



ALL SAINTS'

CATHOLIC VOLUNTARY ACADEMY

**The SEND Journey
2025/2026**





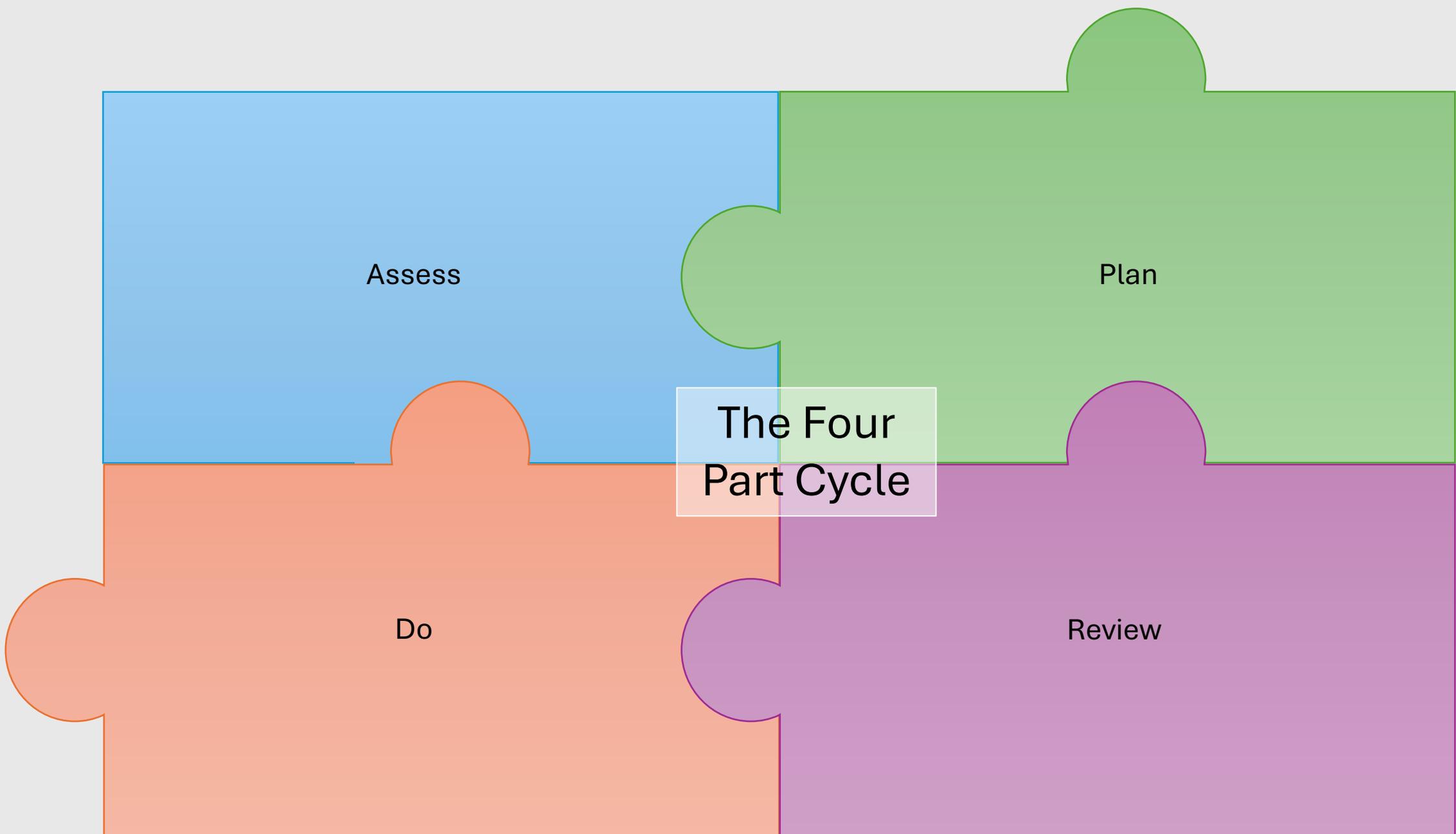
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Introduction

Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which 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. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

(The SEND Code of Practice January 2015 6.44)



Assess

Plan

The Four
Part Cycle

Do

Review



Assess

In identifying a child as needing SEND support the class or subject teacher, working with the SENDCO, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It should also draw on other subject teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. Schools should take seriously any concerns raised by a parent. These should be recorded and compared to the setting's own assessment and information on how the pupil is developing.

