



Starting point

High quality inclusive teaching and whole school systems for assessing, planning, implementing and reviewing progress

Progress means SEN support no longer required

Not making expected progress

Review
Impact assessment, along with views of parent/ child used to review overall impact of support. Revise plan in light of outcomes.

Do
Implement plan. Teacher remains responsible for working with child on a daily basis and assessing the impact of the plan

Assess
Draw on information from above, views of the child/ parents, external services. Graduated response. *Following cycles of Assess, Plan, Do and Review, advice and support from external professionals move through SEND stages as appropriate.*

Plan
Teacher, SENDco, parent, child agree interventions and support/ expected outcomes, SEND support plan completed.

