

SEND REFERRAL PATHWAYS AND ACTIONS

SUSPECTED SEND NEED	FIRST AID - DIFFERENTIATION (QFT) BY THE CLASS TEACHER	REFERRAL TO SENDCO	RESPONSE BY SENDCO	FIRST SENDCO ACTIONS	SECOND SENDCO ACTIONS
Attention and/or Hyperactivity (ADHD/ADD)	<ul style="list-style-type: none"> Careful seating (avoid disruptive elements) Movement breaks Short tasks in class, as they will struggle with focus Frequent teacher interactions Mark work first before other students Awareness that sweets/caffeine drinks can make them hyperactive 	Referral to the SENDCO with reasons (MS forms – SEND)	<ul style="list-style-type: none"> Screeners sent to teachers and parents Book meetings with parents for a possible CAHMS referral 	<ul style="list-style-type: none"> Meeting with parents Look at diet (sugar, caffeine drinks) Look at use of sport to use up extra energy CAHMS referral form completed with parent 	<ul style="list-style-type: none"> CAHMS form sent off Input to pastoral meeting/leaders Advice for PM Feedback to PM Intervention sessions (social communication) Referral to CYPT and ADHD Mentoring caseload
Language processing	<ul style="list-style-type: none"> Chunking tasks in class Define and explain terms used Extra time for tasks Scribing? Reading in pairs? May be slow to start tasks, so help for this Frequent check-ins with them that they have understood the task being set 	Referral to the SENDCO with reasons – (MS forms – SEND)	<ul style="list-style-type: none"> Questionnaire of learning/language barriers to parents and the student's teacher 	<ul style="list-style-type: none"> SENDCO to assess 	<ul style="list-style-type: none"> Award extra time, scribe, use of a laptop. Discussion with parents about developing laptop use for homework/in class Intervention sessions by SEND Teachers (Read-Write Inc.)
Dyslexia	<ul style="list-style-type: none"> Avoid asking them to read aloud in class Support for spelling difficulties Support for poor handwriting Extra time for tasks Scribing? Reader? Reading pairs? Suggest laptop use in class/homework to assist drafting, handwriting difficulties 	Referral to SENDCO with reasons (MS forms – SEND)	<ul style="list-style-type: none"> Questionnaire of learning/language barriers to parents and the student's teacher 	<ul style="list-style-type: none"> SENDCO to assess Deputy SENDCOs to assess with our 'Dyslexia screener' 	<ul style="list-style-type: none"> Award extra time, reader, scribe, use of a laptop. Discussion with parents about developing laptop use for homework/in class Intervention sessions by SEND Teachers (Read-Write Inc.)
Autism	<ul style="list-style-type: none"> Awareness of the difficulties with change (cover teachers) Awareness they will may have social difficulties (so pair them up yourself) May rely on strict rules or processes to do work, relies on having the same seat in class OCD tendencies may need to be managed 	Referral to the SENDCO with reasons (MS forms – SEND)	<ul style="list-style-type: none"> Screeners sent to teachers and parents Book meetings with parents for a possible CAHMS referral 	<ul style="list-style-type: none"> Meeting with parents CAHMS referral form completed with parent 	<ul style="list-style-type: none"> CAHMS form sent off Input to pastoral meeting/leaders Advice for head of year Feedback to head of year Intervention sessions (social communication)
Dyspraxia	<ul style="list-style-type: none"> Awareness of difficulties with handwriting may have be SEND, so make allowances for poor handwriting Suggest laptop use in class/homework to assist drafting, handwriting difficulties 	Referral to the SENDCO with reasons (MS forms – SEND)	<ul style="list-style-type: none"> Questionnaire of learning/language barriers to parents and the student's teacher 	<ul style="list-style-type: none"> SENDCO to assess 	<ul style="list-style-type: none"> Award extra time, scribe, use of a laptop. Discussion with parents about developing laptop use for homework/in class
Social Emotional and Mental Health (SEMH)	<ul style="list-style-type: none"> Awareness of being withdrawn in class may be caused by mental health issue Support with resilience/self-confidence Pair up with a sympathetic student Frequent oral responses to value the student 	Referral to the SENDCO with reasons (MS forms – SEMH)	<ul style="list-style-type: none"> Book meetings with parents for a possible CAHMS referral Screeners sent to teachers and parents 	<ul style="list-style-type: none"> Meeting with parents CAHMS referral form completed with parent Referral to school counsellor 	<ul style="list-style-type: none"> CAHMS form sent off Input to pastoral meeting. Advice for head of year Feedback to head of year Intervention sessions (social communication) Award separate room for exams