

## Identification of Special Educational Need

School staff or parents are concerned about a child. Parents should speak to their child's class teacher and share their concerns. If a teacher is concerned then they fill in 'Identification of need' form and give to Special Education Needs and Disability Co-ordinator.

It is ideal if school staff also evidence concerns using assessments, strategies and support that they have put into place to support the child before the referral. In addition they must share concerns with parents and garner the parent's opinion. However, if staff member believes there is a significant concern about development – no need for id form

### Initial assessment

SENDCO receives referral form and carries out assessments, finding evidence of needs:

These might include: Observation/talking to staff/book look/  
further assessments e.g. Dyslexia screening.

### If no evidence that child's difficulties fall within a special educational need.

Guidance given to teacher to support in class, referral to additional department or access additional support

Class teacher to implement strategies suggested.

If needed, monitor child's progress

### Evidence shows that that child meets criteria of special education needs.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she: 16 • has a significantly greater difficulty in learning than the majority of others of the same age, or • has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools SEND code of practice 2015

### Child meets SEND criteria

Parents are contacted and meet with SENDCO to discuss next steps.

Child placed on SEND register. Provide Graduated response based on needs.

Referrals made to appropriate professionals, if necessary.

### Lack of significant progress

If child is not progressing sufficiently and concerns are significant then referral made to Paediatrician, Educational Psychologist or Speech and Language Therapist for further assessment.

Once a child's needs have been assessed. An application for Education Health Care Plan may be necessary, if the school requires further support.

### Assess, Plan, Do, Review cycle begins.

Individual Education targets set and reviewed by teachers in All About Me (AAM) Meetings targets termly (3x yearly).  
Shared with parents

Pupil passport reviewed yearly

Pupil Progress Meetings and interventions reviewed termly