to the SENCo.
The SENCo will observe, work with the child, talk to the child and the Class Teacher.
After the SENCO has completed the initial assessments Parents/Carers will be invited to a meeting with the Class Teacher and SENCo to discuss their child's needs
At the meeting all stakeholders will agree that the child does require SEND support, permission will be obtained to place the child's name on the SEND Register and a target setting plan will be written and provisions needed identified. A copy of the target review sheet will be given to the Class Teacher and Parent/Carers
At the meeting all stakeholders will agree that the child does not require SEND support at that time but we will review and monitor next term.
Provisions will be implemented for one term. They will run for 10 weeks.
One page profile will be written with the child and kept in the class SEND folder.
All adults that work with the child must be made aware of their needs.
When targeted provision is needed times and places must be adhered to as this provision is priority for the child, this will ensure the greatest impact. Attendance will be monitored, as poor attendance will impact on the amount of progress made.
Skills learnt in targeted support will be practised back in the classroom. Weekly feedback will be given to class teachers (this time needs to be planned), it is the teacher's responsibility to ensure this happens.
Targets and provisions set will be reviewed each term by; The Class Teacher, Support Staff, Parents, Pupils and SENCo