



COLD HARBOUR C OF E PRIMARY SCHOOL SEND SUPPORT PATHWAY

Universal
Provision in Quality First Teaching

1. Pupil Identification
Concerns about a pupil raised by school staff, parents or other agencies

2. Look and Listen
Discuss concerns with all school staff involved, parents and child.
Look at transition information. **It is important to distinguish learners with SEN from learners who are underachieving but who can and will catch up.**

3. Start FACT - CYCLE ONE
<https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/send-local-offer/send-local-offer-schools-and-professionals/information-for-schools-and-settings>

4. FACT level 0 Rule out communication as area of need and consider other assessment tools and implement provision where necessary.	5. FACT Level 1 Use FACT to support you to Implement strategies into QFT. Keep FACT in Class Purple File.	6. FACT Level 2 Implement strategies into QFT and Targeted Intervention.	7. FACT Level 3/4 Refer straight to SENCO. Outline QFT, targeted and possibly personalised provision.	8. FACT PLUS Trigger When at least one descriptor is highlighted that is emboldened and <i>italics</i> in the Listening and Attention and Interaction area.
---	---	--	---	---

Graduated Response
Choosing the right level of support: Universal (QFT), Targeted and/or Personalised Provision

9. Progress more/significantly more than expected
(Outcomes achieved)
Additional support no longer required. Needs can be met within QFT. Progress monitored.

10. Progress beginning to be made
Continue to meet the child's needs through FACT Cycle Two

11. Progress less than expected
Concern is raised to SENCO for further assessment and personalised provision in place.

Cycle continues until...

Progress more/significantly more than expected
(Outcomes achieved)
Additional support no longer required. Needs can be met within QFT. Progress monitored.

12. Progress continues to be less than expected
Shared view that pupil cannot make the level of progress required to achieve outcomes set from the resources available within the school.
SENCO to refer to outside specialist teachers/agencies for support and strategies. Develop SEN Support Plan.

Cycle of support continues with specialist provision until...

13. A multi-agency meeting is held to collate relevant information to support a request for **Education, Health and Care Plan.**