



Special Educational Needs Identification Strategy

SENco uses assessment data and pupil progress notes to identify children not progressing at expected rate for age in reading, writing, numeracy or social and communication skills.

All school staff share cause of concern with SENCo and concerns from parents should be immediately shared with SENCo.

Assessments obtained outside of school will be read by class teacher and SENCo and then set aside and school procedures followed.

Possible assessment may include: Referral to school health for CAMHS assessment, speech and language assessment, occupational therapy assessment and educational psychology assessment.

Yes

Share results of assessments with teacher and parent. Share copy of IEP identifying strategies to be used in class and any extra provision put in place.

No

SENco feedback to class teacher and parent (where appropriate). Class teacher to discuss barriers to learning with KS leader in next Pupil Progress Meeting. SENco may refer on.

SEN Identified Pupils

Provision will be based on school assessments. The SENco will consider age related attainment, progress, underachievement and impact of identified need on learning in allocation support. This will be reviewed termly to incorporate flexibility. Availability of resources may also be a factor. Provision may include: additional phonics, additional reading, small handwriting group, small spelling group, working in a small group with a TA for core subjects, speech and

Children will be placed on the SEN register as having a specific learning difficulty (SpLD) for monitoring and target setting purposes with parental consent. Some children may have complex profiles SENco and class teacher will support target advice in IEP's.

Continued monitoring of progress and termly review.

Yes

Progress made?

No

Review provision and individual learning needs with class teacher. SENco possibly refer on.