

Identifying SEN Cycle at Belle Vue Primary

1. Class Based Support

Quality First Teaching and standard expectation of good classroom practice.

Assess, Plan, Do:

Class teacher identifies gaps/areas of weakness.

Information gathering with family and pupil.

Class teacher to adapt quality first teaching strategies and incorporate suitable scaffolds/resources.

Targeted class-based interventions are provided focusing on key areas of concern then evaluated.

Review:

If targets achieved and progress made:

Continue to monitor in class but with possible further intervention to ensure continuation or progress.

If targets NOT achieved and limited progress:

Move to section 2 of the identification process to complete an early response form.

4. SEN Support with external agency input

Quality First Teaching and standard expectation of good classroom practice and SEN support

Assess, Plan, Do:

Consultation with pupil/Parents/carers as to why external advice is needed.

SENCo to refer to outside agency.

Reports shared with Class Teacher and Tas – these MUST be read and implement suggested strategies into support plan (reference on support plan agency and date)

Share with pupil and parents/carers.

Continue to monitor progress with SENCo involvement.

Review:

If targets achieved and progress made:

Continue to monitor with external support.

If targets NOT achieved and limited progress:

Raise concerns at external agency meetings for further advice.

2. Class Based Support with SENCo advice

Quality First Teaching and standard expectation of good classroom practice.

Assess, Plan, Do:

SENCo to meet with class teacher and Tas to discuss gaps, areas of weakness and previous strategies/resources used.

SENCo to observe if necessary and advise on further adaptations to quality first teaching and possible interventions.

Teacher to complete an early response form.

Targets and additional interventions planned

Further class action and advice to be implemented and reviewed.

Review:

If targets achieved and progress made:

continue to monitor in class but with possible further intervention to ensure continuation or progress.

If targets NOT achieved and limited progress:

Move to section 3 of identification process to complete a SEN Support form. (Early response to have gone through at least 2 cycles of Assess, Plan do, review before moving to section 3. Class teacher MUST meet with SENCo to discuss this as the pupil will need to be formally added to the SEN register.

3. SEN Support

Quality First Teaching and standard expectation of good classroom practice and SEN support

Assess, Plan, Do:

Class teacher to meet with parents/carers/pupil and discuss support. They are to be formally notified that their child will be on the SEN register.

SEN support plan to be completed by class teacher and shared with parents/carers/pupil.

Pupil passport to be completed with pupil

Assessment (Phonics check, WellComm, IDL screeners etc.) and areas of need identified

Targets and additional interventions planned

Implement support and review.

Consultation and review with pupil/parents/carers.

Review:

If targets achieved and progress made:

Continue to monitor with class-based support. Consider further targets when reviewing if original targets are achieved.

If targets NOT achieved and limited progress over time:

Further investigations are needed from outside agencies.