



Filey Junior School

Widening horizons and reaching our potential. Respecting the world and each other.
A happy, healthy and positive learning community

SEND Support Pathway

Early Intervention:

Pupils who require additional support to access their learning and make progress are identified at an early stage, enabling early intervention. At this stage, your child's class teacher will contact you and they may receive an additional intervention or a booster to support their learning and support progress. This will be documented by the Class Teacher and the SENDCo.



Internal Monitoring:

Pupils who are struggling to make progress will initially be placed on an 'internal monitoring' process which will be reviewed every term by the class teacher. If further, additional and different support is required, your child's class teacher and SENDCo will invite you to a meeting to explore barriers to learning and support available. We may place your child on SEN Support at this point.



SEND Support:

SEND support is a formal process where your child and yourself will be invited to contribute your views and opinions and provision will be set out and monitored using the graduated approach: assess, plan, do, review.



Graduated Approach:

Four types of action are needed to put effective support in place:

- 1) **Assess.** Assessments will inform approaches, adjustments, provision and support needed.
- 2) **Plan support and provision.** This will be undertaken termly with the class teacher, supported by the SENDCo. Parents will be consulted through the termly review meetings where pupil voices and parent voices will be captured and included in pupil's Learning Plans. The class teacher is responsible for monitoring the impact, with support from the SENDCo.

3) **Do.** The class teacher will remain responsible for the pupil even when this involves working away from the teacher in a 1:1 or group setting. The SENDCo will monitor.

4) **Review.** This is the impact of the SEN provision. The class teacher will review and evaluate the plan termly. An analysis of the support provided will be delivered in termly parent meetings - to see if the additional and different support has facilitated progress. Next steps of action are identified at this point and the class teacher shares these with the pupil and parent each term.



Review meeting for pupils with SEN:

A SEN Review Meeting is held 3 times a year. This will be with your child's class teacher where you will go through your child's progress, outcomes and plans. Support provision will be delivered by your child's class teacher. The SENDCo will oversee the provision.



Further Support through an EHCP:

If your child requires significant, specialist support, an EHCP can be applied for.

To find out more about this process, please visit:

<https://www.northyorks.gov.uk/children-and-families/send-local-offer/send-information-parents-and-carers/education-health-and-care-plans-ehcp/requesting-assessment-education-health-and-care-plan>

If your child already has an EHCP, the school will strive to meet the needs outlined in section E and F. It is important to note that an EHCP does not guarantee an additional adult in the classroom.

There will be an annual review meeting, where school will review the provision set out in the EHCP in consultation with both the child and the parents, ensuring that provision is effective.



External Agencies:

There is a wide range of external agencies which offer specific advice and guidance to support pupil development and progress. It is important to note that there are long waiting lists across North Yorkshire but Filey Junior School will endeavour to work collaboratively to complete referrals effectively, accurately and as efficiently as possible where appropriate.