High quality first teaching is the starting point for all children. Differentiated lessons and support is provided for pupils based on their learning styles and needs. Where this approach has not enabled a child to make their expected progress, the following pathway is then actioned

Support in place for child	Who is involved?
Universal high quality teaching for all pupils: • Differentiated resources and language used • CPD training for teachers and support staff • Formative and summative assessments • Good quality marking and planning for all learners	Class teacher Support staff Subject leads SLG
Concern for a child's academic, communication and interaction or social and emotional mental health. These concerns should be concerns in which we are able to support children through target setting and personalised intervention work. The concerns for a child's safety and wellbeing should continue to be addressed through the school's safeguarding procedures.	
Cause for concern form is completed	
Cause for concern initial discussion: • Discussion around concern and how the child presents at home • Parent view • Discussion of a maximum of 3 targets that would support the child and actions for both in school and at home • Pupil invited for the last part of the meeting to discuss the concern and the support to be provided (this will be adapted according to pupil age and needs) • SEND support plan put in place • Review date set	Parent / Carer Class teacher SENDCo Pupil
Consider the following when discussing actions. These in school interventions will need to be personalised for the pupil during the meeting	

Social, emotional and mental health	Cognition and learning	Communication and interaction
• Tracking of red zone incidents • Circle of Friends • Zones of Regulation • Champion Book • ASpace • Nurture Group	• RAP intervention – which will include intensive support over this period • Review of groupings • In class focus group support • Sky Group	• RAP interventions • Sky Group • Social stories

SEND support plan actions to be carried out and monitored over 6 week period • Class teacher to ensure this plan is shared with those within year group (Year Group meeting) • SENDCo to include any information relevant to all staff around interactions with child via inclusion email / briefing		Class teacher Support staff SENDCo to support with monitoring of interventions in place

6 week review date meeting: • Review support plan alongside success criteria. • If child has met their targets, discuss if there are any other concerns that would need to be held on support plan. • If child has not met their targets and there continue to be significant concerns then follow on to the next steps. The child will be placed on the SEND register at this point and a second SEND support plan will be completed. • Discuss next steps with parents – referrals with outside agencies	Parent / Carer Class teacher SENDCo Pupil
Child placed on SEND register with their primary need: • Update register and on SIMS	SENDCo
MAP meeting: SENDCo to discuss with Educational Psychologist and Speech and Language therapist concerns raised and previous intervention work completed.	SENDCo Outside agencies – EP, SaLT, REU, school nurse
Referrals could be made for the following outside agency support: • Educational Psychologist • Speech and Language therapist • REU • CAMHS • MARS • Young Hackney • Home Tuition	Parent / Carer SENDCo
Review meeting: • Reports or advice from outside agencies will be implemented within the third SEND support plan. • Set date for final review meeting	Parent / Carer Class teacher SENDCo Pupil
6 week review of the third SEND support plan: • Review of targets and actions • Gather views of parent / carer and class teacher or other linked adult • Discuss EHCP application as the next step process	Parent / Carer Class teacher SENDCo Pupil
EHCP request application meeting	Parent / Carer SENDCo
If request is agreed, the next steps will follow the EHCP process	