

How we identify pupils with SEN at Castle Hill Primary School

Staff have concerns about a pupil- they are not making expected progress despite receiving high quality, differentiated work as part of universal provision through quality first teaching.

Step 1: Identify the Barriers to Learning

Class teacher to investigate the problem- analysis of pupil's needs:

- What are the origins of the problem?
- What are the pupil's needs?
- What are the needs that aren't being met?
- What needs to be different for the pupil?
- What is impacting on and maintaining the difficulty or need?

Evidence to support the investigation may include:

- Teacher's professional experience
- Work in books
- School assessment data
- Pupil's performance in relation to their peers
- Results from any standardised assessments
- Observation records
- Discussions with other staff
- Discussions with parents
 - Discussion with the pupil
 - Pupil Progress Meeting

Step 2: Plan of Action to be Drawn Up

- Gather baseline data- e.g. phonic assessment, number bonds, behaviour record
- Decide what will be done differently to help the pupil (e.g. reduce copying from the board, seating arrangements, visual aids, concrete apparatus, give longer to think/ respond to questions)
- Ensure TA knows how to use scaffolding techniques to encourage as much independence as possible
- Identify the objectives and exit criteria for any intervention- complete an intervention log- SMART
- Record concerns on class provision map and inform Phase Leader of concerns

Step 3: Make the Changes/ Start Intervention

- Record changes, observations, improvements, problems etc.
- Monitoring register

Step 4: Review Progress

- Has the child made progress, achieved the intended outcome? Evidence of transfer of learning should be seen in books, behaviour etc.
- Has anything changed for the pupil or is further interventions needed?
- Has the right intervention been used?

Step 5: Taking it Further

If, despite high quality intervention/ support for at least 2 intervention cycles, the pupil is not making progress the class teacher should consider:

- Altering the intervention based on the evidence obtained from the first interventions.
- Looking for support/ advice from Phase Leader
- Discussing the problems with inclusion manager
- Follow Gloucestershire graduated pathway

Step 7: Wave 3 Interventions

The pupil will be supported using the Gloucestershire graduated pathway- MyPlan, MyPlan +, EHCP. Use Plan, Do Review system to monitor. If they came off register, continue monitor.

Step 6: Inclusion manager to investigate further using standardised tests, discussions with staff, parents, observations of the pupil, school assessment data. If appropriate, the pupil will be placed on the SEN list.

- Inclusion manager will help to determine if the gap is significant based on age expectations for all children, not just Castle Hill pupils