Identification procedure for SEND Provision and Support at St Thomas' CE Primary School

Initial concerns raised by with either parent/ carer or class teacher (CT).

Discussion with Ms Wood (SENDCo) about the possibility of the child needing additional support or what factors could be impacting progress.

Specific area of difficulty for the pupil identified. Ms wood/CT to look at recent data tracking./ How below ARE is the child? Has the child stopped making progress? Is their a different need ra-

SENDCo and CT to consider appropriate adaptations or interventions. Action plan for six weeks or half term to assess the child's needs.

Class teacher to meet with parents and discuss concerns and share action plan for the half term/six weeks. CT to explain that following this period, school will decide whe5her the child should be put on SEND support.

SENDCo and class teacher to monitor progress of the child over the half term.

Ms Wood and CT to meet following half term/six week point. Has progress been made? If yes, should the intervention/ adaptations continue or should the child be moved tp monitoring . If no progress has been made then child to be put on SEND register and a support plan to be

Class teacher, SENDCo and parent/carer to meet and discuss next steps and if

Appropriate, set targets for the child on a SEND support plan.

Class teacher and parent to evaluate and update SEND support plan termly.

Plans to be shared with Ms Wood.

If after three cycles of the SEND support plan, there is still little or no

progress being made then SENDCO, CT and parents can discuss a referral to an outside agency for more professional help and guidance.