



# Pinfold Identification of / Provision for SEND



Initial concerns

- Concerns about a pupil are raised

Check

- Quality First Teaching is in place and the teacher has tried different strategies to meet the pupil's needs.

Gather

- Further information about the whole child is gathered: information from previous schools, discussion with parents, discussion with other staff/agencies (consider CAF (Common Assessment Framework) / One Page Profile).

Intervention

- Intervention for the pupil's needs is planned; staffing, frequency, timing, costs, expected outcomes, entry/exit assessments to measure impact.
- Consider placing pupil on the school SEND / AEN (Additional Educational Needs) register.

Refer

- Referral(s) are sent to specialist for further assessment/support.

Implement

- Advice, strategies and support provided by specialist are implemented.
- Record using a targeted learning plan (TLP)

SENDO

- Contact SENDO (Special Educational Needs & Disability Officer) to discuss the pupil.

Statutory Assessment

- Statutory Assessment is requested - Quality First Teaching and strategies/advice from specialist support continue.

Statutory responsibilities

- Statutory responsibilities are adhered to.

ASSESS - PLAN - DO - REVIEW (gather evidence of each stage of the process and consult with parents/child throughout)