This assessment should be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEND, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCO should contact them if the parents agree.

(SEND Code of Practice January 2015 6.45-6.47)

Plan



Where it is decided to provide a pupil with SEN support, the parents must be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCO should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's information system. The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge. Parents should be fully aware of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home. The information set out in 6.39 should be readily available to and discussed with the pupil's parents.

(SEND Code of Practice January 2015 6.48-6.51)

Do



The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

(SEND Code of Practice January 2015 6.48-6.51)

Review



The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date. The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENCO, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps. Where a pupil has an EHC plan, the local authority must review that plan as a minimum every twelve months. Schools must co-operate with the local authority in the review process and, as part of the review, the local authority can require schools to convene and hold annual review meetings on its behalf. Further information about EHC plan reviews is given in Chapter 9, Education, Health and Care needs assessments and plans.

(SEND Code of Practice January 2015 6.53-6.56)

Stage 1
Quality First Teaching

Stage 2
Monitoring

Stage 3
SEND Support

Stage 4
EHCP



Stage 1 – Quality First Teaching

Who is involved?

Class Teacher
Year Progress Leader /
(YPL)/Tutor / Curriculum Leader
(CL)

What is Quality First Teaching?

Quality First Teaching is a style of teaching that emphasises high quality, inclusive teaching for all pupils in a class. Quality first teaching includes differentiated learning, strategies to support SEND pupils' learning in class, on-going formative assessment and many others.

1. Initial Teacher concerns/checks (Curriculum gaps, Reading age, Pastoral/Safeguarding)
2. Use the SEND Framework to identify the area of need

3. Meet/discuss with parent/carers
4. Identify actions/strategies

5. Carry out actions/interventions over 4-6 weeks

7. Update documentation with impact from actions

8. **Is the child making progress?**
 - If **Yes**, then remain at this stage.
 - If **No**, then refer to Year Progress Leader

9. YPL completes a Round Robin to collate further information from other teachers.
 - If the concern is subject specific the YPL refers to CL.
 - Carry out actions/interventions over 4-6 weeks
 - Update documentation with impact from actions
 - If they have improved continue with this stage
 - If no improvement complete use the Referral to Learning Support link on Staff bookmarks, potentially meet with SENDCo



Stage 2 - Monitoring

Who is involved?

Teacher/ YPL
SENDCo

What is Monitoring?

Children's progress is monitored through classroom tasks, formative and summative assessments.

YPL to meet with SENDCo to discuss which assessments need to be carried out. Assessments (e.g. Sandwell Assessments) are carried out by key member of staff. Results to be analysed by SENDCo

Is the child making progress?
If **Yes**, then remain at this stage.
If **No**, then move to Stage 3.

SENDCo to action – meeting with parents/observations etc.
Child added to monitoring section of SEND register
Child's progress is monitored by class teachers and SENDCo over a 6-8 week block (half term).
Child will be added to Monitoring register if Getting to Know Me is submitted.



Stage 3 – SEND Support

Who is involved?

Teacher/SENDCo
SENDCo
Year Progress Leader
(YPL)/Curriculum Leader (CL)

What is SEND Support?

The SEND system applies to all children and young people with special educational needs and disabilities aged 0-25, for as long as they are in education or training. The support received by a child or young person with a learning disability will vary significantly depending on their needs.

- Child added to the SEND Register.
- Pen Portrait written by Keyworker.
- Further in-depth assessments may be undertaken by SENDCo and YPL.
- Referral to external agency may be submitted.
- When outside agencies are involved then recommendations being used as part of APDR should be evident.

Child's progress is monitored by teacher and SENDCo for at least three cycles (terms).

Is the child making progress?
If **Yes**, then remain at this stage.
If **No**, then move to Stage 4.



Stage 4 – EHCP

Who is involved?

Teacher/SENDCo
SENDCo

What is an EHCP?

An EHCP (Educational Health Care Plan) is for children and young people aged 0 to 25 who need additional special educational provision. It will identify educational, health and social needs and set out additional support to meet those needs.

- Information is gathered and an application made for EHCP.
- There is no guarantee that an EHCP will be granted. If an EHCP application is successful then targets are set and reviewed regularly via the Annual Review process.
- Evidence of sufficient graduated approach must be gained. Reports from numerous professionals required.

Child's progress is monitored by teacher and SENDCo over time. Plan/targets guided by professional's input.

Reviewed 3 times per year.