



Special Educational Needs and Disabilities Academies Trust (SENDAT)

SENDAT Outreach

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Flowchart: Ensuring the best outcomes for pupils with SEND

This work was originally produced by the Western Area Head teachers during summer 2016 with support from Standards and Excellence Officers

Flowchart: Ensuring the best outcomes for pupils with SEND



It is suggested that schools complete 2 cycles before referring to Outreach services such as:

- SENDAT Outreach
- Dyslexia Outreach
- CISS Outreach

1: Start

•Is the pupil making expected progress?

- If NO, carry out assessment to identify the cause of the difficulty.

2: Assess

•Develop a growing understanding of the barriers to and gaps in a pupil's learning

- Gather teacher assessments, knowledge of the pupil, information from previous teachers.
- Gather data for progress, attainment, attendance and behaviour.
- Consider how the pupil's development compares with their peers? Consider asking school nurse for advice.
- What is their speech and language like compared with peers? Do they have EAL?
- What are the parents' views? What are the pupil's views?
- Is there advice from external agencies? Is there a CAF in place; what does it say?
- Further tests/assessments could be used if relevant to the area of difficulty:
 - Standardised tests
 - Profiling tools for behaviour, SLCN
 - Criteria referenced assessments and checklists
 - Observations, using schedules e.g. TOAD analysis, carried out by CT/TA/SENCo.
 - Parental questionnaires e.g. Strengths and difficulties questionnaire
 - Pupil questionnaires
 - Screening tools e.g. dyslexia

3: Plan

•Everyone who is involved with the pupil will need appropriate knowledge and expertise

- Do all staff who work with the pupil know and understand the outcomes of the assessments and how to adapt their teaching to meet the needs of the pupil? (consider using a pupil profile)
- How are the parents and pupil going to be involved? (Pupil passport?) Do parents understand the difference they can make? Is the pupil clear about what they need to do and why?
- Plan the provision— if you will be using an intervention, consider using the Education Endowment Foundation (EEF) research on the impact of specific interventions. Plan time for teacher /TA to liaise.
- Make sure that the expected outcomes are linked to the provision?.Have you shared them with staff, parents and pupils so there is a shared understanding of what you are aiming to achieve; and by when?
- If the pupil will be going out of class for the intervention, are you clear why this is best for the pupil?
- Have you specified time for planning and reviewing? Have you included time for teacher and TA to liaise?

4: Do

•Follow the plan, ensure quality of provision.

- Are staff adapting their teaching to meet the needs of the pupil? How are you monitoring this?
- Are interventions being delivered effectively trained staff; recommended frequency etc)?

5: Review

•On-going review as well as termly formal review to evaluate success.

- Have the agreed outcomes been achieved? If not, what needs changing?
- Ongoing review as appropriate, and change things if they aren't working after 2-3 weeks
- What evidence do you have of progress? (through observations, work scrutiny or tests) Is progress accelerated?
- Are the skills that are being acquired in the intervention being used back in class?
- What do parents think? And pupil? And support staff?
- What have you found out that adds to the information you had at the start?
- What changes are needed to the support, provision and targets?

- What other information do you need? What further assessments will you need to do? Return to **Assess**

Suggested to complete 2 cycles before seeking additional support form an outreach service

www.outreach.sendat.academy