

How we identify whether a pupil may have Special Educational Needs.

Is pupil making at least expected progress through quality first teaching?

YES

Continue to monitor progress termly in line with rest of class.

TEACHERS



How do teachers make adjustments so that all pupils are able to experience gains in knowledge and skills?

An Inclusive Attitude



We need a change in attitude which ensures all educators have the same commitment to those with SEND as their peers. This should also be focused on abilities rather than deficits.

NO

Universal Provision & Quality First Teaching

Provision within the classroom (universal provision) will be developed in order to support the child's needs. This will be adapted to make the reasonable adjustments that we think will be needed in order to help the child succeed.

Targeted groups may be used in the classroom, aimed at addressing pupil's areas of need for at least half a term. Record this on an Assess, Plan, Do, Review if needed. The child's progress will be monitored closely by class teacher for approximately 6 weeks.

Discuss concerns with parents/ and SENDCo to gather bigger picture. Discuss how areas of need will be addressed.

Does pupil respond to Universal Provision & Quality First Teaching and progress being made?

Reasonable Adjustments



Reasonable adjustments can be as simple as:

- adjusting pedagogy
- adjusting the environment
- providing additional aids.

Curriculum



Unless learners have a specific cognitive impairment, scaffold the curriculum rather than providing something different, so that all learners enjoy an offer which is sufficiently broad and deep.

Targeted Interventions



Targeted interventions should be delivered with integrity and reviewed every 6 weeks to ensure intended impact is achieved and to allow for responsive changes to be made where impact is lacking.

NO

Class Teacher to plan and implement targeted small group or 1:1 provisions away from the classroom and record them onto Provision map. Carry out these interventions over 6 to 8 weeks and monitor/record the progress made.

Discuss ongoing concerns with parents

YES

Continue to monitor progress termly in line with rest of class.

Does pupil respond to targeted interventions?

YES

Continue to monitor progress termly in line with rest of class.

Evaluation



The graduated approach of Assess > Plan > Do > Review is appropriate for evaluating impact for all learners - and not just for those with SEND.

NO

Teacher will discuss concerns with the SENDCo and provide evidence through APDR cycle and provision evaluations—SENDCo will then suggest next steps or involve support from an outside agency such as; Educational Psychology Service, Specialist Teaching Service etc.

Permission will be sought from parents

From the Outside Agency involvement findings, the SENDCo will determine whether the child has a SEND need. A pupil will be placed on the SEND register if they need provision that is **ABOVE AND BEYOND** what you can provide through universal and 'normal' targeted support.

Does the pupil have Outside Agency input/advice or targeted support with little to no impact on progress? Are they 2/3 years behind their peers/Age Related expectation?

No

Continue to put in targeted support through APDR plans and monitor/update every 6-8 weeks.

YES

Evidence of support, interventions and outside agency involvement will need to be gathered over a **minimum of 2 terms** in order to support the application for an Education, Health & Care Plan. (EHCP). A panel of senior Professionals will decide whether a Needs Assessment will be carried out or whether they think school can continue to provide the required support needed. If a child is granted an EHCP, this sometimes comes with extra funding; **this does not mean they will automatically receive 1:1 support as a result.**