## SEND EARLY IDENTIFICATION Is the Is the **Initial concerns** child child making progress? Complete SEND makina Monitor in Adjustments made to QFT using progress YES concern form and S No class, if further Worcestershire's Graduated response give to SENDCo concerns Discuss concerns arise begin with parents/pupil SENDCo to observe pupil (upload process observation as appropriate) (record conversation as appropriate) Class teacher and SENDCo discussion to agree actions/plan wave 2 provision. Record on Early Meeting with ID register and intervention tracker parents/carers, and SENDCO to review APDR cycle. Discuss possible Class teacher to discuss wave 2 referral to external Meeting agencies and provision with parents Is the child with place on SEND making Is the child parents/c progress? **No** making register arers, and progress? class YES teacher to Class teacher and SENDCo to monitor review progress/impact over one APDR cycle-use **APDR** Graduated response to evidence whether a cycle. pupil requires SEN support Class teacher to create IPM and agree targets and support with Class teacher and SENDC to monitor parents/pupil progress/impact over further APDR cyclesuse Graduated response Is the child Class teacher and making progress? SENDCo to monitor No Class teacher to progress/impact SENDCo to coordinate Is the child making over one APDR review IPM with further outside agency progress? YES cycle parents. support if required Is the child Is the child making makina progress? No progress? YES If progress is not being Class teacher to made, stakeholders to review IPM with consider EHCP parents. Monitor in application class to ensure progress continues <sup>a</sup>lf a child is making appropriate progress then new targets are set (if appropriate) and continued for a further APDR cycle before returning to the previous step of