


SEN Streams: EHCP stream and Intervention stream

		EHCP stream - 3 cycles per year			Intervention Stream – 2 cycles per year
Sum 2 – July	1 st Cycle - EHCPs + High Needs	<p style="color: red; font-weight: bold;">Autumn term</p> 	1 st cycle - Interventions		<ul style="list-style-type: none"> • SENDCo to give out a list of support staff who will be doing certain interventions. • Teachers = complete a form to recommend children for interventions – done in a CPD session.
Aut 1 - Wk 1		<ul style="list-style-type: none"> ➤ SENDCo meets with SNAs to set targets for EHCP ➤ Support staff - Performance Management – 1st meeting - setting targets ➤ SNAs start home/school communication book/email and agree 1 quick pick up/drop off meeting per week with parents 			
Aut 1 - Wk 2		<ul style="list-style-type: none"> ➤ SENDCo meets with SNAs to set targets for EHCP ➤ SNAs update children’s 1-page passports (EHCPs and ASC mainly) 			<ul style="list-style-type: none"> • Support staff – to be trained for new interventions and prep. intervention resources e.g. assessments
Aut 1 - Wk 3		<ul style="list-style-type: none"> ➤ SENDCo send invitation to parents for LP meeting (via Teams) 			<ul style="list-style-type: none"> • Support staff = Pre-assessment starts – children taken out to be assessed • Teachers = PIRA, WRM. Lego and Social/ Emotional interventions pre-assessments – by previous teacher ➤ Support staff, SENDCo looking at baseline assessments to decide which interventions will happen in Cycle 1.
Aut 1 - Wk 4		<ul style="list-style-type: none"> ➤ SENDCo to meet with teachers to discuss concerns. ➤ SNAs and Teachers – complete children’s EHCP support timetable. ➤ Teachers to complete Wave 1 provisions for chl with LPs. 			<ul style="list-style-type: none"> ➤ Support staff to write targets in LPs (Max 3 afternoons = more than 6 hours). Will need the Computer Room ➤ SENDCo & Assist. SENDCo to support the support staff e.g. target writing ➤ Assist. SENDCo to finalise intervention timetable.
Aut 1 - Wk 5		<ul style="list-style-type: none"> ➤ SENDCo + Teachers + Support staff meet parents (EHCP+ statutory request stages + new teachers to Tetherdown) 			<p>Interventions start – min 10-week cycle</p> <ul style="list-style-type: none"> ➤ Teachers to send home LPs – offer a meeting/call – this can take place at teachers discretion or can be discussed at parent consultation

Aut 1 - Wk 6		Y1-6 Parent Evening and SEND Open Door ➤ Teachers Yr.6 annual reviews perp time		➤ Teachers – in parents evening, can discuss interventions chl. are attending by referring back to the LP sent previous week.
Aut 1 - Wk 7		Y1-6 Parent Evening and SEND Open Door ➤ Yr. 6 chl. Annual review meetings MUST take place before ½ term		➤ Teachers – in parents evening, can discuss interventions chl. are attending by referring back to the LP sent previously.
Aut 1 - Wk 8				

Autumn ½ term break

Aut 2 - Wk 1	1 st Cycle - EHCPs + High Needs	SENDCo observing TAs/SNAs – part of performance management cycle	1 st cycle - Interventions	
Aut 2 - Wk 2		SENDCo observing TAs/SNAs – part of performance management cycle		
Aut 2 - Wk 3				
Aut 2 - Wk 4				
Aut 2 - Wk 5				
Aut 2 - Wk 6				
Aut 2 - Wk 7		SNAs to review EHCPs/LPs targets and write outcomes in LPs Teachers – to read LPs and add general comment into these children’s LPs		
Aut 2 - Wk 8				

