

FAIRFIELD COMMUNITY PRIMARY – Process for identifying pupils with SEND 2018/2019



Step 1: Differentiated Quality First Teaching

Teachers are responsible for the progress and development of the children in their class, including where pupils access support from teaching assistants or specialist staff.

Step 2: Regular monitoring and reviewing of progress

Pupil progress should be reviewed on a regular basis in line with school policies.

Step 3: Recording any cause for concern and informing the SENCO

Any pupils that are a concern to the teacher or parent/carer (i.e. any issues that fit into the four broad areas) should be made known to the SENCO. A child may also raise concerns about their own learning to their teacher. A meeting should be held with parents/carers, class teacher, SENCO and where appropriate the pupil to discuss the concerns. The meeting must be logged by the teacher on an individual SEND log (sheet within an individual provision map). The reasons behind the concerns need to be identified and addressed in line with other school policies (e.g. Assessment, Safe internet use, Safeguarding). At this stage it does not necessarily mean the pupil has a special educational need or disability.

Step 4a: Planning and implementing interventions

If a pupil is still causing concern after a cycle of continued differentiation then appropriate provision needs to be put in place (as outlined in the SEND CoP). Any intervention needs to be recorded as part of an Initial Intervention Grid and the child needs to be placed on initial intervention on the SEND log.

Step 5: Initial Intervention Grid - Complete a cycle of APDR

For some pupils this may be the end of the process as the intervention may have helped them catch up and get back on track. If this is not the case move to step 6a.

Step 6a: Placing a child on SEND provision

If there is still a concern collate the evidence of the pupil's progress. Share this with the SENCO and start an individual provision map. A SEND support form needs to be completed with parents/carers and the meeting logged in the individual SEND log. Pupils must be aware of their interventions and targets.

Step 6b: After 2 APDR cycles

Interventions must be reviewed at least every half term and appropriate changes made. If there is still a concern over the child's progress or a concern with their barrier to learning speak to the SENCO to discuss the involvement of Bury's outside agencies e.g. Additional Needs Team.

Step 6c: Involving outside agencies

If it is decided that outside agency involvement would benefit the child then the SENCO and class teacher must meet with parents/carers and gain written consent. Whilst waiting for outside agency involvement APDR cycles must continue using the individual provision map. If outside agencies provide recommendations they must be followed using the APDR format. Any meetings must be recorded in the pupil's individual SEND log.

Step 3a: Sensory/physical/medical or urgent SEMH need

SENCO and class teacher meet with parents/carers and signpost parents/carers to the right service or make a referral to the appropriate agency.

KEY

SEND – Special Educational Needs and Disability
 SENCO – Special Educational Needs Co-ordinator
 CoP – Code of Practice
 APDR – Assess, Plan, Do, Review
 LEA – Local Education Authority
 EHC – Educational, Health and Care Plan

There may be circumstances or individual cases where this flowchart is not applicable

Step 9a: If no SEND support top up funding or EHC is given then continue with APDR cycles (Step 6a) and continue to collate information. Ensure parents/carers are informed and continue to work closely with them and the pupil to ensure the best outcomes for the pupil.

Step 9b: If SEND support top up funding or an EHC plan is given follow LEA guidelines. School must work closely with the pupil and their parents/carers to ensure all statutory requirements are met and to ensure the best possible outcomes for the pupil.

Step 8: Consider applying for an EHC plan

This can only be done with consent from parents/carers and costed evidence of APDR cycles involving outside agencies (one must have involved an educational psychologist)

Step 7: Apply for SEND support top up funding

This can only be considered after 2 cycles of APDR (with outside agency involvement) and with consent from parents/carers.