

The Loriners MAT

SEND Graduated Response Pathway 2025 - 2026

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 SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions
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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.'

Code of Practice for Special Educational Needs (Published 2014)

School based support

Children who have been identified so 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'.

Enhanced school Based support

Children will receive support in school and may also access support from agencies outside school such as Educational Psychology or Speech and Language Therapy. An 'Assess, Plan, Do and Review' will be created to outline the pupil's needs and termly reviews will take place with the Inclusion and SEND lead, class teacher and parents. Any other adults involved supporting the pupil will also be invited to this review.

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 sometimes in and outside the classroom. An 'Assess, Plan, Do and Review' will be created to outline the pupil's needs and termly reviews will take place with the Inclusion and SEND lead, class teacher and parents. Any other adults involved supporting the pupil will also be invited to this review. Annual reviews also take place to update the plans and reassess needs.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The Loriners MAT SEND Process 2025 - 2026

