



## How do we identify children with special educational needs and/or disabilities (SEND) at St. Joseph's?



### Wave I- Quality First Teaching

#### SCENARIO 1: A CHILD IDENTIFIED WITH SEND JOINS ST. JOSEPH'S

A child may enter our school already placed on the SEND register from their previous nursery setting or school. Handover meetings will take place with the other school and all paperwork will be handed over and signed for. Appropriate provision will be put in place and a continual evaluation of need will take place in discussion with parents.

#### SCENARIO 2: CONCERNS ARE RAISED ABOUT A CHILD WHILST IN ATTENDANCE AT ST. JOSEPH'S

Where a child is working below age-related expectations, or has a diagnosis which is impacting on their overall profile (ASC, dyslexia etc.) 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, progress data will also be analysed, alongside your child's in-class performance. Children will receive reasonable adjustments as part of standard classroom practice. Attainment and progress will be reviewed with parents formally at parents' evenings with the class teacher. Where continued minimal progress is evidenced, the class teacher will refer to the SENCO and the child will move to Wave 2. Please note that a diagnosis of ASD does not automatically place the child on the SEND register.

### Wave 2 – Short-term Intervention

#### THE GRADUATED RESPONSE

##### **ASSESS:**

Baseline assessments will be completed for pre/post assessment of intervention strategy.

##### **PLAN:**

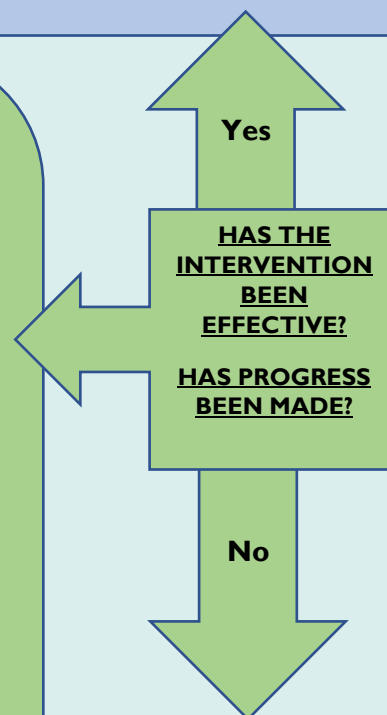
After discussions between the class teacher and SENCO and using the baseline assessment data, children will be allocated appropriate intervention.

##### **DO:**

Interventions to take place. Clear exit criteria to be detailed.

##### **REVIEW:**

Assessment data and intervention data will be reviewed termly. A one-page **profile** may be created to ensure that staff members working with the child, adapt their practice to cater for the child's needs. The SENDCO will move the child to Wave 3, in consultation with the teacher and SLT, if required.



#### **Evaluation of Provision:**

Annually, the school collects parental views via the parent/carer annual survey and via informal methods after events. Parents are always to submit any feedback to school via email or by making an appointment, when required.

#### **PUPIL/PARENT VOICE:**

Pupil Support Plans (PSPs) capture pupil and parent views at every stage and documented on the plan. the school's SEND provision.

Pupils are also given an opportunity to share their views too, in an age and developmentally appropriate way.

### Wave 3- SEND Register

**ASSESS:**

Assessment data shows that child is making minimal progress.

**PLAN:**

Child will be placed on the SEND Register and recorded as K and a pupil support plan in will be created to ensure that robust target setting occurs.

**DO:**

External agency advice to be put in place. Long-term interventions in place.

**REVIEW:**

Support provided will be reviewed in line with the school's assessment cycle and parents will be invited to contribute to the process through review meeting which meet statutory time scales.

**RECORDING/  
EVIDENCE:**

Parent/Carer will be invited to a termly review – this occur at parents' evenings, or via a separate invitation to school.

Review paperwork completed and by class teacher and SENCO.

**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 Weeks
- Intervention impact records and Evaluations
  - Parents' evenings where pupil & parent/carers voice is shared

**PUPIL MAY RETURN TO WAVE 2 DEPENDENT ON PROGRESS MADE.**

Where pupils experience continued difficulties in the four areas of the SEND Code of Practice (2014), the SENDCo will look to involve other appropriate agencies with consent from the parent/carers. This may include High Incident Needs Team, Behaviour Support, an Educational Psychologist, SALT, CYPS and/or CAMHS (N.B. this is not an exhaustive list).  
Further school support may be facilitated by school, which may include referrals to Early Help, if appropriate.

**YES**

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

**NO**

### Wave 5 – Confirmation of EHCP

The EHCP process can legally take up to 20 weeks. Support can be sought from Special Educational Needs Independent Advisory Support Service, if required. If an EHCP is agreed, the school will receive funding over and above notional SEND budget to support the child.

### Wave 4- Application for EHCP Statutory Assessment

If required, an application for EHCP will be made and a decision needs to be made within 6 weeks as to whether the LA will agree to a needs assessment.