

**IDENTIFICATION OF NEEDS**

- Referral of concerns received from a parent, student or member of staff
- Standardised SENDCO referral form – an accessible Microsoft Form in place, supplemented by a Specific Learning Difficulties (SpLD) Checklist
- Parents able to book a meeting with the SENDCO via email/telephone calls when raising concerns
- SENDCO accessible at parents’ evenings
- Data analysis (attainment, progress, behaviour points, suspensions)
- Through BASI (behaviour, attendance, safeguarding, inclusion) meetings
- Transition meetings and visits
- Informed by external specialist support and advice

**ASSESS**

- Information/Data used from Transition visits for student/s whose needs have been identified in previous education setting
- Triage – student referrals are prioritised by presenting need and severity of concerns
- Investigation – parent concerns collated, and staff feedback gathered and reviewed using online SpLD forms in school
- Student voice - about their experiences and difficulties
- Lesson observation(s) to inform identification of needs within learning environment
- Internal assessments may be undertaken, such as: Specific Learning Difficulties (SpLD) checklist; LUCID screening; Dyslexia Screener (DST); CAT (Cognitive Ability Tests), NGRT reading assessments; Fresh Start assessment; Strengths and Difficulties Questionnaire (SDQ); CTOPP; TOMAL2; KTEA3; WIATIII; WRAT5; DASH
- Referral to external agencies or professionals for assessment and/or intervention, as appropriate

**PLAN / DO**

- Student added to the SEND Register with the most appropriate ‘primary need’ identified
- A Passport (Edukey) co-produced and disseminated once agreed with student and parent (SMART outcomes determined with the input of staff, parents and the student)
- Timetabling of any relevant specific interventions
- Possible referral to external agencies or professionals for assessment and/or intervention

**REVIEW**

- Termly review of SMART outcomes and plans with full involvement of the student, parent and all relevant staff / external stakeholders via Edukey
- Consider re-assessment (return to ASSESS step) if the student’s needs have changed or require further investigation
- Consider removal from SEND Register if the student no longer requires ‘additional to or different from’ provision (SEND Code of Practice)
- Consider application for statutory assessment if the student requires a higher level of support to meet more complex needs
- Where an EHCP in place, collaborative annual review process in place

