

Chadsmead Primary Academy Identification of Pupil Needs Update – September 2021



1.Class teacher identifies pupil's needs from observation, parental discussion, pupil file, gap analysis, checklists from SEND blue file

2.Class teacher completes Initial Concern Proforma and arranges a face to face /TEAMS meeting with the SENCO to share findings and evidence

3. Next steps are established in the meeting using the shire Graduated Response and a time scale and next meeting scheduled

Staffordshire Graduated Response and a time scale and next meeting scheduled. 4. Class teacher puts in agreed strategies to support the identified need in QFT and completes next steps identified within the agreed time scale. 5. Class teacher meets with SENCO on scheduled meeting date and shares the outcomes. 6a. Parental 6b. Parental 6c. Parental 6d. Identify 6e. Pupil is further next meeting is meeting is Meeting is agreed to be arranged arranged with the arranged steps for QFT discussed at SENCO and the with SENCO with the **Pupil Progress** SENCO and class teacher to to get SEND meeting with class teacher obtain referral registration head teacher to discuss permission permission Follow Repeat from Agree Registration **Pupil Progress** outcomes Windscreen as SEND Step 3 Plan in place and agree model of support SEND Cycle Review plan in next steps: Tier 1 **Assess** 6 weeks with 6b, 6c, 6d, Universal Plan Head teacher services PFS creation 6e GP Do **Community Paeds Review** SALT ref (Termly with Well Being ref SENCO) Tier 2 Class teacher Single Agency **Family Support** responsibility Service for PFS

Early Help
Assessment
<u>Tier 4</u>
Social Services

Tier 3

First Response

Class teacher /
SENCo / Head teacher to
attend mtgs, share
outcomes & action

EHCP application if limited or no progress made in 2 cycles of review and LA criteria met

SENCO may

discuss pupil

at SEND HUB