

How do we identify children with special educational needs and/or disabilities (SEND) at Plains Farm Academy

Stage 1:

A CHILD IDENTIFIED WITH SEND JOINS PLAINS FARM ACADEMY

A child may enter our school by transferring from local nurseries as part of our intake or from elsewhere throughout the region. Handover meetings will take place with the transferring SENDCo and all paperwork will be handed over and signed for. Appropriate provision will be put in place.

CONCERNS ARE RAISED ABOUT A CHILD WHO IS NOT IDENTIFIED TO HAVE A SPECIAL EDUCATIONAL NEED WHILST IN ATTENDANCE AT PLAINS FARM ACADEMY

Where a child is working below Age-Related Expectations, they will receive Quality First Teaching (QFT) from their class teacher with some support from a teaching assistant, if appropriate. As part of our termly cycle of assessment, these children will be discussed at Pupil Progress Review Meetings with senior leaders in school. Progress data will be analysed. Attainment and progress will be reviewed with parents formally at Parents' Evenings. They will be placed onto the monitoring list. Where continued minimal progress is evidenced, pupils will move to stage 2.

Stage 2 – The Graduated Response

ASSESS:

Our school's Special Educational Needs Coordinator (SENDCo), will already be aware of any underachievement as a result of progress meetings. A discussion will take place with the child's parent/carer and they will be made aware of concerns relating to attainment and progress. Where parents agree, the child will be placed on the SEND register in school and allocated an appropriate area of need – cognition and learning, social emotional and mental health (SEMH), sensory and/or processing or communication and interaction.

PLAN:

Using the SEND Ranges, implemented across Sunderland schools, the child will be allocated a 'Range' according to the 'presenting behaviours' that are identified. The school will use this to graduate the response given to support the child in line with their planned outcomes.

RECORDING/EVIDENCE:

The child will be added to the SEND register.

RECORDING/EVIDENCE:

SENDCo will hold records of the child's SEND Range.

A support plan will be put in place and targets set.

QUESTIONNAIRES:

Annually, the school collects parental views on the school's SEND provision. Pupils are also given an opportunity to share their views too.

PUPIL/PARENT VOICE:

Support Planning capture parent views and a co-created PfA target. Pupil Voice is captured through one page profiles.

Stage 3:

DO:

Appropriate intervention(s) will be put in place and support implemented.

REVIEW:

Support provided will be reviewed in line with the school's assessment cycle and through SEND review meetings. These are held annually with the SENDCo and class teacher alongside parents/carers.

RECORDING/EVIDENCE:

Parent/Carer, alongside the child, will be invited to termly SEND Reviews.

Review paperwork completed and put into individual SEND file.

ARE THERE IMPROVEMENTS? HAS THE SUPPORT BEEN EFFECTIVE?

YES

NO

Continue to ASSESS needs, PLAN/Do agreed actions, REVIEW impact through:

- Pupil Progress Review Meetings
- SEND Review Meetings
- Assessment Week(s)
- Intervention monitoring
- Invitation Afternoon and Parents' Evenings
- Pupil & Parent Voice

Where pupils experience continued difficulties in their learning or social development, the SENDCo will look to involve other appropriate agencies with consent from the parent/carers.

This may include Autism Outreach Team, Behaviour Support, an Educational Psychologist, Language and Learning, CYPS, CAMHs (*this is not an exhaustive list*). Further school support may be appropriate.

YES

**ARE THERE IMPROVEMENTS?
HAS THE SUPPORT BEEN EFFECTIVE?**

NO

All agencies involved with the child will contribute to the support plan. The SENDCo will begin to gather evidence which may be used if it is deemed appropriate to advance towards an Education, Health and Care Needs Assessment.

The school will revert to procedures implemented by Together for Children (TfC)