



# Identification of Needs at St. Joseph's



## Concern identified and information collected by:

- Class teacher
- Health/external professionals
- Parents
- School's termly assessment tracking

### Low Level Concern

Class teacher plans support and appropriate differentiation.  
Discussion of concerns with parents during parent consultations.

Progress made and child on track.

No further action

### High Level Concern

SENCO made aware and teacher to complete Cause for Concern plan that will outline strategies/interventions that are above Quality First Teaching that will be implemented for the half/full term to attempt to close the attainment gap between the child and their peers.  
Teacher meets with parents to discuss concerns.

Lack of progress. Attainment gap widening.

### SEND Register

Type of Need identified using need descriptors.  
Provision, intervention and support identified and SEN Support Plan/IEP written by class teacher.  
Teacher and SENCO meet with parents to discuss our decision, to sign the SEND registration form and discuss the child's SEN Support Plan.  
Child put onto the SEND register.

### Cycle of Assess, Plan, Do, Review

IEP is continually reviewed and updated to meet the changing needs of the child.  
Parents invited for a meeting at least every term.



### External Advice

School and parents agree to request support and assessments from external agencies.

### One Point

If additional support exceeds the funding delegated to the school budget for SEN, application for high level funding can be submitted to the Local Authority by the SENCO.

### EHCP

If a child needs support that is beyond what the school can provide, the SENCO, along with parents, can apply to the Local Authority for an EHCP assessment. An EHCP sets out the additional support to meet the needs of the child.