

Transition to AHPS and the child is on the previous school's SEN register (check SIMS)

After a settling in period, teacher, parent and SENCO review current IEP, support plan or EHCP-review and altered as required.

SENCO could at this point do further assessments ie observations, WRAT, screening etc

Teacher (with support) plans intervention and QFT to support child's targets

Over a 6 week period (at most) the child undertakes the provision (the plan) - SENCO monitors through learning walks, provision map, teacher assessment discussion with child, data, observation and informal and formal meetings.

Termly review- this will include:

Teacher Assesments

**SENCO** assessments

PUMA/PIRA assessments

Teacher, parents, child and/or SENCO (parents evening)

Parents request that their child goes on SEN register- through meetings with teacher and SENCO.

This could be with the support of health and/or social services linked to an area of special educational needs.

Academically , standardised scores of less than 85 indicate SEN register

Teacher Requestteacher completes inital concerns form and shares with parents.

Standardised scores of between 85 to 95 or two terms of below 85

SENCo specific assessments and/or outside agency assessments take place.

Provision Maps and support plans are written by the SENCO with support from the child, parents, teacher and other outside agencies where applicable.

If no progress is made after two terms of specific intervention to meet the child's needs then their IEP/ support plan, provision map, data and other agencies paperwork will be used in support of an application for an EHCP or Top-Up funding with the agreement of the child and their parents.