

Process for identifying and supporting SEN

Box A

Step 1. A member of staff has a concern regarding a student's progress.

1. Checklist for the MSCS is the first step in responding to student's who have or may have SEN.
2. Classroom based strategies implemented (MSCS checklist followed), evidence collected e.g. Provision maps
3. Student progress reviewed after 6 weeks with SENCO, PPMs SEN reviews.
4. Create pupil personal plan with SENCO and discussion with parent

IMPROVEMENT

NO IMPROVEMENT

Continue to monitor and maintain successful differentiated approach

Box B

Step 2. Consult with SENCO.

1. SENCO observe and feedback to class teacher.
2. Consult parents and student where necessary
3. New in class strategies agreed and recorded on Provision map. All teaching and support staff are informed of classroom-based strategies/interventions e.g. wellbeing
4. Pupil on SEN as school support

IMPROVEMENT

NO IMPROVEMENT

Differentiated strategies and personalised curriculum remains in place. Progress monitored through termly grade rounds. Parents informed

Box C

Step 3. Consult SENCO

1. SENCO observe and feedback look at providing SEN strategies within the classroom and support from external provider to use within the classroom.
2. Parents informed
3. Pupil on SEN register as SEN support

Box D

Step 4. SENCO implements graduated approach- Assess, Plan, Do, Review process personalised plan to be completed.

Assess- SENCO carries out more in -depth assessment of student's needs. Specialist assessments requested where appropriate-LIFT. Review support from outside Agencies/SRP if not working HNF and/or EHCP.

Plan- SENCO, parents, pupil and teaching staff adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour. Date of review agreed.

DO- Interventions implemented