Chilthorne Domer Church School: SEND Monitoring process

The information below sets out how we ensure early identification of needs through a systemic and equitable process.

Pupil identified: Concerns are raised about a pupil at a termly Pupil Progress meeting, following universal assessments, and/or concerns are raised by a teacher due to changes in behavior, emotions or attainment and progress.

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Teacher begins an 'initial concerns plan' on our school provision map and fills in 'quick checkers' under the four broad areas of need.

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Parent informed and notified of any potential assessments

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SENDCO observations of the child.

Assessments of the child to gain a better understanding of potential barriers to learning/ specific areas of need.

Pupil voice information gathered.

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SENDCO and Teacher meet with parents and agree on a plan for intended outcomes and provisions. Date set for review.

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Plan reviewed, leading to one of the following outcomes:

- ➔ monitoring period extended
- ➔ Reasonable adjustments made within universal provision are sufficient to meet child's need, pupil passport developed to outline these.
- ➔ Child identified as having special educational needs as they require provision that is *additional to or different from what is ordinarily available.* Child added to the SEND register, graduated response continues using the APDR cycle.