

Identifying Pupils with SEND: Flowchart to map process for identifying pupils who may have SEND

Lack of progress identified related to academic attainment or emotional and social wellbeing.
(Concern can be identified from a range of sources including review of whole school progress data, observations by key staff, parents, or screening and assessments of in-year pupil admissions)

Information gathering and sharing views with family and pupil
(Depending on circumstances this could be a combined meeting)

Review of arrangements within quality first teaching to meet needs and impact of any targeted intervention already delivered that is available for all pupils.
Check teachers are already using their own assessment data to identify strengths and barriers to and gaps in learning and are using this information to inform differentiated planning.

Resource 2: Prompts and ideas to support meetings and dialogue with pupils to gain their views on what is going well and where they require help. This should ideally be led by the class teacher or by the SENCo, Inclusion Manager or other relevant adult as required.

Resource 3: Prompts and ideas to support meetings and dialogue with parents and carers to and gain their views on what is going well, areas of difficulty and the nature of support to enable progress. This should ideally be led by the class teacher or by the SENCo, Inclusion Manager or other relevant adult as required.

Feedback from pupil and families indicates that needs could be addressed through refinements to quality first teaching and or targeted interventions

Resource 4: Audit tool to support observations and discussion with teachers led by SENCos, subject leader or specialist teachers to inform any adaptations in access arrangements and differentiated planning as required.
Resource 5: Consideration of other individual circumstances affecting progress.

Time limited, targeted interventions focussing on key areas of concern

Feedback from pupil and families indicates that pupil is likely to have SEN and will require further assessments.

Despite adjustments to quality first teaching and or interventions there is limited or no progress and / or concerns still remain. Pupil is likely to have SEN and will require further assessments.

A pupil has SEN where their learning difficulty or disability call for provision different from or additional too that normally available to pupils of the same age.

The Graduated Response

Assess Further individual assessments supported by SENCo and Inclusion Manager and other key staff determine underlying needs and difficulties posing barriers to learning. This may include referral to external agencies such as the Speech and Language Therapy and the Educational Psychologist Service.

Plan / do Follow up meeting or further contact with family (and pupil as appropriate) to confirm that pupil requires additional SEND, and to identify outcomes to be achieved throughout the year but also termly.
IEP with short term targets and details of additional provision shared with parents and pupils. SMART targets shared with pupils.
Implementation of IEP monitored by class teacher with support from SENCO and Inclusion Manager.

Review IEP reviewed with pupil and parents within a term.

If progress is still limited, SENCo and Inclusion manager will refer for further assessment from external agencies such as Speech and Language Therapy and Educational Psychologists.

