

Quality First Teaching
Assess -> Plan -> Do -> Review

If/ when a concern arises around a child's academic or pastoral wellbeing, class teacher to begin by completing school based initial teacher assessments (SBITA). This information will then inform future work in conjunction with the SENDCo.

Wave 1 -> Assess -> Plan -> Do -> Review

Weeks 1-4 – Initial concerns raised with SENDCo

- SBITA to begin
- Initial concerns to be raised with SENDCo, as informed by SBITA
- SENDCo observation to be planned – date to be booked



- Class teacher to undertake SBITA throughout raising concern and initial observation
- Class teacher to share findings with SENDCo and update on provision map to collate data and findings for wholistic child profile

Wave 1 -> Part 2

Weeks 4-10 – Initial concerns raised with SENDCo

- SENDCo to meet with class teacher to discuss review of findings of SBITA and co-plan next steps
- Identifying primary need
- Implementing initial interventions
- SENDCo to observe and follow thread of SBITA findings



- Targeted class intervention
- Resources to be provided, specific to need
- General classroom adaptations and adjustments as required
- Close monitoring of progression in line with observation
- Create IBP and/or pupil passport as appropriate

Wave 2 -> If substantial progress is not measured -> Assess -> Plan -> Do -> Review

Weeks 11-20 – IEP to be completed

- Discussion with parents RE: potential SEND need
- Consideration of child being placed on the SEND register
- Class teacher to complete IEP based on findings of SBITA in consultation with SENDCo
- Class teacher to complete relevant BERA on Provision Map
- SENDCo to advise class teacher on most appropriate intervention



- Parent meeting/ phone call to discuss findings so far
- IEP to be finalised and discussed with parents
- SMART targets, strategies and interventions to be discussed
- Parental and child views to be included on IEP
- Plan to be devised between class teacher and SENDCo to monitor progress

Wave 3 -> If substantial progress is not measured -> Assess -> Plan -> Do -> Review

Weeks 21-39 – External advice

- Potential to seek advice from outside agencies – family views and consent – SENDCo lead
- Increase/ adapt support strategies in place
- Escalate interventions to meet need
- Consider the need for additional adult support



- Class teacher led in consultation with SENDCo and other adults involved
- Assessment of need through appropriate outside agencies as required

Wave 4 -> If substantial progress is not measured -> Assess -> Plan -> Do -> Review

- Application for additional funding to provide specific support - SENDCo led
- Element 3 – yearly 'top up' funding
- Education Health and Care Plan – until 25 years old



- Continuation of Assess, Plan, Do, Review
- Class Teacher led in consultation with SENDCo and other outside agencies.

This document outlines expected timescales. It serves as a rough guide. School to work with parents and all outside agencies involved to ensure EHCP is meeting the child's need and identify potential need for Alternative Provision if necessary.