



SEND identification process map

A child will be added to the school's SEND register if they require provision that is significantly different or in addition to their peers. The final decision to add a child to the SEND register will be made by the SENCo, in collaboration with parents, if deemed appropriate, and this may happen at any stage of the process with sufficient supporting evidence.

*If you believe your child may have SEND, your first point of contact is the class teacher.
All teachers are teachers of SEND.*

Early Identification

Class teachers or parents/carers should raise any initial concerns and have a discussion to consider the support required within the classroom setting.

Class teachers will share this information with the SENCo, completing an *Internal Request for Support from the Inclusion Team*.

Inclusion Team Triage

The request for support will be triaged at an Inclusion Team Meeting.

Actions will be agreed and shared with the Class Teacher.

Observations may be carried out by the Inclusion Team at this stage.

Assessments and referrals

Assessments/screens may be carried out such as Speech and Language Link, Boxall Profile, CAT4.

Referrals to relevant outside agencies may be made, such as Early Help, the community paediatrician, Speech and Language Therapy (SALT) service, Occupational Therapy (OT) service.

At Regis Manor, we commission the services of independent SALT and OT as this is not available for most children on the NHS in Swale.

This information will be shared with parents and carers by the teacher.

Interventions

Class teachers will plan for interventions with targeted focus to be delivered for an agreed period of time. These will be recorded on the class Provision Map and the impact assessed regularly.

1. If progress is made teachers will continue with interventions until the child is back on track.

The SEN process stops.

2. If no progress is made different interventions are put in place and assessed for impact after a set time.

Personalised Plan

Where additional support is significantly over and above Quality First Teaching, the class teacher, parents/carers and SENCo will meet.

It is likely that the child will be added to the school's SEND register at this stage, if they have not yet been added.

Review

Personalised Plans are reviewed 3 times a year with parents/carers and the pupil.

Through discussion, it may be agreed that an Personalised Plan is no longer required due to good progress being made, or it may continue with the consideration of additional support from outside agencies such as STLS (Specialist Teaching & Learning Service).

Statutory Assessment

If progress continues to be slow or there is a complete lack of progress, a request for a Statutory Needs Assessment may be considered. The Statutory Needs Assessment process may result in an Education Health Care Plan being issued.