

Assess, Plan, Do, Review Cycle

This is the procedure followed by the school when extra needs are identified.

Step 1: Provision Map

Not all children will need an IEP. They may be given additional support within the classroom, for a shorter or longer period of time that does not require an IEP.



Step 2: IEP (School action)

If children are deemed to need ongoing 'additional to and different from', requiring support that is above and beyond that other children are receiving they may need an IEP. If children have SEN but are coping well in the classroom, they may not require an IEP.



Step 3: Outside agency support (School action +)

If a child does not appear to be making expected progress, despite additional support, and after completing at least two IEP cycles, advice from an outside agency may be sought.



Step 4: SEN support plan

If it becomes clear that a child will need funding for extra support in the long term then the school may apply for extra funding, known as EHLF. In this instance the school will put the child on a SEN Support Plan. This gathers much of the information needed for applications going forward. It is reviewed annually within school. Once a child has a SEN Support Plan they will also have a One Page Profile which will be circulated to all staff at the start of the year and updated annually, so that everyone is aware of what to do/not do to support this child.



Step 5: EHCP

An EHC is only for children who require high levels of additional support. Generally these children may be working at 18 months below the expected level for their age, or have other significant differences that cause them to need a high level of support at school, in order to achieve in lesson time. This may become clearer as children get older and additional support has been in place for a long time.