

Inclusion PATHWAY



1. Identification

The Teacher identifies a barrier to a child's learning.

- Is it because they're not able to access (what specifically do they find difficult?)
- Is it because of behaviour reasons? (Opting out from work/classroom/generally disruptive)



2. Teamwork

During PPA sessions, discuss the child amongst colleagues and discuss strategies to overcome barriers.

- Do they need differentiated work?
- Do they require specific behaviour strategies?
- Do they require a specific intervention?

Why do we think this behaviour is occurring?



3. Raise Concern

Submit a stage 1 cause for concern form.

This can be both for academic issues and behaviour issues. Be as detailed as possible and include any potential reasons why behaviour is happening or they're finding work difficult.



4. Observation

A member of the inclusion team will observe the child in class.

A meeting will then be arranged with the class teacher in order to discuss the observation and clarify any points on the concern form.



5. Plan

The SENDCO will discuss with the Inclusion Team potential strategies/interventions that could be put into place to help support the child.

This could be interventions on top of their current learning. Or it could be a reward chart to support improvement in behaviour. It could be examples of resources and possible scaffolds that may help the child to access learning more.

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6. Do

A member of the inclusion team will meet with parents and the class teacher to discuss concerns and intervention. Parents will be asked if they share these concerns and that they are happy with intervention being put in place. If parents agree then a referral may be made, if not further observations will be taken by the Inclusion team to gather evidence for a subsequent meeting with parents.



7. Review

The child is entered on the SEND Register
An individual learning plan is created with targets for the child agreed upon by teachers, inclusion team and any professionals that have worked with the child.



8. Evaluate

Each term the SENDCO has a discussion with teachers and VP's about children on SEND register and any further actions or concerns.



9. Action

If a child, even after interventions and adjustments, is still not engaging with education in a meaningful way. EHCP process begins, and staffing adjustments may be needed. More intensive interventions may be put into place such as personalised learning environment or alternative arrangements depending on need.



10. Approval

EHCP is granted to child.
Targets of progress are now legally binding, and adjustments must be made for the child in question. There may be more support from external professionals depending on need. Annual reviews will take place yearly with parents and SENDCO