SEND Identification Process

COP

6.14
6.15
6.17
6.18

1. SENCO and SLT to:

- Ensure High Quality Teaching is in place (West Sussex Ordinarily available inclusive practice (OAIP), EEF – 'five-a-day principle')
- Refer to the school's Assessment and Provision Mapping: ensure appropriate interventions and reasonable adaptations are in place consistently; monitor and review impact of actions, adaptations and interventions
- Monitor and review impact of actions, adaptations and interventions

6.52-
6.58

2. If concerns remain, think about the following areas of development: (including concerns raised by parents)

- Literacy
- Maths
- Speech and language
- Social communication/ASD
- SEMH
- Physical/Sensory
- Self help/independence skills (toileting, eating etc)
- Any other needs

Initial Pupil Concern Form to be completed

SENCo review form

Further Monitor

6.14
6.18
6.27

3. SENCo with teacher/support staff to carry out assessments of all these areas of needs, unless you are very sure they aren't relevant. (West Sussex recommended assessments, OAIP, Observations, Meeting Parents and Class Teacher)
4. School to use these assessment results to identify areas of development that need further intervention

SENCo:

- Discuss with teacher
- Observe child (form)
- Collate all assessment information
- Meet parents (initial parent conference)

6.19

5. SENCO in discussion with parents, class teacher and other staff to decide together if the pupil has additional needs, with reference to the Code of Practice, OAIP and assessment results.

Entry to SEN Register Letter and Parent Consent for External Agencies

6.14-
6.27
6.44-
6.55

6. If pupil has additional needs (above those that are met with high quality teaching), SENCO, parents, class teacher and other staff put first IEP in place. Including child's voice. External agencies, EHCPNA where required.

First Individual Education Plan (IEP) created with parents, SENCo, class teacher and pupil voice
(Pre parent and pupil forms)

6.46
6.54

7. Cycle of termly meetings and regular assessments (assess, plan, do, review cycle). Class teacher to lead with SENCo support where required.

SENCo review children on SEN list at least termly. Progress made, gap closed – meet with parents and teacher (removal SEN list letter)