Xmas Holidays – End of Autumn Term



Spring term



Spr. 1 - Wk 1	2 nd Cycle - EHCPs + High Needs	<ul style="list-style-type: none"> ➤ INSET 4 (Monday 8th) ➤ Interventions continue as normal for the next 4 weeks ➤ SENDCo and SNAs meet to set Spring targets for children with EHCPs (8 children) 	1 st cycle - Interventions	
Spr. 1 - Wk 2		<ul style="list-style-type: none"> ➤ Children with EHCPs <ul style="list-style-type: none"> • SNAs finalise Spring LPs of children with EHCPs • Teachers read, add classroom targets if appropriate & update Wave 1 provision into Spring EHCPs LPs. Finally send them home. • SNAs and Teachers – update children’s EHCP timetable • SENDCo sends meeting invitations to parents of children with EHCPs 		
Spr. 1 - Wk 3		<ul style="list-style-type: none"> • SENDCo to give out a list of new interventions to teachers • Teachers = populate new intervention list to recommend children for 2nd cycle by the end of this week 		
Spr. 1 - Wk 4		<ul style="list-style-type: none"> ➤ Yr. Rec -Y6 Parent Evening and SEND Open Door (Thurs. 1st Feb’24) • SENDCo to meet with teachers to discuss new concerns. • Support staff - terminate intervention with present groups – certificates etc. • SENDCo Teachers SNAs meet with parents of children with EHCPs (8) – 2nd LP review meeting 		
Spr. 1 - Wk 5		<ul style="list-style-type: none"> ➤ Yr. Rec -Y6 Parent Evening and SEND Open Door (Wed. 7th Feb’24) 		<p>Post-assessment week + outcomes writing (SNAs)</p> <p>Support staff – assess children (2 afternoons)</p> <p>Support staff – type outcomes into children LPs (3 afternoons)</p> <p>Support Staff – whole year interventions e.g. LEGO – write mid-year comment onto children’s LP</p> <p>Support staff – inform Teachers when LPs are completed.</p> <p>SENDCo & Assist. SENDCo – collate teachers’ suggestions</p>
Spring ½ term break				

Spr. 2 - Wk 1	2 nd Cycle - EHCPs + High Needs	➤ EHCP targets continue.	2 nd cycle - Interventions	<ul style="list-style-type: none"> • Pre-assessment and LP writing week starts (SNAs) • Support staff = start pre-assessing children taken out to be assessed (2 afternoons) • Support staff = Write intervention targets onto new LPs (3 afternoons) • Teachers = to read reviewed LPs and add general comment on LPs about impact of intervention - Offer parents to get in contact if they would like a meeting. • SENDCo/Assist. SENDCo to support the support staff with new interventions- assessments, training, target setting etc.
Spr. 2 - Wk 2		SENDCo observing TAs/SNAs – part of performance management cycle		2 nd cycle for interventions starts Teachers = to complete Wave 1 & W2 provisions in chl.; might add classroom targets cycle 2 LPs. Send LPs home. Offer parents to get in contact if they would like a meeting. <ul style="list-style-type: none"> • SENDco might need to support some cases/ teachers in meeting parents.
Spr. 2 - Wk 3		SENDCo observing TAs/SNAs – part of performance management cycle.		
Spr. 2 - Wk 4				
Spr. 2 - Wk 5		SNAs to review LPs for EHCPs and write outcomes and meet with SENDco		
Spr. 2 - Wk 6		❖ Neurodiversity week (4-day week) Teachers – to read LPs, add comments into EHCP children’s LPs and send them home.		❖ Neurodiversity week (4-day week)
End of Spring Term – Easter Holidays				

