

Moor Green Primary Academy SEND Identification Process



COP

1. SENCO and SLT to:

- Ensure High Quality Teaching is in place
- Ensure appropriate interventions and reasonable adaptations are in place consistently
- Monitor and review impact of actions, adaptations and interventions

6.14 6.15 6.17 6.18

6.52

6.58

- 2. If concerns remain, think about the following areas of development and adaptations: (including concerns raised by parents)
 - Focus and concentration
 - Speech and language
 - Social communication
 - Social, Emotional and Mental Health
 - Physical/Sensory
 - Self help/independence skills (toileting, eating etc)
 - Any other needs

Class teacher to communicate concerns and the adaptations/ resources to the QFT that have been implemented with SENCO



Further Monitor

6.14 6.18 6.27

- 3. SENCo with teacher/support staff to carry out baseline assessments (Toolkit, Observations, Meeting Parents and SENCo)
- 4. School to use these assessment results to identify areas of development that need further support and most suitable way to deliver the support

SENCo:

- Discuss with teacher
- Observe child
- Collate assessment information
- Parents meeting



5. SENCO in discussion with parents, class teacher and other staff to decide together if the pupil has additional needs, with reference to the Code of Practice, Provision Guidance Toolkit and assessment results.



6.14-6.27 6.44-6.55

6. If pupil has additional needs, SENCO, parents, class teacher and other staff complete a Pupil Passport and identify SMART targets (reviewed termly during Parents Evening by class teacher, parents and child)

Entry to SEN Register and referrals completed for External Agencies involvement if applicable



SENCo review children on SEN list at least termly.

6.46 6.54 7. Cycle of termly Passport reviews and regular assessments (assess, plan, do, review cycle). Class teacher to lead with SENCo support where required.