# BRADLEY BARTON PRIMARY SCHOOL AND NURSERY

## SEND PROCESS

**Level 1: Initial Concerns**

Parent/Carer or teacher express concerns around a child's progress. Both complete a Quickchecker assessment independently. Teacher to complete indicator tool for main area of needs

Identify main area of need + adapt Quality First Teaching – OAIP (6-8 weeks)

**Level 2: Trialling targeted support**

If sufficient progress is not being made the parent/carer and Class Teacher will meet (repeat level 2 up to 3 times)

(Discuss quickchecker and main are of need. Provision is discussed and targets are set using the targeted framework OAIP 6-8 weeks. If there are several cycles, class teacher to highlight concerns and discuss with phase leader)

Is provision suitable and progress being made at level 2?

YES

Continue with current provision
No further action (monitor in class)

NO

**Level 3: Observation by SENDCo**

An observation will be carried out by the SENDCo. Where a decision is made by the SENDCo to stay at level 2 for another cycle or to progress to level 4

Is provision suitable and progress being made at level 3?

YES

Adjust classroom provision and class teacher to monitor. From the observation the SENDCo will make the decision for the child to stay at Level 2 for another cycle. The SENDCo will offer advice/suggestions to the teacher

NO

If a child is not making sufficient progress this is evidence of a long term need where a child requires support which is "additional to, and different from" that of majority of their peers.
A meeting will be arranged for the Teacher, SENDCo and Parents to discuss and move to level 4.

**Level 4: Targeted support**

The parent/carer will meet with the SENDCo/Class Teacher and discuss an APDR. The child will be added to the SEND register and the parents will be informed.

Relevant external professionals will be involved. The child's success criteria and provision will be updated in accordance with external advice received. It will be reviewed for at least 4-5 APDR cycles and adapted during the course of this as necessary.

Is provision suitable and progress being made at level 4?

YES

Continue implementing the recommended provision. Teacher reviews every term on APDR. If the child has achieved targets they will be removed from APDR and monitored by the class teacher (level 1)

NO

If a child is not making sufficient progress, or if they have only been shown to progress with complex support in place, then a request for a statutory assessment will be considered. This can be requested by the SENDCo or parents. If the local authority feels there is evidence that the child needs more support than is available through OAIP then they may agree to assess the child.

**Level 5: Specialist support - EHCNA**

The APDR process will pause while EHCNA has been submitted. If EHCNA is agreed to assess, an EP to be assigned and a JAM will be held. If EHCNA is denied the child will go back onto APDR process to collate more evidence. At this stage it can be appealed or resubmitted.

Children on an EHCP will be transferred to an EHCPSP which will be reviewed termly alongside an annual review. In exceptional cases, where the school cannot deliver provision detailed in the EHCP to safely meet the needs of the child, or where a child's needs escalate beyond the school's ability to meet their needs, then consideration may be given to specialist provision. An emergency annual review will be arranged with parents, SENDCo and the team of professionals around the child.