SEND Identification, Assessment and Support Pathway

Assess, Plan, Do, Review

Every Child a Confident Learner

1 Identify a concern and listen

Concerns may arise at admission or through parent or pupil voice, teacher observations, assessment or transition information. Discuss strengths, interests, development and barriers with the family. Review existing records and act promptly on significant needs.

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2 Assess needs and starting points

Class teacher and SENDCo assess progress, attainment, independence and participation across four areas: communication and interaction; cognition and learning; social, emotional and mental health; sensory and/or physical. Review existing SEND records. Where language acquisition and SEND are difficult to distinguish, First Language Assessment is the first step. Use the Manchester Engagement Model for pupils unable to access the National Curriculum who have personalised plans.

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3 Plan and deliver adaptive teaching

Agree outcomes with pupils and families. Use adaptive teaching, modelling, scaffolds, visuals, structured talk and flexible grouping. Make reasonable adjustments and use Manchester's Matching Provision to Needs Tool to identify appropriate provision. Record starting points and review impact.

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4 SEN Support: assess – plan – do – review

Where special educational provision is required, the teacher and Inclusion Lead (SENDCo) write SMART targets and create A Pupil Passport, place the pupil on the SEND register and inform parents. Agree provision and review dates. The class teacher remains responsible for learning; targeted interventions (including access to the Oracy and Language Development Group), specialist equipment and adult support are matched to need.

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5 Review progress and evaluate impact

Teachers meet SLT every half term to review pupil progress and targets, monitored by the class teacher, TA and Inclusion Lead (SENDCo). Evaluate independent work, intervention records and participation. Consider progress against similar starting points, previous progress and attainment gaps. Review SEN Support with parents at least three times a year.

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6 Is provision meeting the pupil's needs?

Consider progress, independence, wellbeing and access to learning. A diagnosis is not required. Respond promptly to significant needs. Inclusion Base provision may be considered where appropriate to assessed need.

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YES ↓ Continue, adapt or step down

If progress is good but support remains necessary, repeat the cycle with new SMART targets. If targeted SEN provision is no longer required, remove from the SEND register, inform parents and continue whole-school monitoring.

NOT YET ↓ Refine and seek specialist advice

If little or no progress is made, reassess and seek relevant external advice, e.g. Educational Psychology, Speech and Language Therapy, CAMHS, paediatrics or specialist outreach. Apply recommendations and repeat the cycle.

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7 Consider statutory assessment where necessary

Where ongoing needs may require an EHCP, consider an EHC needs assessment after graduated cycles, or sooner where necessary. School or parents can request assessment. Continue support while decisions are made; consider LA funding routes where appropriate. Deliver EHCP provision, monitor outcomes and hold statutory annual reviews. Return to stage 5.

Our commitment: parents and pupils are partners at every stage. All pupils belong to our school community and have access to an ambitious curriculum. Pathways can run alongside one another.