Identifying pupils with SEND and assessing their needs

Parent, teacher, TA, SLT or SENDCo identify that a child requires additional or different provision to that of high quality teaching.

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Check high quality teaching is in place. Implement classroom based strategies and differentiated curriculum.

NO → Put high quality teaching in place. Consult with SLT or SENDCo for guidance if necessary.

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Review progress after 6-8 weeks. Is there still a barrier to learning?

NO → Review progress after 6-8 weeks. Is there still a barrier to learning?

NO → Continue with high quality teaching within class. Monitor closely.

YES ↓

Class Teacher to complete *Initial Concern Form*. Class Teacher and SENDCo decide action required (observation, additional resources, participation in intervention groups). Class Teacher to inform parents.

← Hold discussion with SENDCo or SLT regarding additional provision that may be necessary. Consult Provision Map to decide on possible additional class based or external interventions.

→ SENCO adds pupil to SEND Register as SEND Support. Parents informed. Assessment of pupils needs, plan support and interventions to be put in place, do and review effectiveness and impact on progress. Support plan completed and reviewed by teacher termly in co-production with SENDCo and parents.

Review Progress at agreed date. Is there still a barrier to learning?

YES ← (back to Class Teacher to complete *Initial Concern Form*)

NO → Continue with additional provision if necessary. Monitor closely and remove from initial concern.

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SENDCo to make appropriate referrals to outside agencies; school nurse, SaLT, OT, Paediatrician, CAMHS etc

→ Outside agencies to assess, observe, report and add to the provision.

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Teacher in consultation with SENDCo monitor progress, adapt provision, review support plan and adapt targets as necessary. Parents and pupils to be heavily involved in the process.

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Review progress during next support plan review cycle. Is there still a barrier to learning?

YES ← Discussion with class teacher, SENDCo, SLT, parents and outside agencies with regard to the benefit and appropriateness of request for an EHCP. SENDCo to complete application in consultation with Teacher, Parents and Pupil. SENDCo to ensure all paperwork is completed and sent to sen.assessments@brent.gov.uk

NO → Continue with provision as necessary. Remove from SEND register when additional or different provision is no longer needed but continue to monitor within class . Teacher to inform Parents. If the child begins to show additional or the same difficulties the process needs to be repeated.