



Special Educational Needs Identification Pathway

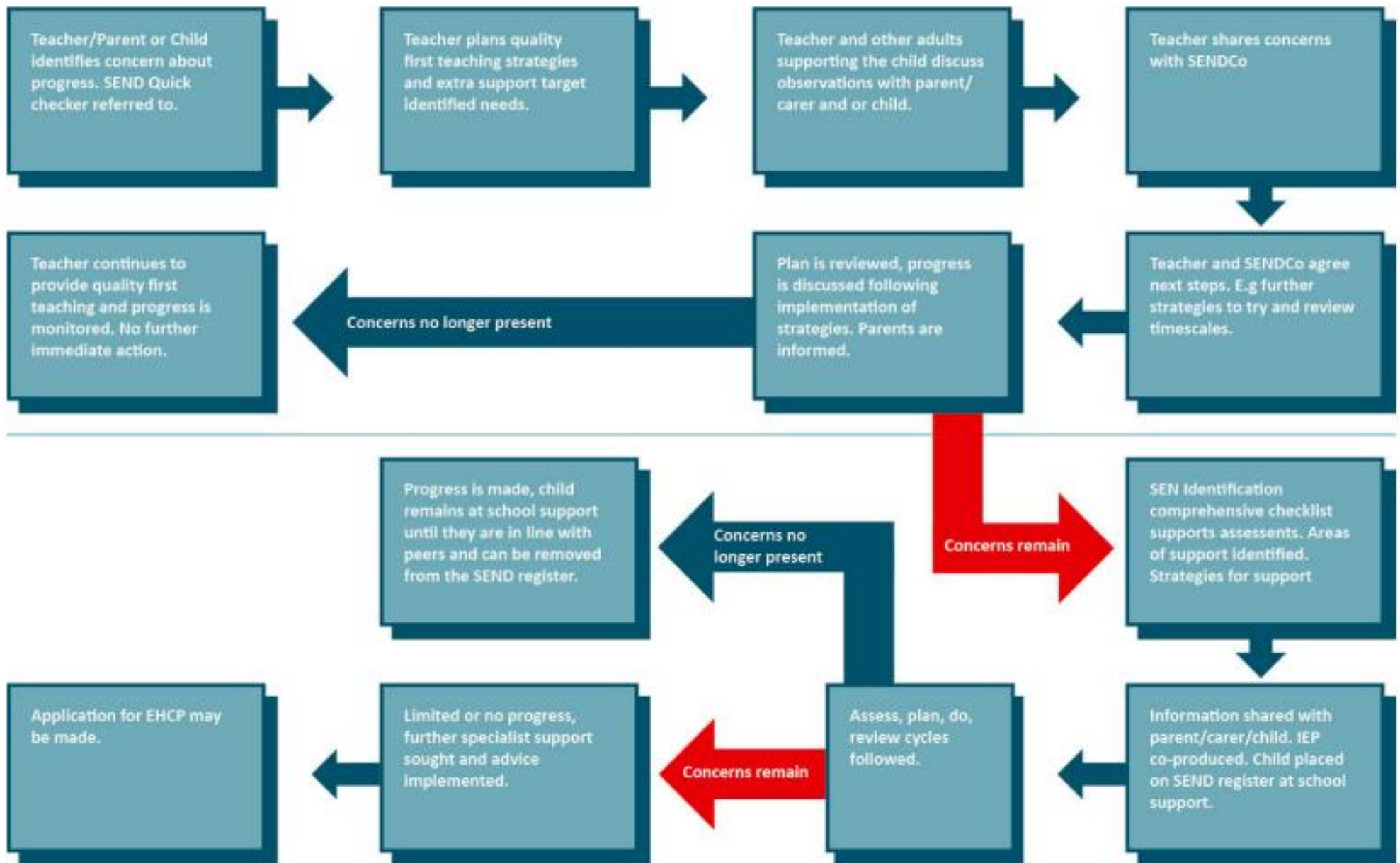


How we identify, assess and review children with special educational needs

Most children and young people who attend St Mary and St Joseph's will have their special education needs met through good class practice. We believe all children should be enabled to access the same curriculum, teaching and learning as their peers. Wherever possible, they are supported to do so and teachers are ambitious for all children to progress academically, socially and emotionally.

