

Assess Plan Do Review



Assess

What are the barriers to learning?

1. Observations by the class teacher (CT).
2. SEND Teacher Concern Form shared with SENDCO
3. Initial assessments (including specialist assessments by SENDCO).
4. Concerns discussed with parents/carers for their advice and input.
5. CT liaises with relevant staff members (past teachers and TAs, the SENDCO...)

Review

What progress has been made?

1. The child's progress towards their outcomes is continuously monitored by the CT.
2. The impact of the quality of support is evaluated by the CT and the SENDCO, in consultation with the child's parents.
3. Where necessary, SEND support plans are adapted and this will be done in conjunction with parents/carers.

Plan

What learning opportunities and support need to be provided?

1. Agreed targets are decided with the CT, SENDCO and parents/carers
2. A plan is formed - CT adapts planning according to assessment outcomes and appropriate strategies are decided (a clear date is set for this to be reviewed).
3. Other professionals may be engaged e.g. speech and language therapist.

Do

What learning is taking place?

1. CT (with support of the SENDCO) oversee the implementation of the SEND plan.

