

LOWERCROFT PRIMARY SCHOOL – Process for identifying pupils with SEND 2022/2023



Step 1: Differentiated Quality First Teaching

Teachers are responsible for the progress and development of all children in their class, including where pupils access support from teaching assistants or specialist staff.

Step 2: Regular monitoring and reviewing of progress

Pupil progress is reviewed on a regular basis (at least 2 times per year) in line with school policies.

Step 3: Recording any cause for concern and informing the SENDCO

Any emerging concerns (that fit into the four broad areas) regarding a pupil, can be raised by the class teacher or parent/carer and made known to the SENDCO. This SEND concern is then recorded on an Initial Concern Form and logged. The class teacher will then arrange a meeting with parents/carers to share the concern and agree next steps. The meeting will be logged by the class teacher on CPOMS. Reasons for the concerns will be identified and addressed in line with other school policies. At this stage it does not necessarily mean the pupil has a special educational need or disability.

Step 4: Planning and implementing interventions

If after Step 3 has been completed, there has been no improvement or very slow pupil progress, and the concern remains, a meeting between the class teacher and the SENDCO will take place to discuss what interventions or support the pupil can access. Any interventions will be recorded, monitored, reviewed and shared with parents.

Step 5: Complete a cycle of interventions

For some pupils this may be the end of the process as the intervention may have helped them catch up and get back on track. If this is not the case move to step 6a.

Step 6a: Assess, Plan, Do, Review (APDR) Plans

If after Step 5, there is still a concern, teachers will collate evidence of the pupil's progress, share this with the SENDCO and start the APDR process. The APDR will be shared with parents/carers. Pupils will be aware of their interventions and targets.

Step 6b: After 2 APDR cycles

Interventions will be reviewed at least every half term and changes made where appropriate. If there is still a concern over the child's progress or a concern with their barrier to learning, speak to the SENDCO to discuss next steps.

Step 6c: Involving outside agencies

If decided that outside agency involvement would benefit the child then the class teacher and/or SENDCO will discuss this with parents/carers and the appropriate referrals will be completed. If outside agencies provide recommendations, they will be implemented and recorded on the APDR. All reports/recommendations will be discussed with parents/carers.

Step 3a: Sensory/physical/medical or urgent SEMH need

SENDCO and class teacher meet with parents/carers and signpost parents/carers to the right service or make a referral to the appropriate agency if required.

KEY

SEND – Special Educational Needs and Disability

SENDCO – Special Educational Needs and Disability Co-ordinator

CoP – Code of Practice

APDR – Assess, Plan, Do, Review

LA – Local Authority

EHCP – Educational, Health and Care Plan

There may be circumstances or individual cases where this flowchart is not applicable

Step 8a: If no SEND support top up funding or EHC is given, school will continue with APDR cycles (Step 6a) and continue to collate information. The SENDCO will ensure parents/carers are informed and teachers will continue to work closely with them and the pupil to ensure the best outcomes for the pupil.

Step 8b: If SEND support top up funding or an EHC plan is given, school will follow LA guidelines. School will work closely with the pupil and their parents/carers to ensure all statutory requirements are met and to ensure the best possible outcomes for the pupil.

Step 7: Consider applying for SEND Support Plus/EHC assessment

This can only be done with consent from parents/carers and costed evidence of APDR cycles, involving support from outside agencies, will be recorded.