

**St Thomas More RCP School
Identification of Special Educational Needs and Disability**

Early identification of need. Pupil requires additional or different provisions to that of Quality First Teaching . Adaptive teaching in place to address barriers identified

Communication and interaction:	Speech and Language, ASD
Cognition and Learning:	Poor listening, academic, concentration, SPLD
Sensory/Physical:	Hearing, vision or physical needs
Social, Emotional and Mental Health:	Anxiety, depression, ADHD

Complete Early Intervention Support and return to SENCO . Discussion with parents to address needs.

SENCO observation/assessment/advice
Screenings for Sp&L/Dyslexia

Parental consent obtained for all referrals and assessments.

Assess, Plan, Do, Review cycle
Review on class provision map
Pupil progress meetings.

Improvement

No Improvement

Continue to support through QFT and adaptive teaching

Discuss with SENCO intervention needed to address needs

No Improvement

Parent meeting with Class Teacher and/or SENCO when PPF is given to them

Move to Pupil Provision Form
SENCO to add to SEN register

Raise at ISR, discussion with SENCO/Ed Psych

Referral to Outside Agencies

Repeat Intervention

Snapdragons: ASD/ADHD
Educational Psychologist (discuss at ISR)
Speech and Language/ Occupational Therapy
School Nurse (emotional Wellbeing)

Pupil Provision Forms targets set and reviewed termly by the Class Teacher

SEND DROP-INS
SENCO/Teacher/Parent
Parent Workshops (S&L, OT, SEMH)

Improvement

No Improvement

Multi-agency meeting
Discuss EHCP

Additional funding/resources to access curriculum to be considered (EHCP)