

Identification of Need

Child is in main class

Teachers begin to recognise that there isn't as much progress in certain areas or that there appears to be a difference in development to the expectation for that year.

This may be through observation or general classroom assessments.

Parents/carers begin to recognise that there isn't as much progress in certain areas or that there appears to be a difference in development to the expectation for that year.

This is usually through observation.

Teacher will speak to parents to share any concerns and see if it is similar/different to what parents experience at home.

Parents should speak to class teachers to share any concerns and see if it is similar/different to what they are experiencing in school.

Teachers will adapt their high quality teaching and/or general interventions to manage the needs of the child.

Difficulty is removed, child 'catches up' and progress is made in line with expectations. Parents informed, often at parents evening.

Difficulty persists despite in class support and interventions.

Information about the nature of the child's difficulties are shared with the school SENDCo. Advice is sought around next steps. Child often placed on at 'Monitoring' on the SEN register.

Specific interventions recommended within school. These will usually be discussed with parents at parents evening or through an additional meeting.

Specific advice from external agencies is followed. This may be specific interventions, resources, equipment. Child usually placed on SEN register at SEN support

Parents will be contacted again at this stage for an update and for permissions if required. Next steps may include:
Advice to visit GP
Learning assessment
Referral to a specialist e.g. school nurse, optician, hearing test

Difficulty is removed, child 'catches up' and progress is made in line with expectations. SEN status may be removed.

Further referrals, which could be medical, LCI team, ASD team, Educational Psychologist, may be made and advice followed.