

Support Pathway for Numeracy Related Difficulties

Stage 1- Concerns Raised-Gathering of evidence and info

Stage 1 is a class teacher-led response, which may include informal support from the school's SENDCo. At this stage, evidence is being gathered and Pupil Profile document is compiled. Teachers refer to the Inclusion Handbook for strategies.

Duration of stage 1: usually 1 term



Stage 2: Targeted interventions, SENDCO is involved

Stage 2 is a SENCO and Teacher led response. Targeted interventions are put in place and teacher continues to update the Pupil Profile document. Teacher and SENDCo meet at the end of the term to discuss impact.

Duration: 1-2 terms.

PUMA results are used as baseline and children working below and well below age related expectations access some or all of the following interventions:

- precision teaching (recapping basic concepts)
- intervention sessions planned and delivered by Teachers/TAs
- RISING Stars intervention programme



Stage 3: SEN Stage

If concerns persist, assessments may be needed at this stage and these will be administered by the School's SENDCO (eg Numeracy screening) The SENDCo will decide whether to place child on the SEND register based on the evidence gathered. A meeting with parents may be arranged to discuss and an Access Passport may be put in place. Pupil profile is no longer needed after this stage, but will need to be updated with findings one last time by CT and SENDCo.

The child will continue to receive targeted interventions (from stage 2) and progress will be monitored.

**Stage 4: Further Assessments**

If despite receiving targeted interventions, child continues to not progress a referral to the Educational Psychologist or other external professionals may need to be made in order to further investigate the reasons behind slow/lack of progress. Child continues to receive targeted support. An access passport or SEND support plan may be put in place.

**Stage 5: Education, Health and Care Plan (EHCP) needs assessment**

In a very small minority of cases, where the child's complex needs are heavily impacting on the learning and their access to the curriculum, the SENDCo may discuss with the teacher and parents/carers whether a SEND Support Plan will need to be put in place. Intensity and/or frequency of interventions may increase.

Once three cycles of SEND support plan have been reviewed with the teacher parents/carers and external professionals (if involved), a decision about whether to apply for an Education and Health Care Plan (EHCP) will be made.