Identifying SEND

Four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory or physical needs

Quality First Teaching (QFT)

A child has a diagnosis from an outside agency. *Paperwork should be copied to the SENCO.*

A child, parent or member of staff have concerns relating to one of the four broad areas of need. *These should be raised with the class teacher and the SENCo.* **The SENCo or class teacher will carry out assessments where relevant.** *The class teacher will feedback to parents.* ***An Early SEND Monitoring Cycle is started.***

School data raises concerns about a child's learning. *The class teacher or Head will bring this to the SENCo's attention. The class teacher will meet with the child's parents. A pupil voice will be completed.* ***An Early SEND Monitoring Cycle is started started.***

Assess

Appropriate intervention will be provided.

Plan

Do

Reasonable adjustments will be made to ensure the child has access to the full curriculum. These will be outlined on a 'one page profile'. **Not all children will require a Support Plan.**

The child's progress will be reviewed and the provision evaluated by the child and staff. Provision will be continued or modified depending on the evaluation.

Review

In some cases, the external agency will prescribe a programme that will be delivered by a member of school staff.

Where a child accesses a programme of nurture interventions, a review of progress is held with relevant adults to measure the impact of the intervention and to support target setting.

Where progress is not being made after two cycles of 'Assess, Plan, Do, Review' this could be an indicator of cognition and learning difficulties including moderate learning difficulties (MLD) or other SEND. A referral will be made, if appropriate, and with parental consent.

The child will be given a Support Plan to meet their needs. The SENCo and/or class teacher will meet with parents to set up the first support plan. Pupils' and parents' views will contribute to the Support Plan.