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**Ryders Hayes School**

**SEND Graduated Response Pathway**

The following pathway sets out our approach to identifying children with Special Educational Needs.

***‘Every teacher is responsible for the teaching and learning of children with Special Educational Needs.’***

This pathway operates alongside our assessment continuum.

**Definitions:**

Special Educational Needs:

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational provision or training that is **‘*additional to, or different from*** ‘that is generally for others of the same age in a mainstream setting in England.

Disability:

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that *is ‘…a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.’*

**SEN Code of Practice for Special Educational Needs 2014**

Transition to the Special Needs Code of Practice begun in 2014. This revised process puts the child at the centre of the planning and provision for Special Educational Needs. Gathering views from the pupils and parents school coordinates a plan to address the needs of a child.

School based support

Children who have been identified to extra support is needed. Plan put in place to reach individual targets for child and reviewed termly with class teacher and parents. This plan is called an ‘Assess, Plan, Do and Review’. At Ryders Hayes School we capture this document as a PLP – Personal Learning Plan.

Children may also access support from agencies outside school such as Educational Psychology or Speech and Language Therapy.

Education Health and Care Plan

Educational Health and Care plans support children from birth up until the age of 25 years. Children may receive support and interventions from outside agencies and a PLP will be needed to outline how we will support the pupil’s needs. Termly reviews with take place with the SENco, class teacher and parents. Any other adults involved supporting the pupil will also be invited to this review.