**SEND Step 3 Some children**

**Education, Health and Care Plan (EHCP)**

**Class teacher, SENCO, Inclusion Team & External agencies**

 If after 2 cycles of APDR, a child has significant needs and is not making progress with a SEN Support Plan, referral to outside agencies may be sought; ASCETS, CAMHS and EP etc. Advice is acted upon and progress discussed at Review Meetings.

The school and family may apply for additional resources through an EHCP. SENCO and Class Teacher will gather evidence to support referral. Higher needs Funding/ Early Intervention Allowance may be applied for to support pupils with a high level of SEND with no EHCP.



**SEND Step 2 Some children**

**SEN Support**

**Class Teacher & SENCO**

 If a child needs support that is additional to or different from other children in the class, **the class teacher will complete:**

* **Reasonable Adjustment classroom checklist**
* **BG STEEM checklist**
* **Thrive screen**
* **Support plan including targets which are reviewed at least once a term.**

After this we would put into place:

* Access to a specific intervention out of class
* Additional support in class

After 2 cycles of APDR and little progress has been made, the child will be placed on the SEND register with parental permission. **Diagnostic assessments made by SEND Team.**



**SEND Step 1 All children**

**Class Teacher**

**Ensure Quality First Teaching including:**

* Multi sensory teaching approaches
* Engaging and accessible learning environment
* Reasonable adjustments made as necessary
* Inclusive teaching practice
* Sharing of good teaching strategies and practice
* Coaching and training
* Ongoing staff professional development

At Richmond Hill Primary Academy we are committed to support and enrichment for every child. The class teacher will provide ‘booster’ group work as well as ‘Greater Depth’ activities where needed.

Children’s progress is regularly assessed through the following:

* Teacher assessment data
* Pupil progress review meetings with Principal/class teachers
* Monitoring of children in class both academically , emotionally and socially

 