

# Bury and Whitefield Jewish Primary School – Process for identifying pupils with SEND



Bury and Whitefield  
JEWISH PRIMARY SCHOOL

## Step 1: Quality First Teaching

Teachers are responsible for the progress and development of the children in their class, including where pupils access support from teaching assistants or specialist staff.

## Step 2: Regular monitoring and reviewing of progress

Pupil progress should be reviewed on a regular basis in line with school policy.

## Step 3: Recording any cause for concern and informing the SENCO

Any pupils that are a concern to the teacher or parent/carer (i.e. any issues that fit into the four broad areas) should be made known to the SENCO. A child may also raise concerns about their own learning to their teacher. A cause for concern form needs to be completed with parents/carer and a SEND log must be started.

## Step 4a: Planning and implementing interventions

If a pupil is still causing concern after a cycle of continued differentiation then appropriate interventions need to be put in place (as outlined in the SEND information report). Any intervention needs to be recorded on the school provision map.

## Step 5: Initial Intervention Grid - Complete a cycle of APDR

For some pupils this may be the end of the process as the intervention may have helped them catch up and get back on track. If this is not the case move to step 6a.

## Step 6a: Placing a child on SEND provision

If there is still a concern collate the evidence of the pupil's progress. Share this with the SENCO and decide whether an individual provision map is required. A SEND meeting needs to be arranged with parents/ carers to ensure all evidence is gathered and shared. A one page profile should be completed at this point.

## Step 6b: After 2 APDR cycles

Interventions must be reviewed at least every term and appropriate changes made. If there is still a concern over the child's progress or a concern with their barrier to learning speak to the SENCO to discuss the involvement of Bury's outside agencies e.g. Additional Needs Team.

## Step 6c: Involving outside agencies

If it is decided that outside agency involvement would benefit the child then the SENCO and class teacher must meet with parents/carers and gain written consent. Whilst waiting for outside agency involvement APDR cycles must continue using the individual provision map. If outside agencies provide recommendations they must be followed using the APDR format

## Step 3a: Sensory/physical/medical or urgent SEMH need

SENCO and class teacher meet with parents/carers and signpost parents/carers to the right service or make a referral to the appropriate agency.

## KEY

**SEND** – Special Educational Needs and Disability

**SENCO** – Special Educational Needs Co-ordinator

**CoP** – Code of Practice

**APDR** – Assess, Plan, Do, Review

**LEA** – Local Education Authority

**EHC** – Educational, Health and Care Plan

\*There may be circumstances or individual cases where this flowchart is not suitable\*

**Step 9a: If no SEN support top up funding or EHC is given** then continue with APDR cycles (Step 6a) and continue to collate information. Ensure parents/carers are informed.

**Step 9b: If SEND support top up funding or an EHC plan is given** follow LEA guidelines and liaise closely with parents/carers.

## Step 8: Consider applying for an EHC plan

This can only be done with consent from parents/carers and costed evidence of APDR cycles involving outside agencies (one must have involved an educational psychologist)

## Step 7: Apply for SEN support top up funding

This can only be considered after 2 cycles of APDR (with outside agencies) and with consent from parents/carers.