

## **Appendix 2**

### **THE PROCESS OF IDENTIFICATION AND IMPLEMENTATION OF SPECIAL NEEDS PROVISION AT ST PETERS CATHOLIC PRIMARY SCHOOL**

#### **Class support (Non SEN)**

Class teacher raises concerns about a child at Pupil Progress and with the SENCO

Provision is provided through quality first teaching with additional support included on Class Provision Map

#### **School Support Tier 1**

Class Teacher raises concerns with SENCO and collects information about a child

SENCO consults child's parents and child

SENCO registers child's special need

Inclusion stated on Class Provision Map and an Individual Learning Plan (ILP) is drawn up and reviewed termly

Teacher monitors and reviews progress

#### **School Support Tier 2**

SENCO with Class Teacher seek outside advice from outside agency (EP, SaLT, IST, OT, CDC)

Ensure an Individual Learning Programme (ILP) is drawn up and reviewed termly including advice from outside agencies

SENCO consults child's parents and child, if not already registered SENCO registers child as SEN

Teacher works with outside specialists, monitors and reviews child's progress

#### **Education Health and Care Plan Tier 3**

SENCO and Head Teacher liaise and agree on need for EHCP

Ensure parents and child are consulted

Refer to LEA for submitting an application for an ECHP

ILP reflects level of need with 4 main areas of need and individual provision map ensures these are met regularly