

SEND Identification Pathway



Child/young person is identified as having extra needs

(teacher, teaching assistants, SENDCo, parents, outside agencies, the child/young person)



Pupil discussion with SENDCo to be recorded on the pupil discussion format

(this can involve all people involved with the child)



Depending on needs highlighted during pupil discussions - various questionnaires to be completed to gain the bigger picture of the child's needs

(Dyslexia checklist, sensory checklist, parent and pupil questionnaires)



Areas of need highlighted and actions agreed – SEND strategy plan to be completed

(Appropriate assessments/interventions to be identified from Assessment Toolkit and Intervention Menu)



Suggested support/strategies to be implemented based on assessments within a given timeframe

(Appropriate interventions to be requested using the intervention request form – ELSA, SpLD, Fit to Learn)



Follow up discussion on impact of support/strategies implemented in the given time – review of strategy

plan



Are there improvements / has the support/strategy been effective?

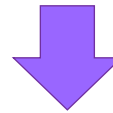
No



Possible Strategies:

- Further discussion with the SENDCo
- Supporting me to Learn Plan in place
- Support Services requested: LSS, CIAT, EPS, OT, S&L, CAMHS, SEMHT
- Advice and Guidance from external agencies
- Start to gather evidence in support of the My Support Plan

Yes



Monitor progress and review:

- Day to day Assessment For Learning
- Assessment weeks
- Pupil progress meetings
- Intervention impact evaluations
- Parent's evening
- Pupil voice questionnaires

Are there improvements / has the support/strategy /advice been effective?

No



Need for co-ordinated support – all parties involved with the child to contribute to the My Support Plan – Monitor and review – if there are still no improvements or progress is limited then through a co-ordinated approach the My Support Plan can be submitted to SENART to decide whether an Educational Health Care Plan is appropriate.

This is a suggested pathway for early identification of needs and the process of how those needs can be met. In some cases the pathway may not be appropriate and there may need to be a co-ordinated approach much sooner. If there is a case where the young person is in crisis or suffers a personal trauma that dramatically affects their school life and their emotional wellbeing then external agencies may be contacted sooner to support the young person as a priority.