## **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

Intensive Support



1:1
Pet Therapy
DLD and Me
CAMHS referral
MHST referral
Astrea Counselling
Educational Psychology
Social Care and/or Early Help
Occupational / Physio therapy
Alternative provision placement
Statutory Assessment and EHCP
LA Educational Inclusion Officer
Speech and Language Therapy – LINGO and NHS
Neurodiversity pathway referral (ASD and ADHD)
LA Teacher of the Deaf and/or VI specialist teacher

SEND
Graduated
Approach:
St Ivo

Provision for SEND students which is 'additional to or different from'

Social stories

Exam access arrangements

TA support in lessons (small group)

Assess-Plan-Do-Review (APDR) cycle

Touch typing and/or handwriting intervention

Incredible Five Point Scale

Lego therapy and/or fine motor skills programme

Fresh Start reading intervention – small groups (and 1:1)

Fortnightly 1:1 check-in (e.g. SEMH support / keyworker mentoring)

Alternative means of recording (laptops, dictaphones / talking tins)

Passport (Educkey) co-produced with bespoke support strategies

Adaptations to uniform – e.g. clothing / shoes for those with sensory needs

Targeted short-term and in-class support to address barriers to achievement

Inclusive classrooms that enable ALL students to thrive and succeed

Knowledge organisers to support student access to prior learning
High quality pastoral care and rigorous safeguarding systems
Additional sensory tools such as fiddle tools, ear defenders available
'Astrea Reads' programme which includes all students reading for 25 mins daily
Support, 'quiet spaces' and social groups available during unstructured times
Additional subject-focused intervention either in lesson or in addition to lessons
Early identification of emerging needs and referral to SEND Team for further investigation
Communication-friendly and clutter-free learning environments, cognisant of cognitive load
High quality teaching using evidence-informed strategies so all students make good progress (TLAC)
Scaffolding and curriculum adaptations provided to support students to improve outcomes in lessons
Dyslexia friendly fonts and backgrounds in use with coloured overlays available across taught sessions