Priory CE Academy SEND Pathway & Cycle

Teacher submits a Pupil Profile outlining concerns or parents raise concerns
(Parents must be informed)
Inclusion team then assess the child using standardised tests/logged concerns and a holistic look at possible barriers

Pupil is monitored or added to class support*

(Not added to SEND register)

Pupil is moved to Class support
(begins to receive formal Targeted support to bridge gaps)

Tests/concerns show an area of need

Initial SEND concerns meeting with parents

Pupil is added to School SEND register

Pupil is allocated provision at SEND review

(February/June)

Pupil has Passport created outlining provision and SEND needs

SEND review:

Provision is analysed

New provision is set if needed

Teacher & inclusion team TAC meeting (SEND review meetings)

Pupil is moved to Class support
(removed from SEND register down to Targeted support)

Teacher & parent meeting to review the SEND cycle

Provision map:

Allocated & analysed by Year group and class

Reviewed before each SEND review

Costed in time

* Class support is reasonable adjustments and additional in-class interventions, such as reading. This is a monitoring stage, also called Targeted support.