

Guide for Families: How do we identify and support children with Special Educational Needs at Stanborough Primary School?



I am worried about my child

(they are finding the work challenging, they don't seem happy in school, they are finding it hard to access all of the curriculum, something is not quite right and I can't put my finger on it)

Arrange to speak to your child's class teacher

The first step is to share your concerns with the class teacher. They will be able to share their own observations and any strategies that they are using already in class to support your child. If concerns remain, the class teacher will complete a 'Record of Concern' form detailing the concerns you have shared alongside their own observations. This will be passed onto the Phase Leader for further exploration.

Further exploration completed by SENCo and/or member of Leadership

- Short observation held of the child in the classroom/playground/dinner hall as necessary.
- Book look undertaken
- Most recent data noted (either statutory or teacher assessment)

Meeting between class teacher and SENCo/member of SLT who conducted the observation

Outcome of findings discussed

Outcome 1

Agreement is reached that the current class strategies in place are helping the child to make sufficient progress. If concerns continue to persist, or if progress slows or stops, arrange for a further observation to take place.

Outcome and strategies are shared back to family. Child is monitored informally by the class teacher for the next half term.

Outcome 2

Agreement is reached that there are concerns sufficient enough to take further steps. Arrangements are put in place to hold a meeting with parents to create an Inclusion Support Plan for the child.

Inclusion Support Plan put into place.

Outcome 3

Agreement is reached that the child might benefit from pastoral support within the school e.g. Bereavement counselling, mindfulness, anxiety support, social skills/friendship support. Additional actions might include involving the DSL and seeking family support etc.

Pastoral Support Plan put into place.

Review meeting after 6 weeks with child, family and school

School to implement strategies suggested by specialists. If progress is still not sufficient, a decision to apply for an EHCP may be taken.

If plan is unsuccessful after review, with signed family permission, refer to external agencies for further specialist support. Child is placed on the SEN register.

If plan is successful and the child is making progress, maintain targets with regular reviews built in. Once attainment and/or progress is in line with peers, child may be taken off the plan.