



**Identification of children with additional needs and monitoring of progress**

Parents and/or school staff are concerned about a child – *Seek advice from Subject Leader or SENCo*



Meeting arranged with child/parents/class teacher and any initial actions agreed. (**Learning Conversation form to be completed and a copy to the SENCo and parents**).

Class Teacher, subject leaders & SENCo to gather information and monitor progress (data, observations, standardised assessments). Complete in class intervention & evaluate impact (**6 -10 weeks – first cycle of the ‘graduated approach’**) **Update the review section of the Learning Conversation form and share with SENCo and parents.**



**6 – 10 weeks - Review - Is child still a cause for concern?**

**and/or** do they score two years below their chronological age in standardised reading, spelling or maths tests? **and/or** do they score on the 85th centile or less in cognitive tests?

**and/or** do they require provision which is different from or additional to the provision provided for their peers as recommended by an external professional?

**and/or** do they have a diagnosis from a doctor, educational psychologist or other professional?



**YES** - Place the child on the SEN register and an ISP with SMART targets agreed between CT & SENCo or follow plans from external agencies/specialists. Continue with in-class support and any specific intervention programmes. **Assess → Plan → Do → Review**

**NO** – No Further action required. Continue with high quality teaching (HQT).

**6 – 10 weeks - REVIEW (ISP)**



**Not working?**  
Referral – Seek advice from external agencies/specialists.

**Small steps of progress?**  
Continue with school support.

**Gap diminished or closed?**  
No further action required. Continue with HQT.

**6 – 10 weeks - REVIEW (ISP)**

**Not working?**  
Seek further advice from external agencies/specialists.



**Is working?**  
Continue with school support and/or advice from external agencies/specialists

**EHCP?** The school would apply for a statutory assessment for children:

1. Whose SEN are long term, severe and complex;
2. Who have not responded to sustained and relevant measures taken by the school and external agencies/specialists;
3. Who may require SEN provision which cannot reasonably be provided within the resources normally available to mainstream schools.



# Leyburn Primary School

