Nine Steps: How schools and settings monitor, identify and respond to needs

1. They ensure that **high quality teaching** and access in line with the Equality Act (2010) are consistent across the school.

2. They maintain a planned programme of **Continuing Professional Development** to ensure that all staff can recognise possible needs in pupils and know to respond.

3. They routinely gather, analyse and respond to **attainment and progress data and other information** on all pupils.

4. They identify those making less progress than their peers and provide **targeted catch-up** using Assess, Plan, Do, Review cycles.
   - If expected progress is being made with Targeted Support return to step 1.
   - If previously on SEN Support take off Support can be reinstated again if needed.

5. They **screen for SEND** (or a new area of SEND) and with the parent and child or young person gather information for a personalised profile.

6. They place the pupil on **SEN Support** and maintain Access, Plan, Do, Review cycles.

7. They make sure that the right **communication systems** are in place that work effectively between home and school and with other agencies where appropriate.

8. They deliver **SEND interventions** to address identified areas of need. These are time-limited and use pre- and post- measurements of impact.

9. They sustain a **graduated approach** that responds flexibly to changing needs until the needs can be met effectively while being monitored at universal level.

**SEN Support**

Is SEND identified?

Yes

No

Is expected progress made?

Yes

No