A Child's Learning Journey at Mill Lane Primary School

Step 1

We will speak to the teacher (or other adult - parent/carer/provider) who was last responsible for the child's learning. This will be done through effective transition meetings, home visits or meetings with private day nurseries/previous schools. Information will be used to inform planning

Usually in Summer term 2

Step 2

During the first 6 weeks of teaching a child, each teacher will implement the provision that was in place at the end of the previous school year and make formative assessments based upon this.

Usually Autumn term 1

Step 3

All information gathered thus far will be used to inform a judgement about the stage of learning a child is at - we will judge their stage against the EYFS curriculum, the National Curriculum or P levels for high levels of SEN (Early Years Development Jouney for SEN in EYFS). Appropriate provision will be put in place.

Usually Autumn 1/2 and ongoing



Step 6

If all internal advice has been sought and followed and a child still struggles then referrals to external agencies will be made requesting advice. At this stage a My Support Plan would be in place and and EHCP application may be considered.

This would take place as need arose

Step 5

Where a child is not making progess, despite the previous steps being followed, advice will be sought from more experienced or qualified staff in school eg maths co-ordinator, phonics expert, SENCo. More specific provision will be put in place and a My Support Plan considered.

> This would be any time after Autumn 1/2

Step 4

For children not working at age related expectations, teachers will seek the support and advice of the teacher who teaches the relevant stage of learning in order to ensure the best provision is in place to support the learning of the child.

Usually Autumn term 1/2 and ongoing

Every child at Mill Lane Primary School will take this journey whilst they are with us. The majority of children will never go beyond Step 3 but those who have more specific learning needs will continue on their journey through steps 4-6 as needed. All activities within school will be differentiated and/or adapted to ensure that all children can participate fully.