



**Teacher
observation**

**Nursery/
previous school**

Parental concern

**Pupil Progress
Meetings**

**Identification of
Special
Educational Need
and Disability
(SEND)**

First Stage Referral to the SENCO requesting additional support for learning.

- Teachers provide a detailed summary of concerns and an evaluation of all interventions used currently/ recently.
- Assessment and target data , Provision Mapping , details of other agencies involvement and their reports, examples of classwork.
- Class teacher meets with parents to discuss the reasons for the referral, collate other relevant information and obtain parental consent.

First Stage Referral ...SENCO Response

- SENCO observations of the child
- SENCO and class teacher review of Mainstream Core Standards and personalised provision. Advice and support for teacher.
- SENCO completes further assessments eg - Dyslexia screener/ portfolio, Speech link and Language link assessments , Aston screening, vocabulary screen, visual and auditory memory screening, Dyscalculia screener and assessment.
- Meet with parents to share results and look at strategies to use at home/ school.
- Meet with parents to discuss referral to outside agencies and gain consent.

Local Inclusion Forum Teams LIFT

- Meetings with a range of professionals (Specialist Teaching and Learning Service, Speech and Language, Occupational Health, Educational Psychology, Early Help) offering information, advice and accepting the SENCO referrals that they feel are appropriate.
- SENCOs pre-submit their request with full evidence of what has been tried and at meeting, present and discuss the referral.
- Some services have additional costs e.g. Educational Psychology, Nurture services.

Professional Agency Involvement

- Specialist Teaching and Learning Service – specialists in cognitive ability, ASD, social interaction and communication difficulties, behavioural and emotional difficulties.
- Speech and Language therapists
- Occupational therapists
- Educational Psychology
- Early Help advisors
- Nurture specialists

Outcomes

Improved understanding for school and for home, of the needs of the child and how these needs may present.

Appropriate targets set and shared with clear strategies to achieve them, through In Year Review meetings.

Implement new informed provision and evaluate regularly.

Referral for Paediatric diagnosis.

Update the SEND register and apply for High Needs Funding as appropriate.

High Needs Funding

Reapply every year.

Application accounts for each day in blocks of 15 minutes, detailing what the adult is doing and how this impacts on needs and progress.

Subject to unannounced visits.

Expectation that the amount of adult support needed will reduce each year.

Educational Health Care Plan EHCP

Replaced the old Statement of Educational Needs.

EHCP is reviewed each year and outcomes are rewritten so that it stays relevant for the child.

Reapply each year and HNF must be in place for an EHCP application to be considered .

Very detailed process all needs/ provisions evidenced.

Parents have lots of involvement with the plan, with their ideas and opinions recorded formally and updated during reviews.

Annual SEND Report

New SEND Policy

How are we making a difference?

Effective use of resources, referrals and the Kent Offer

Relentless monitoring and evaluation of the effectiveness of provision

CPD focused on the needs of our children

New provisions (Sensory Circuits, Circle of Friends, Play Therapy, LEGO therapy, Contented Child)

In Year reviews

Listening and responding to the needs of parents.