

# Washacre Primary School - Process for identifying pupils with Special Educational Needs



## Step 1: Quality First Teaching (differentiated)

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 policy.

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

Any pupils that are a concern to the teacher or parent (i.e. not making the expected progress, or any issues that fit into the four broad areas) should be made known to the SENCO so that a cause for concern can be recorded. A discussion with parents must be had at this point.

## Step 4a: Placing a pupil at the initial intervention stage.

If a pupil is still causing concern after a cycle of continued differentiation then another discussion needs to be had with parents outlining the pupil's barriers to learning and how they are going to be addressed. Initial intervention form must be completed and signed.

## Step 4b: Plan and implement relevant and well informed intervention/s.

The CofP states that Schools should not delay in putting in place extra teaching or other rigorous interventions. These interventions need to be research based. An intervention grid must be completed so that pupil progress can be monitored carefully. Targets should be shared with children.

## Step 5: Complete a cycle of APDR\* for the relevant intervention/s.

For some pupils this may be the end of process as the intervention may have helped them catch up and get back on track. If this is not the case, the intervention needs to be carefully reviewed to see whether the same intervention needs to be repeated or whether another approach is required.

## Step 6a: Placing a child on SEN Provision

If after 1 cycle of APDR the pupil is still a concern collate the evidence of the pupil's progress. Discuss this & barriers to learning and complete an APDR grid. Share this with the SENCO and parents so you can take the next steps i.e. referral to outside agency such as an Educational Psychologist. SEN Provision forms and any referral form must be completed and parental consent given.

## Step 6b: Complete up to 2 additional cycles of APDR for the relevant intervention/s.

Whilst waiting for the outside agency ADPR must continue. If recommendations are provided by an outside agency these must be followed in a process of APDR.

## Step 7: Consider applying for SEN Support Top Up Funding

This can only be considered after the 2 cycles of APDR (with specialist input) and with consent from parents.

## Step 3a: If it is a sensory/physical, medical or SEMH need consider referral to appropriate agency e.g. school nurse/sensory needs teams/The Ark/CAHMS

This must be discussed with parents and child first.

## Step 3b: Placing Pupils at the inclusive classroom stage.

If a pupil's needs can be met by provision within the classroom e.g. printing on cream or blue paper then this should be discussed with the parent and child. The classroom teacher will then keep a record

## KEY

**SENCO** – Special Educational Needs Coordinator

**CofP** – Code of Practice

**APDR** – Assess, Plan, Do, Review

**LEA** – Local Educational Authority

**EHC Plan** – Educational, Health and Care Plan

\*interventions should be reviewed at the end of an intervention (minimum six weeks)

## Step 9a: If no SEN Support Top Up Funding or EHC plan is given then return to Step 4b

## Step 9b: If SEN Support Top Up Funding or an EHC plan is given: follow LEA guidelines

## Step 8: Consider applying for EHC Plan.

This can only be considered after 4 cycles of APDR (2 with specialist input) and with consent from parents. For more information on this process please refer to Bury LEA's EHC process information.