

Identification Process – SEND

Step 1

QFT

QFT for all - High quality, inclusive and adaptive teaching for all.

- High expectations for every pupil
- Clear learning intentions and success criteria.
- Adaptive teaching and scaffolding
- Strong subject and pedagogical knowledge.
- Effective questioning and feedback.
- Systematic teaching of vocabulary, reading, and writing.
- Structured practice and retrieval to build fluency.
- Positive relationships and emotionally safe classrooms.

Step 2

Initial Concern

Initial Concern Raised (teacher or parent)

Child is discussed at termly SEND Surgery with Inclusion Leader. If parent raises concern, teacher informs parent of the identification process.

Discussions include:

- What is the presenting need
- What (if anything) has been tried so far and the effectiveness
- Any parental views/history
- Initial actions agreed and recorded following the APDR cycle
- Consider screening questionnaires from SALT or OT to gather further information
- Record the initial actions on the SEND Surgery forms and on child chronology forms
- Parents spoken to and actions shared
- Agree review date the following term
- **Note: In some cases, children may go straight to step 3 and have an IEP and 1PP in place at this stage. Decision made between Inclusion Leader, phase leader and teacher based on above discussion, taking into consideration history, progress and presentation of need.**

Step 3

Review

Review

- Child is reviewed at the next SEND surgery with class teacher and Inclusion Leader. Review includes:
 - Progress since last discussion
 - Strategies attempted and outcome
 - Share parental voice
 - If child has an IEP, review the targets including pupil voice

Decision making

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- Through discussions with phase lead/teacher/parents and Inclusion Leader a next step decision is made. Either the child's needs can be met through QFT (wave 1) or they require provision different from or additional to that normally available to pupils of the same age (wave 2) (SEND COP 2015)
- **Decision made: Progress made**
 - If sufficient progress has been made and can be met through QFT, child remains monitored to ensure the progress continues but not added to the SEND register
- **Decision made:**
 - **Decision made: SEND need identified**
 - Set up an IEP and 1PP and follow the APDR cycle
 - Add to the SEND register and inform parents
 - Observations if required by Inclusion Leader
 - Possible referral to outreach partners (Maplefields, Rowan Gate)
 - Consider Educational Psychologist Referral
 - Following 2/3x APDR cycle, consider EHCPNA when lead professional has been involved and there is a report. (wave 3). If there is a more complex need then a best fit judgement will be made.