

Process for identifying and supporting SEN at Hoo Primary

Member of staff has a concern regarding a student's progress:

- Quality first teaching is the first step in responding to students who have or may have SEN.
- Parent informed by Class Teacher.
- Classroom based strategies and personalised/differentiated curriculum implemented.
- Student progress reviewed after 6-8 weeks.

IMPROVEMENT

- Continue to monitor and maintain successful differentiated approach

NO IMPROVEMENT

Class Teacher to:

- Identify additional equipment/ resources.
- Have a more in-depth look at pupil's needs and progress across the curriculum.
- Consult parents and pupil.
- New in class strategies agreed.
- All teaching and support staff informed of classroom based strategies/ interventions.
- Pupil progress reviewed after 6-8 weeks.

IMPROVEMENT

- Differentiated strategies and personalised curriculum remains in place.
- Progress monitored.
- Parents informed.

NO IMPROVEMENT

Class Teacher to:

- Consult Inclusion Leader
- Complete initial concern form and refer to Inclusion Leader.
- Information provided on what classroom based strategies and approaches have been used to support pupil.
- Inclusion Leader to look at providing SEN strategies within classroom and or support from external provider to use within the classroom

Becomes SEN at this point

Inclusion Leader implements graduated approach - Assess, Plan, Do, Review nprocess.

Assess – Inclusion Leader carries out more in-depth assessment of pupil's needs. Specialist assessments requested where appropriate.

Plan - Inclusion Leader, parents, pupil and teaching staff agree 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

Review – The effectiveness of the support and interventions and their impact on pupils progress reviewed

- Student added to SEN register with SEN status.
- SIMS / Provision Map updated.
- Parents informed that their child is receiving this support.
- Teaching staff are informed of the additional support.
- Pupil raised at ISR and Inclusion Leader initiates a statutory assessment (in agreement at ISR) if pupil continues to make no progress under the graduated approach.