

# Identifying Pupils with SEND – Milton-on-Stour Primary School

Lack of progress identified related to academic attainment or concerns regarding 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

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.

Conversations with the child, where possible. Use '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 the class teacher supported by SENCO .

Conversation with parents or carers. Use '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 pf support to enable progress .This should ideally be led the class teacher supported by SENCO.

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

Use the audit tool to support observations and discussion with teachers led by SENCO to inform any adaptations in access arrangements and differentiated planning as required. Also consideration must be given to other individual circumstances affecting progress. (Use prompt sheet to support)

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 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. (Refer to assessment toolkit)

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.

Support plan with short term targets and details of additional provision shared with parents and pupils.  
Implementation of support plan monitored by class teacher/form tutor with support from SENCO

Review

Support plan reviewed with pupil and parents at the end of each term .

**Make use of checklists and diagnostic tools to develop inclusive practice within quality first teaching and to support assessment of strengths and difficulties.**