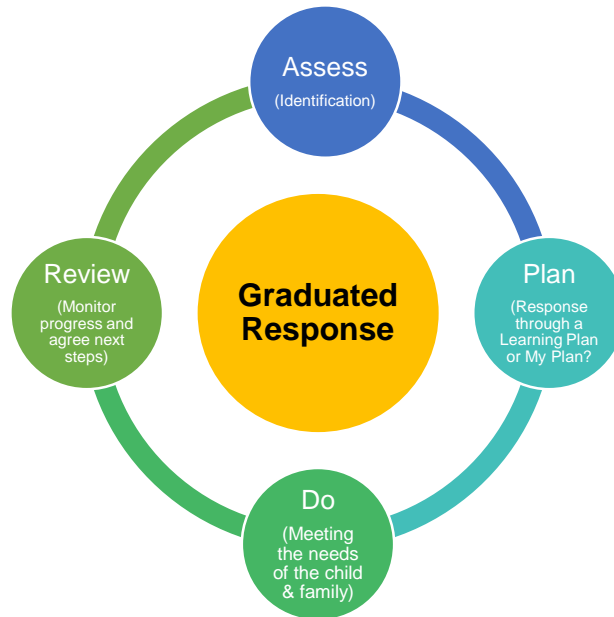


The Graduated Pathway Flowchart for Early Help and Intervention for pupils with SEND. This approach applies the Assess, Plan, Do, Review model as a universal approach to supporting our children and families.



## Assess

- **Identification**
- Teacher observes a need. Parents inform teacher/SENDCo of a need.
- Teacher will contact Year group lead & SENDCo and agree next steps and complete a Pupil Cause for Concern Form.

## Plan

- **Decision on what response is needed**
- Teacher & SENDCo may carry out joint observation
- Teacher & SENDCo may agree to place on a Learning Plan for 6 weeks
- Teacher will meet with parent to agree plan. A copy of the Learning Plan will be shared with parents.

## Review

- After 6 weeks
- Teacher & SENDCo will meet and review Learning Plan and agree next steps - step down from Learning Plan or Step up to a My Plan.

## Do

- **Agree a co-ordinated response and plan**
- Option 1** - Agree to continue with Learning Plan
  - Current Learning Plan is reviewed with teacher and parent (only 2 cycles of a Learning Plan will occur before agree to step down/step up
- OR
- Option 2** - Agree that needs cannot be made with Universal school support.
  - Agree to progress to a My Plan, My Assessment My Plan+

## My Plan

- Child moves to a My Plan
- Parents meet with SENDCo & teacher and agree needs with child and family
- Signed consent gained
- Set a date to review progress (12 weeks minimum).
- School register the plan with Early Help Partnership

## My Assessment & My Plan+

- Parents meet with SENDCo & teacher and agree needs with child and family Signed consent gained
- Lead teacher on a My Assessment Identify outcomes and clear goal to be achieved, SENDCo to hold records.
- Family are given a copy of the assessment Set a date to review the plan Share the Plan with the child & family

