

The Graduated Approach at St Bedes Catholic Infant School

Identifying Special Educational Needs and Disabilities (SEND) in our school

1st Cycle

You may have concerns with the progress that your child is making in some areas of their development. It could be with their academic learning, social skills, motor skills, behaviour or their speech and language skills. Please feel free to approach your child's class teacher or the school SENCO (Special Educational Needs Coordinator) to talk about any concerns that you may have. If you have concerns around your child's progress, please ensure that they have had their eyes and ears tested as that can have an impact of their learning. Your child's class teacher may wish to approach you afterschool or during Open Occasions about concerns they may share. During this first cycle we plan together as a school strategies in order to address the concerns that you and/or your child's class teacher may have. They may feel that it is appropriate to complete an Initial Concern plan in order to identify the actions that will be taken.

2nd Cycle

You child will have had targeted support at the area of need during the 1st Cycle. They may have made progress in the area for concern or they may require further support. If they require further intervention or provision, they will be identified as requiring SEN Support. We will complete a Special Education Provision Plan (SEPP) to identify the further support required.

3rd and 4th Cycle

If your child is still requiring additional support, it may be appropriate for school to refer to external professionals or agencies for advice or recommendations. These may include School Health, Occupational Therapy, Physiotherapy, Audiology or Orthoptist team, Educational Psychology, Speech and Language or SEN Service. Advice or recommendations will be used for future planning of support, interventions or resources. It may result in further referrals to services. The Education Psychology Service would recommend that 2 cycles of Assess, Plan, Do, Review are completed before schools consider next steps.

5th Cycle

If, after 4 completed cycles, the child has still not made appropriate progress, it may be appropriate to apply for Enhanced Provision funding. Schools should discuss this with their Educational Psychologist as part of the consultation process, and take advice from a member of the SEN Service before making an application for Enhanced Provision. Your child receives Enhanced Funding for additional support. They will have additional support or resources available to them to meet their needs. Their funding and Action Plan will be reviewed once a year and you will be invited in for a meeting, along with a representative from the Halton Borough Council SEN Team, your child's classteacher and any other relevant professionals. Views from all parties involved-including the child and parents will be shared.

6th Cycle

If your child has had enhanced provision for a period of time and school can demonstrate that they are still failing to make progress, despite following recommendations from professionals and use of appropriate strategies and resources, then they may wish to apply for an Education, Health and Care Plan (EHC). All the professionals involved will share their advice and reports to be included in the application.

