



**SEND
Identification Pathway**

Cause for Concern
Enter a note on SIMS under child's name in the SEN section. Include concern and pupil's current levels.

Inform parents/carers of your concern
Get them on board!
Suggest ways in which they can support at home.

Add meeting with parents/carers on to SIMS; include date and meeting notes.
What is the outcome of the meeting?
See JS to gain advice on strategies

Spelling/Reading
Complete phonics screening/reading benchmarking
Target within class/during assemblies (use small steps if needed) and repeat phonic test/reading benchmarking **after 4 weeks**
Communicate with parents/carers

Maths/Writing
Use small steps for 4 weeks to implement a personalised learning approach and adapt classroom practice.
For example:
*Break down tasks
*Visual learning
*Cues on tables
*Different seating position
*Different coloured background
Add a **weekly comment** to SIMS and **communicate with parents/carers**

Social/Behaviour
Inform staff of concerns.
Ask staff on duty to monitor the child's behaviour during playtimes.
Note on SIMS any incidents and monitor closely for **4 weeks**.
Communicate with parents/carers
Incidents of extreme behaviour should be reported to **CW/AG/JS**

Medical
SALT
If you believe a child requires Speech and Language assessment see JS for a referral form.
Parent/carer consent needed
IPaSS
If you believe a child requires an IPaSS assessment please see JS for a referral form.
IPaSS will only assess if there is proof the school have already tried interventions.
Parent/carer consent needed
Please note SALT waiting lists are very long—parents can also ask their GP for a referral.

Has the child started to make progress?
Communicate with parents/carers

YES?
Continue to provide personalised learning

NO?
Refer to JS with evidence of following Identification Pathway