

Process for identifying and supporting SEN

Member of staff has a concern regarding a student's progress. **Quality first teaching** is the first step in responding to students who have or may have SEN. **Parent informed. Classroom based strategies and personalised/differentiated curriculum** implemented. Student progress reviewed after 6-8 weeks.

IMPROVEMENT

Continue to monitor and maintain successful differentiated approach

NO IMPROVEMENT

Primary Schools

Consult teachers with subject specialisms. Identify additional equipment/ resources. More in-depth look at student's needs and progress across the curriculum. Consult parents & student. New in class strategies agreed. All teaching and support staff informed of classroom based strategies/ interventions. Student progress reviewed after 6-8 weeks.

Secondary Schools

Consult HOY/Subject Leaders
HOY organises a round robin from teaching staff/ form tutor to gather more in-depth information on student's needs and progress. Look at history of termly grade rounds. Consult parents & student. New in-class strategies agreed. All teaching and support staff informed of classroom based strategies/ interventions. Student progress reviewed after 6-8 weeks.

IMPROVEMENT

Differentiated strategies and personalised curriculum remains in place. Progress monitored .
Parents informed.

NO IMPROVEMENT

Consult SENCO

Referral to SENCO. Information provided on what classroom based strategies and approaches have been used to support student. SENCO to look at providing SEN strategies within classroom and or support from external provider to use within the classroom

Becomes SEN at this point

SENCO implements graduated approach - Assess, Plan, Do, Review (PDR) process.

Assess - SENCO carries out more in-depth assessment of students needs. Specialist assessments requested where appropriate.

Plan - SENCO, parents, pupil and teaching staff agree adjustments, interventions and support to be put in place , as well as the expected impact on progress, development or behaviour. Date of review agreed.

Do - Interventions implemented

Review - The effectiveness of the support and interventions and their impact on pupils progress reviewed

- Student added to SEN register with SEN status.
- SIMS / Provision Map updated.
- Parents informed that their child is receiving this support.
- Teaching staff are informed of the additional support.
- SENCO initiates a statutory assessment if pupil continues to make no progress under the graduated approach.