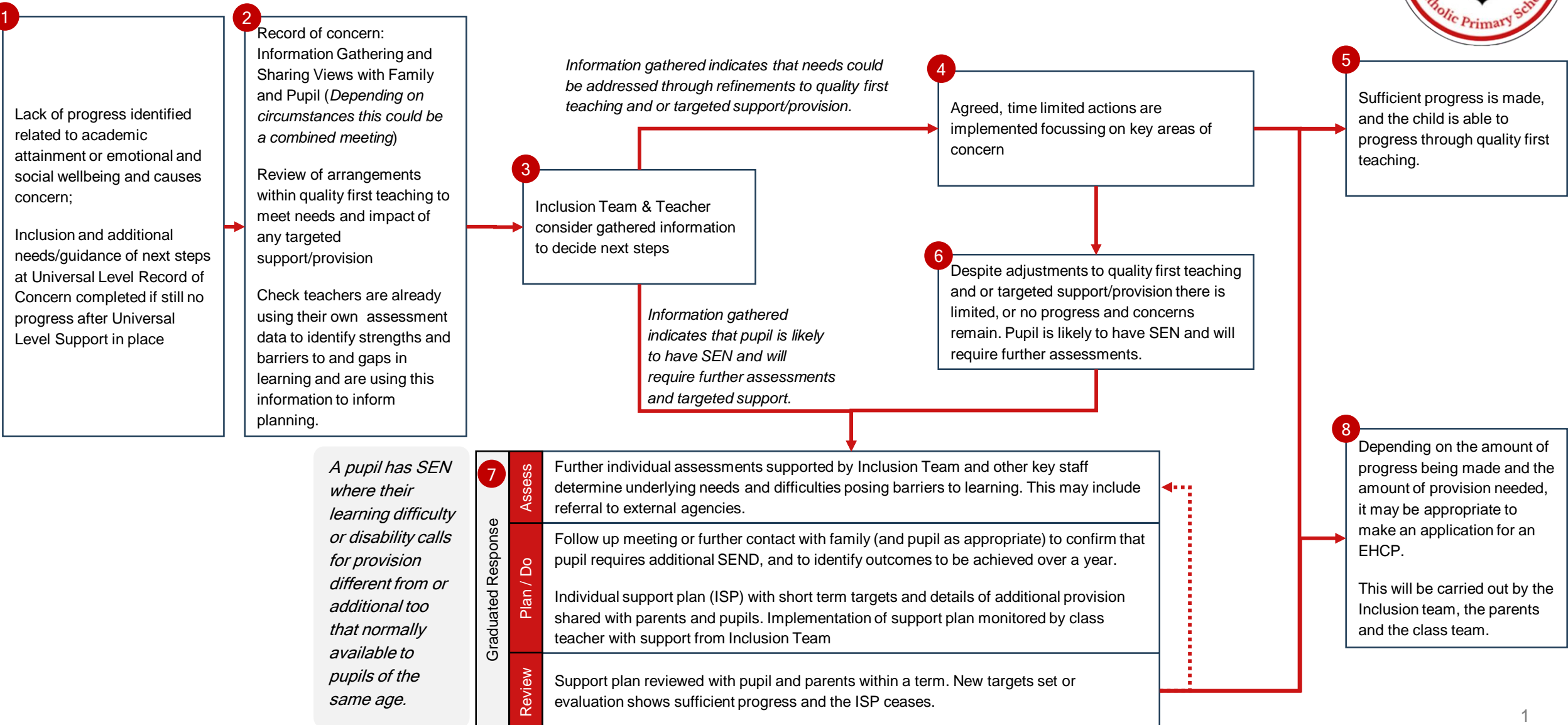


Identifying Pupils with SEND



1 Lack of progress identified related to academic attainment or emotional and social wellbeing and causes concern;
Inclusion and additional needs/guidance of next steps at Universal Level Record of Concern completed if still no progress after Universal Level Support in place

2 Record of concern: 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 support/provision
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 planning.

3 Inclusion Team & Teacher consider gathered information to decide next steps

Information gathered indicates that needs could be addressed through refinements to quality first teaching and or targeted support/provision.

4 Agreed, time limited actions are implemented focussing on key areas of concern

5 Sufficient progress is made, and the child is able to progress through quality first teaching.

6 Despite adjustments to quality first teaching and or targeted support/provision there is limited, or no progress and concerns remain. Pupil is likely to have SEN and will require further assessments.

Information gathered indicates that pupil is likely to have SEN and will require further assessments and targeted support.

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

Graduated Response	7	Assess	Further individual assessments supported by Inclusion Team and other key staff determine underlying needs and difficulties posing barriers to learning. This may include referral to external agencies.
		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 over a year. Individual support plan (ISP) with short term targets and details of additional provision shared with parents and pupils. Implementation of support plan monitored by class teacher with support from Inclusion Team
		Review	Support plan reviewed with pupil and parents within a term. New targets set or evaluation shows sufficient progress and the ISP ceases.

8 Depending on the amount of progress being made and the amount of provision needed, it may be appropriate to make an application for an EHCP.
This will be carried out by the Inclusion team, the parents and the class team.