



Five Step Plan for the Identification of SEND

	OBSERVE	ASSESS and PLAN		DO	REVIEW
	Step 1 Quality First Teaching	Step 2 Interventions	Step 3 Referral for External Agency Support	Step 4 Pupil Passport and Individual Support Plan.	Step 5 Review
	Reasonable adjustments made for the child(ren)'s needs (some identified below but further ideas can be found in the QFT at Sonning Document)			6 week implementation of recommendations and review at SEND ISP Reviews.	Meet with Class Teacher, Parents and review their child's progress.
Communication with parents	<p>Face to Face or over the phone: Make parents aware of initial concerns by speaking to them informally.</p> <p><i>"I just wanted to let you know that we have noticed (NAME) is struggling a little bit with XXX therefore we have put XXX in place to support them."</i></p>	<p>Face to Face or over the phone: Make parents aware that concerns are still there by speaking to them informally.</p> <p><i>"(NAME) is finding XXX difficult and therefore they are getting some additional support via XXX group."</i></p>	<p>Face to Face or over the phone: Make parents aware that concerns are increasing and that you are going to seek advice from the SEND Lead for other support and strategies that could be implemented.</p> <p>SEE SEND LEAD FOR ADVICE ON HOW TO DISCUSS THIS IF UNSURE.</p>	Face to Face or over the phone: Keep parents informally updated on the progress their child is making.	Face to Face or over the phone: Class Teacher to request a meeting with parents and SEND Lead to discuss the next steps for their child.
Cognition and Learning (CL)	<ul style="list-style-type: none"> - Differentiated Planning, delivery, activities and outcomes – plan for stage not age. - Pre-teaching - Visuals and Modelling - Now/Next or Task Board - Word Banks/Sentence Starters - Mind Maps - Longer Processing Time - Chunking of instructions - Multi-sensory approach. 	<ul style="list-style-type: none"> Read Write Inc. Phonics Phonic Books Precision Monitoring Reading Between the Lines Daily Reading NESSY Reading and Spelling Max's Marvellous Maths (Year 1) Plus 1/Power of 2 DYNAMO Maths Stile Dyslexia Tiles Numicon 	<p>Steps 1 & 2 have been carried out for at least 6 weeks but concerns are still there:</p> <ol style="list-style-type: none"> 1. Discuss concerns with parents in an informal chat between Class Teacher and Parent(s). 2. Refer to Individual Needs Profile and complete any referral forms if required. <p>Educational Psychologist (EP), Speech and Language Therapist (SALT), Learning Support Service (LSS), Foundry Behaviour Specialists</p>	<p>During this period Class Teacher, in collaboration with SEND Lead, can carry out necessary observations and check lists to gather more evidence on the child's needs.</p>	<p>Consider if any more referrals need to be made to other agencies to support the family and the child's needs.</p> <p>If the needs required outweigh what the school can reasonably offer then a parent and/or school can request an Education, Health and Care Plan (EHCP) to gain access to additional funding, support and resources.</p>
Communication and Interaction (C&I)	<ul style="list-style-type: none"> - Visual Timetable - Workstation - Simplified/Modified Language - Repeat instructions back - My turn, Your turn - Increased visuals and modelling - Communication in Print - Structured routine - Social Stories 	<ul style="list-style-type: none"> Lego Therapy Socially Speaking Speech and Language Therapy 			
Social, Emotional and Mental Health (SEMH)	<ul style="list-style-type: none"> - Rewards (Housepoints or individual) - Worry Monster - Circle Time - Peer Support (buddy) - Emotional Check In - Jobs and Responsibilities - Whole school/Class rules - Comic Strip Conversations 	<ul style="list-style-type: none"> Relax Kids – Mindfulness – Yoga Drawing and Talking Therapy Theraplay FUN Friends Emotional Literacy Think Good – Feel Good Wellbeing Curriculum SMART MOVES (Year 6) 			
Sensory and Physical (PD)	<ul style="list-style-type: none"> - Ear Defenders - Wobble Cushion - Fiddle Toy - Weighted Blanket/Jacket - Sensory Circuits - Pencil Grips - Movement Breaks 	<ul style="list-style-type: none"> Sensory Circuits Clever Hands Speed Up Handwriting Fizzy Occupational Therapy Training Games 			
Questions and Reflection for SEND Lead.	<i>What QFT strategies are effectively embedded throughout the school? Where is evidence of best practice? Where could be improved? Is there evidence of this on planning?</i>	<i>What is the impact of these interventions? How is this recorded and measured?</i>			



Source: NASEN (2014: 16)