

## Identification of special educational needs (SEN Support)

Initial questions raised around development, access to learning or progress in general. Concerns raised at Achievement Review. Class teacher observes and interventions are employed. Learning is appropriately differentiated. Parents should be consulted and this must be documented in an ASSESS, PLAN, DO, REVIEW cycle (intervention record).

Pupil makes progress and begins to close the gaps  
*This is evidenced through work samples, observations and intervention records.*

Class teacher to continue with monitoring and supporting the pupil in class.

Pupil does not make adequate progress and class teacher concerns remain

Class teacher liaises with SENCO about concerns regarding the attainment and/or progress of an individual pupil in the four areas of need:

- Cognition and Learning
- Speech, Language and Communication Need
- Sensory and Physical
- Social, Emotional, Mental Health

Class teacher to bring attainment/progress data and show evidence of assess, plan, do, review process for class interventions (intervention records)

SENCO assesses that the concerns are not due to possible special educational needs and may provide some advice to support the class teacher with meeting the child's needs.

SENCO supports the class teacher with the Assess, Plan, Do, Review process. This may involve:

- Advice to relevant staff on quality first teaching practices for SEN that could be employed in the classroom
- Advising on relevant class or withdrawal interventions that could be employed
- Observation of the pupil
- Further assessments to gain a better understanding of the pupil's needs
- Seeking advice from and/or referring to outside agencies

This will always involve meeting with parents to gain a clearer picture of the pupil's history and a more holistic view of their needs and share concerns.

If the SENCO assesses that the pupil may have a special educational need, the pupil will be added to the additional needs register and monitored within 6 weeks.

Pupil makes adequate progress and begins to close the gaps.

Continue with support in place if required and class teacher to monitor to ensure continued progress. Remove from additional needs register if applicable.

Pupil does not make adequate progress and concerns remain regarding special educational needs.

SENCO with class teacher and parent assess whether the pupil requires SEN Support or a further 6 weeks of intervention and monitoring.

Assess, Plan, Do, Review continues Relevant interventions and termly reviews of SEN support plans to continue.

SENCO and parents to make decision on whether the child would benefit from an EHCP and if yes, application for statutory assessment to be made.

Pupil added to SEN Support register and an Individual Education Plan (Assess, Plan, Do, Review) is implemented to monitor progress against outcomes set.

