

Tomlinscote School

SEND Support Graduated Approach and Identification Process

Ongoing assessment and tracking of pupil through whole school process show less than expected

Step 1 - Assess

progress despite Quality First Teaching (Note A) and/or

- Concerns are raised regarding emotional well-being/SEMH needs
- These concerns could be raised by the parent/carer/teacher or an external agency

Step 2 – Plan, Do

- SENDCo has a discussion with pupil about needs
- SENDCo leads on setting outcomes (QFT provision) by discussing (phone/email/person) with parents/carers concerns highlighted and agree actions for school and home.
- Complete initial form during meeting and set review date (6-8 weeks)
- Child added to SEN register as a W=Watch for monitoring (Note F)
- Class teachers plan targeted QFT support (Note B)
- SENDCo plans any additional support and interventions to target need (Note C)

Step 3 – Review 1 followed by Assess, Plan and Do

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| Good progress, return to regular tracking | Less than expected progress toward agreed outcomes despite QFT targeted areas of need. Communicate with parents (Note D) | Some progress made. Repeat cycle, considering alterations to interventions. |
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Step 4 – Review 2 followed by Assess, Plan, Do

As above, however if after 2 cycles, progress is not as we would hope as per Note A, discuss with parents/carers the possibility of further assessment of need.

- SENDCo completes Round Robin on student, gathering information from subject teachers
- SENDCo meets with student to identify feelings and wishes
- Contact with parents to gain their views. Gain permission for screeners and assessment so that SENDCo can gain a clearer picture of pupil's needs (Note E)
- Agree whether the student should become a K for SEND support, remain as a W on the register or is taken off altogether.
- Refer to external agencies as required.

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Explanatory Notes

A. The Code of Practice (June 2015) characterises less than expected progress, as progress which (page 95):

- *Is significantly slower than that of their peers starting from the same baseline*
- *Fails to match or better the child's previous rate of progress*
- *Fails to close the attainment gap between the child and their peers*
- *Widens the attainment gap*

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

B. Heads of Year/KS Leads/ SENDCo to advise/support class teachers to ensure pupil is receiving quality first teaching appropriate to their needs.eg. adaptation, scaffolding, targeted feedback, use of LSA support, use of technology. To support teachers with advice, guidance and specific strategies to help the student make progress.

C. Pg 99 SEND Code of Practice: 6.36: *Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from learning support assistants or specialist staff.*

6.37: High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Some pupils may be just behind the average level of their peer group, but would be making some progress. These pupils should make good progress with quality first teaching and effective classroom practice.

D. 'Communicate' – let parents know results of the review in a timely manner. This does not have to be a formal meeting. A formal meeting is best held when all the assessments/information has been carried out and analysed.

E. Assessment can include: review of records and any earlier interventions; structured observations of the student working in an area of weakness; analysis of samples of relevant work; use of school screening and assessment tools; reports from external agencies.

F. Definition of SEN in Code of Practice 2015 (page 15/16)

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 them.

xvi. A child of compulsory school age or a young person has a learning difficulty or disability if they:

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