

The Echelford SEND Identification Process



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- High quality inclusive teaching available to all pupils in the class.

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- Teacher identifies pupil needs provision additional to or different from that normally available to pupils of that age. Referral through SEND concern form, alongside communication with Inclusion Lead, supports teachers to identify appropriate additional or differentiated support.

3

- Ordinarily available provision, such as reasonable adjustments, minor adaptations, and supportive strategies, and interventions are targeted at areas of need. This is detailed and monitored within the year group provision map.

4

- Class teachers meet termly with SLT to discuss progress and additional support in place. At this point, pupils making less than expected progress are identified, including social and emotional progress.

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- Pupil progress monitored and where it is less than expected, teacher enhances provision further with support from the Inclusion team. Individual Provision map created which details short term objectives and targeted support with termly review.

6

- Child placed on SEND register where this additional support needs to continue for more than one term.

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- Additional provision is monitored and reviewed for impact regularly and shared termly with parents. Parents invited to discuss provision in person at Teacher-Parent consultation evenings or alternative times where requested.

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- Where enhanced provision is not impacting on pupil progress, pupils transfer to SEND Support Arrangements with a more detailed account of needs and outcomes. External advice requested at this point and advice, strategies and intervention shared with parents/carers.

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- Where enhanced provision and external support demonstrate continued lack of progress, request may be made for an Education, Health and Care Needs Assessment.