

Pirton School

Identifying Pupils with SEND: Flowchart to map process for identifying pupils who may have SEND

Difficulties related to academic attainment or emotional and social well-being.

Concern can be identified from a range of sources including:

- Teacher assessments
- Pupil progress meetings
- Review of whole school progress data
- Observations by key staff
- Meetings with parents and carers

Early identification of need

Teacher, Parent, SLT or SENCO identify that a child requires additional or different provision to that of Quality First Teaching (QFT).



Review of arrangements within quality first teaching and impact of any targeted intervention already delivered that is available for all pupils.

Teachers and SENCO to discuss assessment data and identify strengths and barriers to learning. Gaps are identified and information is used to inform differentiated planning and interventions.



Meetings arranged with parents and carers to and gain their views on what is going well, areas of difficulty and the nature of support to enable progress. This is usually led by the class teacher supported by SLT or SENCO as needed.

Time limited, targeted interventions focussing on key areas of concern with entry and exit data to show evidence of intervention.



Despite adjustments to quality first teaching and or interventions, there is limited or no progress and / or concerns remain.



The Graduated Response: APDR

Assess: Further individual observations/assessments supported by the teacher and SENCO determine underlying needs and difficulties posing barriers to learning. This may include referral to external agencies such as the Speech and Language Therapy.

Plan/do: APDR meeting to confirm that pupil requires additional support and a support plan will be put in place with includes SMART targets and provision.

Review: Support plan reviewed with pupil and parents every term.

Further support sought as needed from external professionals. EHCNA sought in some cases.