

Bury and Whitefield Jewish Primary School – Process for identifying pupils with SEND



Tier 1

Quality First Teaching

Teachers are responsible for the progress and development of the children in their class, including where pupils access support from teaching assistants or specialist staff.

Tier 1

Regular monitoring and reviewing of progress

Pupil progress should be reviewed on a regular basis in line with school policy.

Tier 2

Recording any cause for concern and informing the SENCO

Any pupils that are a concern to the teacher or parent/carer (i.e. any issues that fit into the four broad areas) should be made known to the SENCO. A child may also raise concerns about their own learning to their teacher. Parents should be informed and child should be included in the class provision map (recording intervention and impact). Child may be discussed anonymously at SENCO to SENCO meeting of professionals.

Tier 2

Planning and implementing interventions

If a pupil is still causing concern after a cycle of continued differentiation then appropriate interventions need to be put in place (as outlined in the SEND information report). Any intervention needs to be recorded on the school provision map. Child may be discussed anonymously at SENCO to SENCO meeting of professionals.

Tier 2

Initial Intervention Evaluation of impact

For some pupils this may be the end of the process as the intervention may have helped them catch up and get back on track. If this is not the case move to the next step alternative strategies trialled.

Tier 2

Placing a child on SEN support

If there is still a concern collate the evidence of the pupil's progress. Share this with the SENCO. A SEND meeting needs to be arranged with parents/ carers to ensure all evidence is gathered and shared. A one page profile should be completed at this point.

Tier 3

After 2 cycles of SEN support

Interventions must be reviewed at least every term and appropriate changes made. If there is a still a concern over the child's progress or a concern with their barrier to learning speak to the SENCO to discuss the involvement of Bury's SEMH (Social Emotional Mental Health) partnership or Additional Needs Team.

Tier 3

Involving outside agencies

If it is decided that outside agency involvement would benefit the child then the SENCO and class teacher must meet with parents/carers and gain written consent. Whilst waiting for outside agency involvement APDR cycles must continue using the individual provision map. If outside agencies provide recommendations they must be followed using the APDR format.

Tier 2

Step 3a: Sensory/physical/medical or urgent SEMH need

SENCO and class teacher meet with parents/carers and signpost parents/carers to the right service or make a referral to the appropriate agency. Child may be discussed anonymously at SENCO to SENCO meeting of professionals.

KEY

SEND – Special Educational Needs and Disability

SENCO – Special Educational Needs Co-ordinator

CoP – Code of Practice

APDR – Assess, Plan, Do, Review

LEA –Local Education Authority

EHCP – Educational, Health and Care Plan

There may be circumstances or individual cases where this flowchart is not suitable

Tier 2 or 3

If no SEN support top up funding or EHC is given then continue with APDR cycles and continue to collate information. Ensure parents/carers are informed.

If SEND support top up funding or an EHC plan is given follow LEA guidelines and liaise closely with parents/carers. Reviews are completed annually.

Tier 4

Consider applying for an EHC plan

This can only be done with consent from parents/carers and costed evidence of APDR cycles involving outside agencies (usually one must have involved an Educational Psychologist). An Educational psychologist can usually only be accessed through tier 3 after an application is made.

Tier 3

Apply for SEN support top up funding

This can usually only be considered after 2 cycles of APDR (with involvement of SEMH partnership or additional needs team) and with consent from parents/carers.