The following pathway shows the procedure followed to support the identification of children with SEND. Where children are identified as having SEND, support plans are put in place using information from the Local Offer as well as advice from the academic trust. Bespoke targets are set for individuals and these are put into the support plans which are reviewed each half term as part of the 'Assess, Plan, Do, Review' cycle.

Identification of Special Educational Needs - Pathway



What do the SEND Stages look like?

SEND Stage	Description of Need (One or more of the statements can be applied to the child)	Actions	Timescales
SEND Concern (M)	Class teachers or other adults in school have noticed that the child is falling behind their peers or having difficulties in one of more specific areas linked to the four areas of need. Parents or pupils may also have raised a concern	The class teacher plans strategies reflected in high quality teaching and the use of class-based resources target identified areas of need. The quick checker guide (Appendix A) to identification may support the class teacher in narrowing down the specific need to be targeted. The class teacher refers to the universal provision on the school provision map to support the child.	6 weeks
School Support (K)	Despite high quality teaching strategies, the child is not making the progress that is expected or is falling further behind in one or two key areas. The gap between the child and their peers is widening. The comprehensive checklist identifies specific areas of need in one or more of the four areas. Children are considered to require additional specialist advice or support.	The class teacher in consultation with the SENDCO will agree strategies to support the child and develop an individual plan for the child targeted at the key areas of need. (An IEP). The comprehensive checker will be used to identify the specific needs and the support required. External professional advice may be sought, for example speech and language, OT, Educational Psychology etc	6-week cycles If children are not making expected progress after 3 terms the school should consider a request for statutory assessment.
EHCP (E)	Some children may require more specialist support to enable them to reach their potential and make expected progress. This may result in some children having a EHCP	Children have an IEP in place which reflects the advice of external professionals. Children have access to specialised interventions and the curriculum may need to be adapted significantly to support them to make good progress in key areas. Alternative arrangements may be in place for educational provision for some of the time.	6 weekly reviews of IEPs Annual review of EHCPs (Earlier if needs change)
Medical Needs	Children who have specific medical needs do not automatically need to be placed on the SEND register. Many of these children will have no learning difficulties or delays and will not meet the criteria in the four areas of need. Some children will be impacted as a result of their medical needs or SEN in addition to their medical needs. Schools should follow the pathway in the same way they do for all children.	Children will require health and care plans and/or intimate care plans that set out the needs of the child and responsibilities that the school has in supporting these. NB: Schools should not agree to any intimate care or medical care until they have a plan in place that has been approved by the parents and if required the appropriate professionals. School may require staff to receive specific training prior to agreeing to administer some medication or medical care.	Review as agreed by professional involved in the care of the child.
English as an Additional Language (EAL)	Children with EAL do not automatically meet the criteria for SEND. Some children may have EAL and additional needs which would require them to be included on the SEND pathway.	High quality teaching and universal provision should provide children with the support they need to engage in the curriculum and make good progress academically and socially. Class teachers should monitor progress of children with EAL in the same way as they do all children. Suggested resources: The Bell Foundation https://www.bell-foundation.org.uk/ Flash Academy https://flashacademy.com/	On going assessment for learning. Pupil progress reviews in line with school assessment policy.
Speech and Language (S&L)	Not all children with speech and language difficulties will automatically need to be on the SEND register. If children have specific expressive needs and are making progress under the guidance of the speech and language team or school-based interventions they do not need to be added to the register. If S&L delays are persistent or are impacting on other areas of development schools may include children on the SEND pathway.	Children may have speech and language plans that have been developed following the advice of the Speech and Language Service.	On going assessment for learning. Pupil progress reviews in line with school assessment policy.