

# Park Road Primary School

## Graduated Response & SEN Identification Processes

### Quality First Teaching

Good quality teaching is provided for all learners, and learners with the most difficulties are taught by skilled teachers.

Teachers will ensure that barriers to learning are not through gaps in provision – this will be checked via the **Oxfordshire Identification Materials**. **Low attaining children will not be identified as having SEN.**

Timely and responsive interventions will be delivered, overseen by the teacher, to close gaps in learning.

*Those with the most difficulties may be identified as C.*

### Plan, Do, Review

Teachers will plan, deliver and review interventions to ensure that they are having an impact on targeted learners.

Teachers will use intervention tracking sheets, alongside baseline and outcome assessments to assess impact.

Assessments materials used, include, but not exclusive to, are:

SDQs, PUMA/PIRA/GaPS scores, PIVATs Assessment, Power Maths assessments

Children may be given a **One Page Profile** at this stage.

*At this stage, these children may be identified as S rather than C.*

### SEN Assessments/Referrals

Internal assessments may be undertaken, such as dyslexia screens.

Referrals to outside professionals may be made at this stage, such as:

Speech and Language, Orthoptist, Educational Psychologist, Occupational Therapy, Complex Case Panel.

One Page Profile will have been in place for 2 cycles, and evidence of Plan, Do, Review will have been gathered.

*Children identified as S on a One Page Profile.*

### SEN Support (K)/EHCP (E)

All children at this stage will have a **One Page Profile** in place. Parents will meet with teaching staff, at least 3 times per year to review provision and targets.

*These children will be identified as K on a One Page Profile.*

For children on the SEN register, a provision map will be held by the SENDCo.

For children with an EHCP, detailed LA Provision Maps will be in place.

*These children will be identified as E on a One Page Profile.*

### SENDCo Role and Commitments

Throughout this, the SENDCo will:

- Monitor progress for all learners, ensuring that teaching is of high quality and provision will promote and support progress.
- Support teaching and support staff with the delivery of interventions.
- Support/facilitate the identification of SEN needs.
- Make relevant referrals to outside professionals as required.
- Case study children throughout the year, to learn from good practice, and also ensure needs have not been unidentified.
- Arrange CPD for teachers and support staff as identified.
- Ensure parents are kept informed of their child's progress and are able to support them at home to make progress.

**Pupils identified to HT/SENDCo via Pupil Progress Meetings.**

**Intervention agreed and timescale for intervention set.**

**Progress discussed and reviewed before next planned Pupil Progress meeting if required.**

**During this stage, referrals to EHCP Panel to request assessment, may be undertaken.**

**Recommendations from an EP assessment will have been undertaken for 3 months prior to this.**