



Identification of Special Education Needs



Flowchart of support at Southbroom Infant School

Universal Provision (Quality First Teaching)

When parents have concerns about their child's needs and progress, parents can request a meeting with the class teacher to discuss their concerns. Teachers will also request to meet with parents if they have identified any concerns around a child's development, access to learning or their progress.



The teacher will monitor and observe the child for an agreed period of time and feedback to parents.



The teacher will ensure that all appropriate support has been put into place and make appropriate assessments. The teacher will monitor the impact of additional support and interventions.



The teacher and parents will then review this after an agreed amount of time. If there continues to be a concern, discussion will take place about support that can be given through SEN Support.



SEND Support - Targeted support (Pupil Profile)

The teacher and SENCO meet with parents and investigate possible causes or external factors that might be impacting progress



If criteria for SEN is met within one of the four areas of need

- Cognition and Learning
- Speech, Language and Need
- Sensory and Physical
- Social, Emotional, Mental Health

the child will be added to the SEN register with parents' consent.

If appropriate, referrals will be made to appropriate external professionals.



The teacher will write a Pupil Profile, detailing needs, provision and support and individual personal targets. The pupil profile, including targets and

support are reviewed and updated each term. These are shared with parents after each review.



If through further monitoring and reassessing it is identified that there is still a need that cannot be supported within school, the SENCO will discuss with parents about targeted My Support Plan support.



If there is a need which is still not being met, parents, teacher and SENCO will meet to review need and support. The child may be referred to external professionals.



A My Support Plan will be created with parents, class teacher and SENCO. The My Support Plan will set targets and include small and specific aims for steps of progress and support.



My Support Plans are reviewed 3 times a year with parents, class teacher and SENCO
Pupil's views are also sought where appropriate and a one-page profile will be created.



Once targets are met and no new areas of need are identified, the My Support Plan will be closed and progress & support will be monitored through the child's Pupil profile.



However, if needs are still not being met then outside agencies will be involved. Referrals can be made to a range of specialists to support.



After discussions with parents and professionals, if it is felt appropriate by all, evidence will be gathered to apply for an Education Health Care Plan (EHCP) Statutory Assessment.

SEND Support – Targeted Support (My Support Plan)

High Needs (EHCP or Specialist support)

Evidence will be gathered to apply for an Education Health Care Plan (EHCP) Statutory Assessment.

This includes reviewed My Support Plan, external professional reports, parents' views and pupil's views.



Once the EHCP has been submitted it will be discussed at meeting called Discussions and Decisions 1 (DaD1) with Wiltshire LA. Wiltshire SEND Lead Workers support.



If agreed at DaD1 then there will be a period of time to gather further evidence and an Educational Psychologist (EP) will visit the pupil in school.



A Wiltshire SEND Lead Worker will write a draft EHCP and this along with all the evidence will be discussed at a meeting called Discussions and Decisions 2 (DaD2). At this meeting it will be decided whether to issue an EHCP, what type of provision and which band of funding.



After Statutory Assessment has been carried out, whether an EHCP is issued or not parents, class teacher and SENDCO will work together to plan how the 'outcomes' on the plan can be supported.



EHCPs are reviewed formally through an Annual Review meeting but there will also be several interim reviews to monitor progress and the effectiveness of support.



Parents are encouraged to contact class teachers, SENDCO or SEND Lead Workers with any concerns or questions if they arise.