Summer term



Sum. 1 - Wk 1	3 rd Cycle - EHCPs + High Needs	<ul style="list-style-type: none"> ➤ Children with EHCPs <ul style="list-style-type: none"> • SENDCo and SNAs meet to set Summer targets for children with EHCPs (8 children) • SNAs aim to finalise Summer LPs of children with EHCPs by Friday of 1st week. • SENDCo sends Teams invitations for LP reviews (EHCP children + special cases only) 	2 nd cycle - Interventions	2 nd cycle of interventions continues.
Sum. 1 - Wk 2		<ul style="list-style-type: none"> ➤ SNAs and Teachers – update children’s EHCP timetable – this is sent to parents with new LPs. ➤ Teachers read, write classroom target if appropriate & update Wave 1 and 2 provision Summer EHCPs LPs. Finally send them home. 		
Sum. 1 - Wk 3		<ul style="list-style-type: none"> ➤ SENDCo, Teachers and SNAs meet with parents of children with EHCPs – 3rd LP review meeting 		
Sum. 1 - Wk 4				
Sum. 1 - Wk 5		KS2 SATs		
Sum. 1 - Wk 6		Summer SEND Open Door		
Summer ½ term break				
Sum. 1 - Wk 1	3 rd Cycle - EHCPs	<ul style="list-style-type: none"> ➤ SENDCo observing TAs/SNAs – Close PM cycle ➤ SNAs + Teachers and SENDCo collaborate in writing transition plans, visits to new classes 	2 nd cycle - Interventions	
Sum. 2 - Wk 2		<ul style="list-style-type: none"> ➤ SENDCo observing TAs/SNAs – Close PM cycle ➤ Annual Reviews 		
Sum. 2 - Wk 3		<ul style="list-style-type: none"> ➤ Annual Reviews 		
Sum. 2 - Wk 4				

Sum. 2 - Wk 5		
Sum. 2 - Wk 6	<ul style="list-style-type: none"> ➤ Post-assessment week + outcomes writing for EHCPs ➤ SNAs to review LPs for EHCPs and write outcomes and meet with SENDco ➤ Support staff – inform Teachers when LPs are completed 	<ul style="list-style-type: none"> ➤ Post-assessment week + outcomes writing interventions Support staff – assess children (2 afternoons) Support staff – type outcomes into children LPs (3 afternoons) Support Staff – whole year interventions e.g. LEGO – write mid-year comment onto children’s LP Support staff – inform Teachers when LPs are completed
Sum. 2 - Wk 7	Teachers – to read LPs, add comments into EHCP children’s LPs and send them home.	<ul style="list-style-type: none"> ➤ Preparation for next academic year Teresa to give out a list of support staff + possible interventions. Teachers = complete form recommending children for interventions – done in a CPD session Teachers = to read all LPs and add general comment about impact of intervention & Send LPs home and offer parents 10 mins phone call. Coordinate this with End o Year Report offer of a phone call.
Sum. 2 - Wk 8	INSET 5 – Handover meetings	
End of Summer term – Phew!		

To request a SEND observation: observations will be done fortnightly and must be requested by filling in 360°
<https://3092031.sharepoint.com/:x:/s/SEND/EYTJ6lpelflOmRNLHndlmOoBXXibWv1O9ugvbizLl4l4vg?e=hZh4mp>

+ Record of concern doc.

<https://3092031.sharepoint.com/:w:/s/SEND/EUs9UDaAMrNPgVocUzQ1SZ8BqhZ-enCatm9dTuw29vLYA?e=OOlgFZ>

and e-mailing it to me tmcmeakin@tetherdownschool.org

To raise a concern e.g. health matter, a sudden learning dip in a specific area, unusual behaviour, etc. follow the above procedure (360° + record of concern)

Concerns will be discussed at PPR, Teacher & SENDCo meetings or LP meetings

Child protection/safeguarding – discuss your concerns with a member of the Safeguarding Team (Teresa McMeakin, Rachel Gillingham, Annie Ashraf or Carmela Capone) or/and log it onto our platform Edukey “Safeguard my School” [Log in | Learning Plans & Provision Map Writer | School Robins \(edukeyapp.com\)](#)

SEND Open Door: Three times a year- same evenings as parent consultations - I will see any parent with concerns regarding their child’s learning, welfare etc.

TAs+ SNAs: Timetable considerations:

Weekly meeting with teachers – sharing planning and ideas



Weekly time for TAS/SNAs to teach or supervise class so teachers can teach SEND children/groups

Time for record keeping and preparation time e.g. comments of on-going interventions written every session, prep. resources etc.

Interventions are 10 week or more long

Intervention monitoring – TAs/SNAs will meet SENDCo/Assistant SENDCo on a rota system.

Pre + post assessments, data collection and LP writing – will be done either end of the term, once the interventions finish (afternoons only)

NEW SEND cases: SENDCo will always attend initial meetings.