Every Practitioner is a Practitioner of SEND

Early Identification of Need: Flowchart for Practitioners

This flowchart demonstrates best practice guidance for practitioners to follow. However, there are times when practitioners will need to move through the actions more quickly particularly as concerns escalate. This best practice guidance will need adjusting to the context of your setting and the CYP you are supporting.

Note: This guidance uses the term practitioners to refer to all educational professionals who are working with a CYP. In early years this includes all provision-based staff, in schools and post-16 provision this includes the Class Teacher or Subject Teacher/Tutors, Teaching Assistant, Pastoral support and other support staff.

Early Identification of Needs Checklist

- CYP raised concerns.
- Parent/Carer raised concerns.
- Health professional raised concerns that CYP has, or probably has, SEN.
- Concerns raised by colleagues.
- Progress does not match rate of progress compared to previous times.
- Progress significantly slower than that of peers starting from same baseline.
- Attainment gap between CYP and peers is widening.
- · Pastoral and/or social issues.

Reflect: Curious Questions

- Have views of CYP and parents/carers been sought?
- Are assessments accurate and secure?
- Does high quality teaching build on strengths & is it targeted at identified area of need?
- Have reasonable adjustments been identified?
- Have appropriate interventions been implemented?
- Have the <u>Provision Grids</u> been used to support a graduated approach?
- Have views of other staff been sought?
- Are further assessments required?

Formulate your concerns: 'what is happening for this CYP?'

Potential SEND or Pastoral barriers are identified.

If safeguarding, follow setting's safeguarding policy.

Consult with parents/carers.

Identify agreed actions.

Complete the <u>Initial</u>
<u>Parent/Carer Meeting Form</u> & send to SENCO.

Implement Adaptations & Intervention(s)

Monitor the impact of actions over 6-8 weeks.

Start to populate the <u>`Early</u>
<u>Identification of Needs Internal</u>
<u>Request and Plan'.</u>

Maintain provision and continue to monitor.

Cease additional provision once concerns no longer persist.

Good impact

No or limited impact

Check:

- Do you have accurate assessment information?
- Have you implemented appropriate actions at universal and targeted level?
- Have you considered views of parents/carers and CYP?
- Are strengths being used to support provision?

Yes, to all questions. Refer to SENCO/Pastoral

Team and complete the <u>`Early</u> <u>Identification of Needs Internal</u> <u>Request and Plan'</u>.

No to some questions.

Ensure actions consistently implemented. Hold reflective discussion with SENCo.





