Sharow Church of England Primary School

We promise to flourish together

How do we identify children with SEN at Sharow CE Primary School?

Flowchart for **Teachers** to ensure initial concerns are addressed using the 'Assess, Plan, Do and Review' graduated response.

All pupils receive high quality teaching.

CT has concerns about a CYPs progress / attainment/ development or social needs. Or from Pupil Progress meeting

CT meets with parents to discuss their observations and concerns to see if there are similarities at home. **SHORT NOTE PUT ON ABOR (SEN Monitoring).** Discuss concerns with relevant subject leader. Make reasonable adjustments and use any appropriate catch-up programmes. Use school provision map for guidance

Progress is made

Difficulties persist, little or no progress made even with interventions (maximum one term)

More detailed and formalised meeting with SENCo. Discuss and agree next steps with parents and CYP. Evaluate and review planned interventions.

Child now recorded at SEN Support on school system, also identified as Code K on census.

Parents must be sensitively informed that child has SEND

Discuss and write a My Personal Learning Plan (MPLP) <u>with</u> parent and CYP. SENCo may support if required. Plan must include info about adjustments, interventions and support to be provided as well as the expected impact on progress, development or behaviour. There must be a clear date for review

Review Progress, half termly or termly as appropriate with parents and CYP in consultation/support from SENCo

Difficulties Persist

Progress is made

Review and modify MPLP.

Difficulties Persist

Review MPLP.

Repeat cycle as often as required.

A full term's worth of evidence should now be available to support referral to SEND Hub.

Implement recommendations from EMS/other outside agencies.

Gather evidence of the impact of the recommendations

Use the provision bandings with SENCo to look at level of need in consultation with parents & CYP. Consider EHCP