

Early Identification of SEND at Scargill Church of England School

Potential SEND is identified by the teacher, parent or other professional. Concerns may be identified during assessment periods or through our termly Pupil Progress Meetings (PPMs)

Class teacher meets the SENDCO detailing the main difficulties, current support and QFT strategies

SENCO considers the most appropriate next step e.g. classroom observation, meeting with staff and parents or referral to outside agency

SEND Monitoring

Provision/support agreed and targets identified for the child with the SENDCO and class teacher

Provision reviewed.

After adjusting provision in class, the child's needs have been met, the pupil is making accelerated progress and there are no further concerns

Removed from SEND Monitoring

Provision reviewed.

After adjusting provision in class, progress is limited

Further assessments required

SEND Support – Child placed on SEND Register

ASSESS:

- Assessments to take place which may include:
- School based Standardised Assessments
- Referrals to outside agencies for other specialist assessments

PLAN/DO:

- Provision is agreed on and/or amended
- Recommendations and guidance from professionals is actioned
- SEND Support Plan (SSP) written
- Provision/intervention is implemented

Plan, Do, Assess Review Cycle

REVIEW:

- Provision is agreed on and/or amended
- Recommendations and guidance from professionals is actioned
- SSP reviewed and new one written. Monitored by SENDCO before sharing with parents.

Next Steps:

Consider applications for further funding e.g. Inclusion panel, EHCP
Further targeted support implemented and continue with Plan, Do, Assess, Review cycle

Parental communication and contact