

Process for identification of potential special educational needs and/or disabilities at SEN support level 2022-23

Context:

This process document is underpinned by the key legislation 'Children and Families Act' 2014 and the SEND Code of Practice 0-25 years (2014).

This document is to service as guidance only. It is to highlight the process by which a pupil may be identified as having additional needs, for which additional support and reasonable adjustments may need to be made for that child to fare as well as their non-SEND peers.

It is important to note that there is no 'one size fits all' to the identification of SEND, and often children and young people will exhibit a range of needs, which fall under one or more of the four broad categories of need.

There are a range of other documents and statutory guidance that should always be considered alongside this document.

Identification of SEND

From the Code of Practice 2014:

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her."

"A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

For children aged two or more, special educational provision is educational or training provision that is additional or different from that made generally for other children or young people of the same age by mainstream nursery schools, or by relevant early years providers. For a child under two years or age, special educational provision means educational provision of any kind.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition (above) when they reach compulsory school age or would do so if special education provision was not made for them".

The four broad areas of need and support

<p style="text-align: center;">Communication and interaction</p> <p>Pupils with these needs have difficulty in communication with others. This may be because they have difficulty in saying what they want to, understanding what is being said to them or they do not understand or use the social rules of communication. This need will be different for each pupil and will change over time.</p> <p>Children with ASD are likely to have particular difficulties with language, communication and imagination which can impact on how they relate to others.</p> <p><i>On the Census, this will be listed under the following headings:</i></p> <ul style="list-style-type: none"> • <i>Speech, Language and Communication Needs</i> • <i>Autistic Spectrum Disorder</i> 	<p style="text-align: center;">Cognition and learning</p> <p>These pupils may learn at a slower pace than their peers, even with appropriate support and differentiation.</p> <p>This broad area of need covers a wide range of needs including MLD, SLD through to PMLD.</p> <p>Pupils, at differing levels, are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication. For pupils with more complex needs, this may include physical disabilities and sensory impairments.</p> <p>SPLD affect one or more specific aspects of learning – this includes conditions such as dyslexia, dyscalculia, and dyspraxia.</p> <p><i>On the Census, this will be listed under the following headings:</i></p> <ul style="list-style-type: none"> • <i>Social, Emotional and Mental Health</i> • <i>Specific Learning Difficulty</i>
<p style="text-align: center;">Social, emotional and mental health</p> <p>Pupils may experience a wide range of social and emotional difficulties which manifest themselves in different ways. These may include being withdrawn and isolated, as well as displaying challenging, disruptive or disturbing behaviours. These behaviours may reflect underlying mental health difficulties such as anxiety, depression, self-harming, substance misuse, eating disorders, or physical symptoms that are not medically explained.</p> <p>Some children may have disorders such as ADD (Attention Deficit Disorder), ADHD (Attention Deficit Hyperactivity Disorder), or attachment disorders.</p> <p><i>On the Census, this will be listed under the following headings:</i></p> <ul style="list-style-type: none"> • <i>Social, Emotional and Mental Health</i> 	<p style="text-align: center;">Sensory and/or other physical needs</p> <p>Some pupils have a disability which prevents or hinders them from accessing the educational facilities generally provided. These difficulties can be age related and can change over time.</p> <p>Many pupils with PD (Physical Disability), HI (Hearing Impairment), VI (Visual Impairment), or MSI (Multi-Sensory Impairment) will require specialist support and/ or equipment to access their learning.</p> <p><i>On the Census, this will be listed under the following headings:</i></p> <ul style="list-style-type: none"> • <i>Other Difficulty/ Disability</i> • <i>Physical Disability</i> • <i>Hearing Impairment</i> • <i>Visual Impairment</i> • <i>Multi-Sensory Impairment</i> • <i>Severe Learning Difficulty</i> • <i>Profound and Multiple Learning Difficulty</i>

Process to identify needs and raise concerns regarding the progress and development of our children and pupils.

Step 1- I am concerned about a pupil's development against one or more of the four areas of need (4 areas of need: communication and interaction; cognition and learning; social, emotional and mental health; sensory and/ or physical needs).

Option 1 – Initial concerns

Identify what the issues are and put in place normal classroom-based strategies and review each week for 3 weeks. Use JMAT PEaSS document of strategies to guide.

Option 2 – Wider ranging concerns

I follow 'Option 1', but SENCo is informed after the 3-week review of classroom strategies using the SEND referral form, shared by the SENCo. This Form is emailed to SENCo.

Option 3 – Urgent concerns

I refer immediately to the SENCo verbally (and DSL if appropriate) – and record on CPOMS if there are any safeguarding concerns.

Step 2 - SENCo to observe child in classroom setting and review books/work with classroom teacher. Review child's attendance, behaviour and other relevant information for example if the child is CP, CIN, LAC etc.

Option 1

SENCo discuss with the relevant Senior Leader where additional needs may be non-SEND related and actions to be taken.

Option 2

SENCo and Class Teacher create joint plan for strategies to support child for 3 weeks.
Parents/carers to be informed.
If this intervention is reviewed as sufficient, then no further action.

Option 3

SENCo decides that the child meets the criteria for SEN support against the needs in at least one of the four areas of development. Agrees to move onto SEN register.

Step 3- SENCo identifies the need and coordinates the setting up of a meeting/coproduction between stake holders (parent, child, adults in school) to create a Personalised Learning Plan and identify provision, as well as a Learning Passport (One Page Profile). This will then be shared with all relevant staff, parents and children.

Personalised Learning Plans and Passport to be accessible within the classroom. Strategies should be implemented immediately. If staff need further guidance with the implementation, SENCo support should be sort.

Within 2 weeks of new Personalised Learning Plan, SENCo to send out a Round Robin on Provision Map* which asks teachers to update on any concerns re. implanting provision or impact on pupil.

Quality Assurance

SENCo to quality assure Personalised Learning Plan.
2 hours per week:

- SENCo dip sample provision for pupils with SEND (learning walks). Each half term is a different focus.
- SENCo to identify additional support required.

Step 4 – TERMLY/ANNUAL:

Access, Plan, Do, Review Cycle

The Review meetings are completed termly.
Class teacher to organise review with relevant stakeholders and to ensure that all pre-meeting activities have been completed.
Write up review and amend targets for pupil. Report to SENCo on any concerns or follow up from meeting required, if SENCo is not in attendance.

SENCo to timetable SEND focus monitoring and evaluating activities, for Senior Leader and Middle Leaders termly.

SENCo to sample some reviews from each Class Teacher – and to contact parents to assess satisfaction with process. Parent voice and Pupil voice to be carried out each term.

Admin support to take responsibility for ensuring Arbour is kept up to date for SEN pupils, including health and medical needs.