

How school identify Special Educational Needs



Adults working around the child identify initial differences or concerns. Adults include family and school staff. Initial conversations between family and school staff take place to share information.

Class teacher ensures Quality First Curriculum is in place being delivered via Quality First Teaching. The class teacher continues to review the effectiveness of the universal provision, adapting practice where needed.

Where differences or concerns exist, the class teacher alerts the SENCO completing a SEN Referral Form. At this stage, a school-based assessment of need is implemented alongside on-going communication with the family. Assessment of need may include: SENCO observations, use of screening tools, collation of pupil and family views.

Where school-based assessments indicate a need which requires provision or support that is additional to or different from that provided at a universal level, the SENCO will add the child to the school's Record of Special Educational Needs as 'SEN Support' and the family will be informed.

The class teacher will initiate a cycle of Assess, Plan, Do, Review (APDR) alongside Cornwall's Graduated Response document. This is recorded in the form of a Provision Map and is co-produced in partnership with the family. Provision at a 'targeted' level will be implemented. Provision at this level can be found within the school's SEN Information Report.

The APDR cycles will continue, with provision remaining in place until it is no longer provision that is 'additional to' or 'different from' that of the universal offer and the child will be removed from the Record of Special Educational Needs. The class teacher will continue reviewing and implementing APDR cycles, supported and advised by the SENCO and co-produced with families.

Support from external professionals may be coordinated by the SENCO where a specific need or difference exists and may require additional levels of input. All external professional recommendations will inform future APDR cycles.

If the Special Educational Need or difference requires further specialist provision beyond what is sustainable at targeted level, the family and school may consider the appropriateness of requesting an Education Health Care Needs Assessment from the Local Authority.

Please note, the Record of Special Educational Needs is a dynamic document and children can be added or removed fluidly, in response to presenting need.