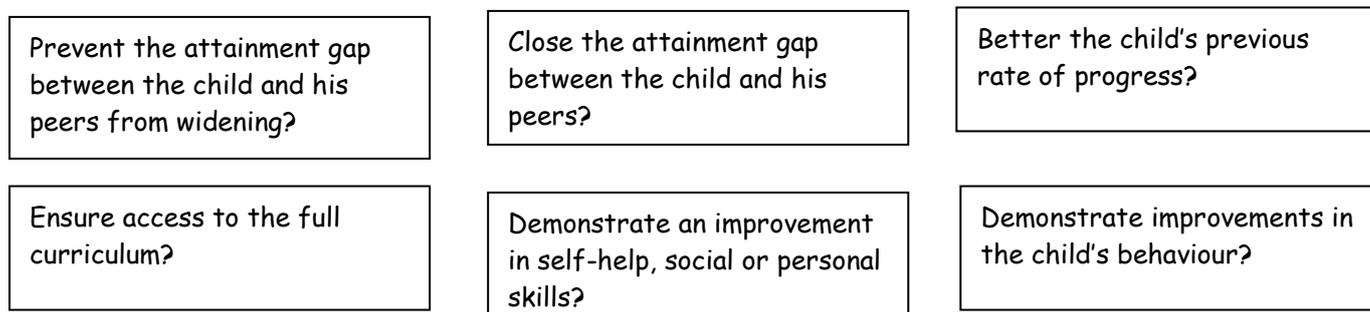


Procedures for identification of SEN

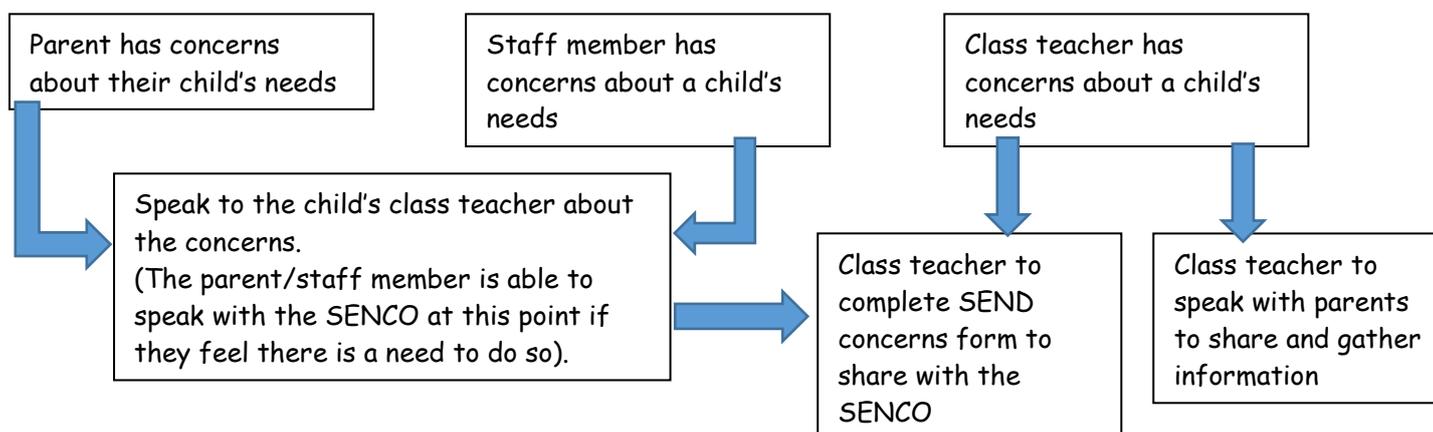
The school's monitoring and assessment system for individual children will inform school staff about areas in which a child is not progressing at an adequate rate.

Does current progress:



The key test of the need for action is that current rates of progress are inadequate.

Therefore, if the answer to the questions above is no, the following steps should be taken:



When an SEND concerns form is received, if a child is identified as being in danger of not making adequate progress in their learning, in the first instance they will be provided with differentiated work in class and their progress will be monitored closely by the class teacher. They may require a targeted group or 1:1 intervention as part of the whole class support programme for a short period of time, with the aim of promoting accelerated progress to ensure they meet Age Related Expectations. Interventions and support will also be provided for children not making progress in other areas: behaviour and emotional well-being, and personal and social skills, including communication.

If these actions do not result in the child making adequate progress, we will consider whether the child requires SEND support. This decision will be made in conjunction with the child and their parent/carer, and the support that is required will be determined. We will start with the desired outcomes for the child including expected progress and attainment, as well as outcomes in other areas as appropriate such as social or sensory related outcomes. The decision about the identification of an SEND will then be made, which may then mean that the child is supported in a way that is additional to, or different from, the differentiated approaches that are part of our core offer of high quality personalised learning.

When a decision is made that a child requires special education provision, the graduated approach, as outlined in the SEND Code of Practice 2014, will be followed.