

Special Educational Needs Support Identification Process



STEP 1

Regular assessment and tracking of all pupils at pupil progress meeting shows **less than expected progress**; or **concerns raised regarding emotional well-being, behaviour, attendance or punctuality** (Note A)

Parent/carer/outside professional **raises a concern with class teacher and/or SENCo.**

STEP 2

Class teacher refers to **QFT checklist** and implements strategies within the classroom.

STEP 3

If concerns continue, class teacher to:

1. Complete **initial concern form** - parents must be communicated with by class teacher regarding the concern.
2. Class teacher to email form to SENCo – primary.senco@burlingtondanes.org
3. **SENCo to arrange a classroom observation of pupil** where implementation of QFT strategies must be clearly demonstrated.
4. Following observation, SENCo to provide class teacher with feedback on QFT strategies and will provide class teacher with further recommendations.
5. **SENCo will liaise with class teacher of impact after 2 weeks** (Note B)

STEP 4

If concerns continue, class teacher **arranges** and holds a **structured conversation meeting with parent/carer** and SENCo in attendance.
*SENCo to take minutes of the meeting. (Note C)

Review to be held after 6 weeks.

STEP 5

Review
Communicate with parents (Note D)

Good progress made.
Return to regular tracking.

Some progress made.
Repeat cycle once more.

STEP 6

Less than expected progress towards agreed outcomes despite QFT targeted at areas of weakness and actions set at structured conversation meeting.
Class teacher, working with SENCo & other professionals

1. Carries out further assessment to provide clear analysis of pupil's needs. (Note E)
2. SENCo and other professionals agree whether the child has a difficulty which requires SEN Support (Note F)

No SEN but currently underachieving. Identify other underlying factors that may not be immediately obvious.

SEN (Note F)
Begin SEN Support and use ILPs to set and review outcomes (ILPs to be written in November – April – July). Parents and pupils will be a part of the review process.

Explanatory notes on Special Educational Needs Support Identification Flowchart

<p>Note A</p>	<p>The Code of Practice (June 2014) identifies less than expected progress as progress which (page 84):</p> <ul style="list-style-type: none"> • <i>is significantly slower than that of their peers starting from the same baseline</i> • <i>fails to match or better the child's previous rate of progress</i> • <i>fails to close the attainment gap between the child and their peers</i> • <i>widens the attainment gap</i> <p>It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.</p>
<p>Note B</p>	<p>SENCo to support the class teacher to ensure pupil is receiving quality first teaching appropriate to their needs. E.g. differentiation, targeted feedback, use of in-class support.</p> <p><i>Has the class teacher been provided with advice, support and training to support this pupil?</i></p> <p>QFT might include targeting a small group for focused teacher or support teacher input x__ times per week or use of a particular resource.</p>
<p>Note C</p>	<p>Class teacher to arrange this meeting with parents. SENCo will also be in attendance at this meeting. During this meeting actions will be set and desirable outcomes will be agreed.</p>
<p>Note D</p>	<p>Communicate' – i.e. let parents know results of your review in a timely manner, but this might not be a formal meeting which would probably be best held when further assessment / information in school has been carried out.</p>
<p>Note E</p>	<p>Assessment can include: review of records and any earlier interventions; structured observations of child undertaking work in area of weakness; analysis of samples of relevant work e.g. mis-cue analysis, ABC behaviour log, audio recordings; use of school screening and assessment tools; could include specialist assessment depending on severity / type of need.</p>
<p>Note F</p>	<p>Definition of SEN in Code of Practice 2014 (page 4-5)</p> <p>xiii. A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. (This is provision over and above what is described in notes B and C above)</p> <p><i>xiv. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:</i></p> <p style="padding-left: 40px;"><i>has a significantly greater difficulty in learning than the majority of others of the same age,</i> <i>or (i.e. compared to national averages)</i> <i>has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools</i></p>