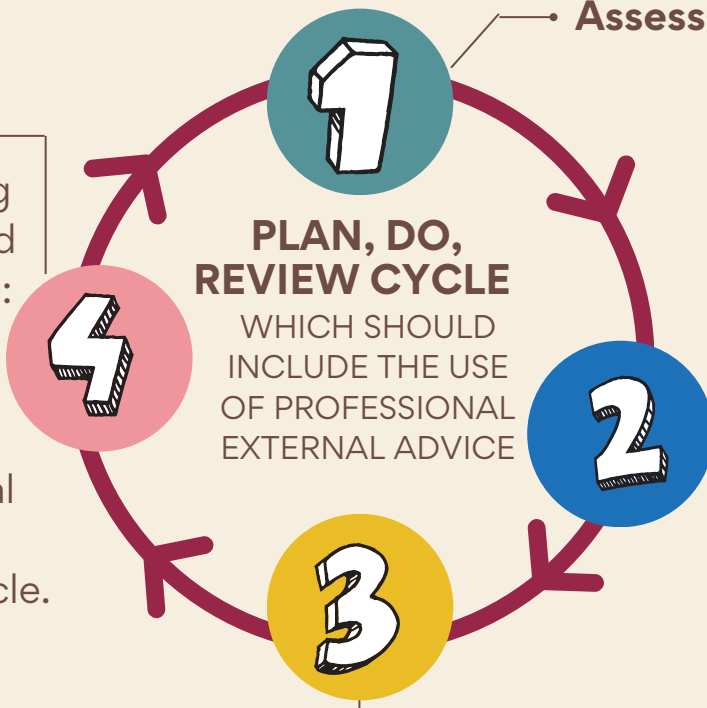


Next Steps

Is the child or young person making good levels of progress in:

- 1. Learning
- 2. SEMH
- 3. Communication
- 4. Sensory/physical needs?

If yes repeat the cycle.
If not move to the roadmap



Assess

Determine the needs of the child or young person & what they need support with. School staff should use tools and professional advice alongside their own expertise to help them make decisions

Plan & do

Plan and implement the support the child or young person requires to support the identified areas of need via the correct type of Plan

Review

Review the child or young person's progress against the areas of need identified in step 1

Using the newly obtained advice, re-enter the plan do review cycle

SEND ROADMAP



Has the setting exhausted its notional budget and tried as much of the ordinarily available provision (OAP) as they can, utilising top up if needed?



If the answer is no, then setting should create a Bristol Support Plan & access external support to help identify needs and provision. School should also listen to what families tell them about what they think could be the right support.



If the answer is yes then the setting or family will need to ask the local council for more funding to support the pupils needs. Either via and Education, Health, Care needs assessment (EHCNA) or a Support Plan. See our web page on school support and EHCPs for more info.

Needs Assessment



DON'T FORGET

The legal criteria for EHCNA is twofold: 1. A child or young person "may" have special educational needs and 2. They "may" need provision to be made via an EHCP.

Spending the national budget and exhausting OAP are not the only ways to evidence this, and parents/carers should consider applying for EHCNA if they believe there is sufficient evidence of any type to demonstrate the child they care for meets the legal criteria.