

# Identification and assessment procedures for Special Educational Needs

“A child has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them” (SEND CoP 2015)

<p><b>HIGH QUALITY TEACHING FOR ALL PUPILS: LEARNER CENTRED EDUCATION</b></p> <p>This must be the highest priority and the first consideration when there are concerns about a pupil's progress</p>	<p style="text-align: center;"><b><u>Step 1 - assessment</u></b></p> <ul style="list-style-type: none"> <li>Regular assessments for ALL pupils as part of school assessment cycle</li> <li>Whole school tracking data</li> <li>Early identification of any specific barriers to learning through whole school screeners: Talk Boost Tracker (reception) and Lucid Rapid Dyslexia screening (Year 3)</li> </ul>
	<p style="text-align: center;"><b><u>Step 2 – plan and carry out intervention (Do)</u></b></p> <ul style="list-style-type: none"> <li>Pupils whose progress is a cause for concern are discussed at termly progress meetings.*</li> <li>Class teacher uses assessment information to identify any specific areas of weakness and implement a targeted intervention plan to be reviewed within 8-10 weeks. The class teacher can do this at any point during the year if they identify concerns before termly progress meetings.</li> <li>A cause for concern discussion and targeted intervention plan can also be triggered if a parent raises a concern about a child at any point during the year.</li> </ul> <p>* Pupils who have made accelerated progress are also discussed and, if appropriate, pupils may be moved from <b>SEND support to monitoring</b> on the Inclusion register.</p>
	<p style="text-align: center;"><b><u>Step 3 - review</u></b></p> <p>3a) Pupil <b>fails to make expected progress</b> despite high quality teaching targeted at their area/s of weakness → The class teacher and the SENCo in collaboration with the child/parents use the SEN toolkits to assess whether the child has a “learning difficulty or disability which calls for special educational provision to be made for them” Other potential causes for lack of progress are explored e.g. pastoral concerns, EAL. If a Special Educational Need is identified, the child is added to the SEND Register as “SEND support”. If further investigation is required, a decision may also be made to place the child as “Investigating” on the Inclusion register.</p> <p>3b) Pupils <b>makes expected progress</b> →</p> <ul style="list-style-type: none"> <li>If the progress appears to be dependent on support that is “additional to” and/or “different from” the mainstream offer – see step 3a)</li> <li>If all gaps in learning have now been closed, no further action is required.</li> </ul>
	<p style="text-align: center;"><b><u>Step 4 – Successive cycles of the graduated approach (SEND support)</u></b></p> <ul style="list-style-type: none"> <li>Planning and review meeting held by SENCo and class teacher with pupil, parents and other key professionals (if relevant) in order to:             <ul style="list-style-type: none"> <li>Carry out a clear analysis of need and agree sought outcomes</li> <li>Create an individual learning support plan to include identified target skills, next steps and agreed provision</li> </ul> </li> <li>Provision continues to be reviewed and adapted on a termly basis using successive cycles of the graduated approach. This may include input from external professionals and specialist advice or assessments if strategies put in place by the school are not sufficient in meeting the child's needs.</li> <li>If the child requires support that extends beyond what can be provided using element 2 funding, a request for an <b>Education Health Care Plan</b> assessment should be considered in collaboration with the pupil and parents/carers. You can find more details about EHCP assessments <a href="#">here</a>. If granted, the child is recorded on the SEND register as <b>EHCP</b>.</li> </ul>