SEN within Holy Cross 2021 onwards

Recognising levels of need and how to manage the paperwork to reflect this effectively.

Staff or parents identify additional needs, the SENCO may be involved at this stage.

Assessment process begins: Gather evidence to support_concerns and identify strengths, difficulties and triggers.

A one plan meeting is held, discussing evidence - what we like & admire, strengths & difficulties. What is working & not working. What has been tried already & then planning next steps before booking a review meeting. SENCO may be involved.

A child with <u>medical needs</u>, a <u>diagnosis</u> of need or social, emotional needs; above & beyond their peers, have a <u>One Page</u> <u>Profile or Care Plan</u> (for medical needs). The Learning Mentor may be involved alongside the Inclusion Manager. One page profiles and CPs must be shared with all staff involved with the class. Reviews will be regular.

Initially all children will access QFT (Quality First Teaching) and <u>Wave 2</u> as needed-small group or individual intervention, low level targeted support. They will have child friendly targets as needed to help them & views are voiced on the One Plan. Progress & effectiveness of interventions must be tracked. This may include children accessing universal speech, language & communication support. Parents and staff will have regular reviews which may take place during parent consultation meetings, unless additional time is needed.

Higher level needs - identified as needing specific, personalised evidence based intervention support - Wave 3 - will have a One Plan. Meetings with parents will take place at least termly with parents/staff & SENCO as needed. The child may also have a One Page Profile page. Specialists may be involved.

Application for EHCP

Children with an <u>EHCP</u> have their <u>Education Health Care Plan which may include specialists recommendations.</u> Staff will follow any programmes provided by specialists. The child will have a <u>One Page profile which needs to be shared will all staff working with them.</u>

Evidence will be gathered regularly to evidence impact of interventions. Reviews with parents will take place termly but communication between home and school is maximised as needed to support the child and family. The child may have a Learning support assistant in addition to class staff.