Garlinge Primary School and Nursery

Appendix 1 - Process for identifying and supporting SEN at Garlinge School and Nursery

Primary

- Profile of Need used to identify needs of class teacher adapts style, provisions and strategies to meet these needs
- Member of staff has concerns regarding pupil's progress (discussed with HoD/in Progress meetings)
- Quality 1st inclusive teaching to address refer to Mainstream
 Core Standards also speak to parent and gain support
- Collect evidence on class provision map, concerns/incident sheets
- Classroom based strategies &/ or targeted support (booster or catch up interventions
- Review after 6 weeks

Improvement

- Continue to monitor and maintain successful differentiated approaches
- Review with parent

No Improvement

- Speak with SENCO/ department leaders for advice and possibly try different strategies, resources or equipment
- complete any assessments required; (SEMH scales, Boxall Profile, BPVS; DST (COPs LASS); Observations; Language for Learning; Language Link) to support targets and strategies;
- Meet with parents and child and set targets
- Review after 6 weeks

Improvement

- Continue to monitor and maintain successful differentiated approaches
- Review with parent

No Improvement

- Complete a referral form and give to SENCO and share evidence of what has been done so far:
- Evaluate evidence: data, work scrutiny, notes with parents etc.
- Try other strategies/interventions as result of assessments i.e. as shown on Boxall Profile, sharing good practice, Mainstream Core Standards, speaking with child etc.
- Review after 6 weeks

Improvement

- Continue to monitor and maintain successful differentiated approaches
- Review with parent

No Improvement (Child may need SEN at this point depending on external advice and further discussions with the parents)

- Possibly refer to LIFT and seek support from STLS and/or other outside agencies, such as EP assessment/SALT assessments
- Review current interventions and change or Plan further interventions (1:1, Learning Mentors, Speech and Language Sessions); discuss with parents additional support either within school or external support from other agencies such as SALT
- Review after 6 weeks Notify parents and add to SEN register; update SIMs, write personalised plan;
 individualised time-table, complete a pupil passport
- Start to collate evidence for possible High Needs Funding/SCARF or Appendix 2 for an EHCP

SEN Support/High Needs Funding/Education Health Care Plan status will be reviewed throughout the year.