

# Learning Journey Flow Chart

**Assess; Plan; Do; Review**

**Starting point for all children at St Joseph's and St Gregory's**

Teachers regularly review pupils' progress and respond to any parent or child concerns. Any child not making expected progress is highlighted and closely monitored.

If the child continues to make limited progress, after frequent reviews and adjustments, and if the learning gap becomes wider, then the pupil may require an Education, Health and Care Plan needs assessment. The SENDCO will complete the document needed for this, with parents, and it is submitted to the Local Authority, who determine if the assessment is necessary.

The child's class teacher takes steps to provide additional adapted learning opportunities to support their progress and development. This may consist of adapted learning, an intervention group or some 1:1 learning.

An Outcome Pathway meeting will be held every term to review the impact of the support and consider if any changes need to be made. The teacher, parents, child and sometimes the SENDCO will contribute to the meeting.



Teachers consult with the Special Educational Needs and Disability coordinator (SENDCO) and/or Inclusion team for support and advice. SENDCO/class teacher will chat with the pupil.

If the child does not make progress, despite the modified and adapted curriculum, the class teacher completes a Special Educational Needs and Disability (SEND) concern form and gathers additional information. Parents and the child are consulted to gain their views and perspective.

Appropriate intervention and support continues to be provided to support the child to make progress. This is recorded on their Outcome Pathway.

The SEND concern form is discussed at a meeting with the SENDCO. A decision is made regarding whether further adaptations to teaching and learning approaches are needed and if any further assessments and observations need completing.

The pupil is placed on the SEND register and parent/carers are informed. Additional assessments and external support may be sought at this stage. The child will have an Outcome Pathway document that forms part of the assess, plan, do, review process. This is completed with class teacher, parents and child where possible.