

SEN Procedure Autumn 2018

This procedure sets out the different stages of identifying a pupil with SEN and the steps to take within each.

If a pupil continues to make less than expected progress once all three stages have been completed, teaching staff may use the evidence gathered at each stage to complete a referral form (see the following page).

1. Quality-first teaching and regular classroom assessment for all pupils

Use assessment data to identify pupils whose progress is:

- Significantly slower than that of their peers starting from the same baseline
- Failing to match or better their previous rate of progress
- Failing to close the attainment gap between the child and his or her peers
- Widening the attainment gap

2. High-quality differentiated teaching

- Target high-quality teaching at the pupil's areas of weakness
- Adapt classroom practice to suit the pupil's needs
- Implement short-term interventions
- Evaluate the success of interventions by comparing the pupil's levels before and after

3. Work with the SENCO to assess SEN

- Implement more rigorous interventions
- Evaluate the success of interventions by comparing the pupil's levels before and after
- Speak to the pupil and parents about the pupil's needs
- Seek expertise on the pupil's needs



Referral Form SEND

Name of child		Class/year group
Attached documents	<input type="checkbox"/> Pupil's profile <input type="checkbox"/> Evidence of quality-first teaching (QFT) <input type="checkbox"/> Teacher-parent / teacher-child discussion notes <input type="checkbox"/> Teacher / SENCO discussion notes <input type="checkbox"/> Data tracking of progress <input type="checkbox"/> Other observations (including teaching assistant observations)	
Area of concern (including evidence)		
What has been done to date (including impact)		
What needs to happen next and why		
Any other comments?		
Date of referral		
Teacher's name	Signature	