



Penponds School's graduated approach to SEN

Initial Concern children are monitored closely prior to consideration being given to placing them onto SEN Support and recorded on RON

PIVATS will be used to assess children who are working pre-key stage

EHCP
(a few children in the school- supported by school staff and outside agencies- recorded on provision map and RON)

SEN support
(a few children in the school for those who require support that is additional and different- supported by **school staff- and outside agencies-** recorded on provision map and RON)

Quality first teaching/ keep up/catch up booster groups
(**some** children in the school who are currently not where they should be- recorded on provision map)

Quality first teaching
(**all** children in the school)

If a concern about a child's progress in learning is noticed fill in an '**Initial Concern**' form

Assess, plan, do, review cycle to **EHCP** pathway.
A **Personalised Curriculum** will be written for those children who need individualised intended learning.

An **IEP** (assess, plan do, review cycle) will be written when having to adapt learning opportunities, curriculum or provide additional opportunities for the child above and beyond what you normally do for the rest of the children.
A **SSSP** (SEN strategy support document) will be written for children who need specific strategies to support their SEN need.

The level of support each child receives is reviewed continuously and at least at 4 times a year during our SEN review cycle meetings where we assess, plan, do, review each child's learning and progress. (see SEN yearly timetable)