

Wollaston School SEND referral pathways and action

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 Prompting Chunking of class tasks and varied tasks Frequent praise Leadership roles 	Referral to the SENDCO with reasons	<ul style="list-style-type: none"> Book meetings with parents for a possible RMC referral for ASD/ADHD Trawl with teachers, request feedback from all subjects Observation in class by SEND team 	<ul style="list-style-type: none"> Meeting with parents: discuss diet, exercise, concerns at home and in school. ASD/ADHD referral form completed with parent Ensure a one page profile is completed 	<ul style="list-style-type: none"> RMC form completed online with parent pack and school pack Input to pastoral meeting/leaders Advice for teachers and learning support staff Feedback to parents Follow APDR process
Language processing	<ul style="list-style-type: none"> Avoid asking them to read in class 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 Provide thinking time to process what has been asked or instructed 	Referral to the SENDCO with reasons	<ul style="list-style-type: none"> Meet with student to assess the impact of possible difficulty. Trawl with teachers to get wider picture 	<ul style="list-style-type: none"> SENDCO to assess Meet with parents for further discussion. Ensure a one page profile is completed 	<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 as appropriate e.g. touch typing course, IDL literacy support External referral if necessary possibly EP or for AA
Dyslexia	<ul style="list-style-type: none"> Avoid asking them to read aloud in class Support for spelling difficulties with key words Support for poor handwriting, writing frames Extra time for tasks Scribing? Reader? Reading pairs? Suggest laptop use in class/homework to assist drafting, handwriting difficulties 	Referral to SENDCO with reasons	<ul style="list-style-type: none"> Meet student to assess impact of possible difficulty Trawl with teachers to get wider picture Book look 	<ul style="list-style-type: none"> SEND team to assess Meeting with parents to discuss further Ensure a one page profile is completed 	<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 as appropriate e.g. touch typing course, IDL literacy support External referral if necessary possibly EP or for AA Seek specialist advice and support as necessary
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 or provide independent task) May rely on strict rules or processes to do work, relies on having the same seat in class May have OCD tendencies may need to be managed Provide clear feedback and instructions Provide processing time Ensure what is promised is actioned e.g. positive points Avoid confrontation or direct instructions that can appear confrontational 	Referral to the SENDCO with reasons	<ul style="list-style-type: none"> Trawl with all teachers to get wider picture Book meetings with parents Meet student to assess impact of difficulty Observation in class by SEND team 	<ul style="list-style-type: none"> Meeting with parents RMC ASD/ADHD referral form completed with parent Complete school pack Ensure a one page profile is completed 	<ul style="list-style-type: none"> RMC form completed online with parent pack and school pack Input to pastoral meeting/leaders Advice for teachers and learning support staff Feedback to parents Follow APDR process
Dyspraxia	<ul style="list-style-type: none"> Awareness of difficulties with handwriting may have SEND, so make allowances for poor handwriting Suggest laptop use in class/homework to assist drafting, handwriting difficulties <p>Avoid tasks with precise cutting, or prepare in advance for the student Avoid complex instructions especially in practical subjects Ensure health and safety needs are met</p>	Referral to the SENDCO with reasons	<ul style="list-style-type: none"> Meet with student to assess impact of difficulty Meet with parents to discuss further 	<ul style="list-style-type: none"> SENDCO to assess feedback and as appropriate make CAMHs referral Provide support as required, ensure a one page profile is completed. 	<ul style="list-style-type: none"> In year 9-11 assess for AA Discussion with parents about developing laptop use for homework/in class Provide interventions as appropriate e.g. laptop to support in class with handwriting Seek professional advices Follow APDR process
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 Meet student to assess impact/cause of need Observation in class if necessary 	<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