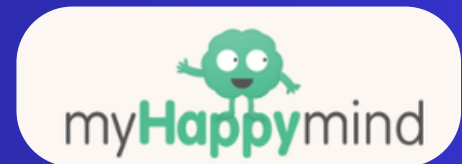


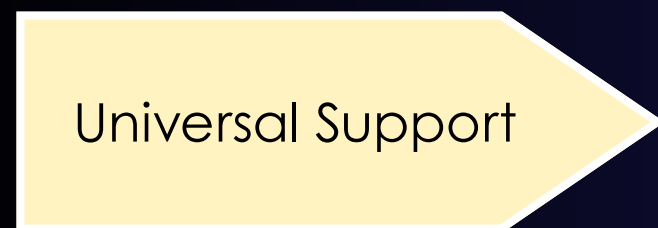


Manor Park First School: Identification of Need

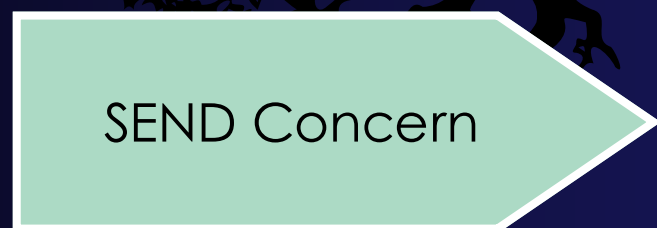


Quality First Teaching		Concern identified
Cognition and Learning	<ul style="list-style-type: none"> • High quality • Adaptation in all lessons • Split inputs / cut-away groups • Universal classroom strategies applied consistently (see provision documents) 	<ul style="list-style-type: none"> • Pupil Progress Meetings (class and SEND) • Parental concerns • formative and summative assessment • Monitoring list (reviewed at progress meetings)
Communication and Interaction		
Emotional, Social and Mental Health		
Sensory and physical		

Step 1: Assess	Step 2: Plan	Step 3: Do	Step 4: Review
Gather evidence <ul style="list-style-type: none"> • Teacher observations • Attainment and progress data • Behaviour and wellbeing indicators • Parent and pupil voice Consider barriers to learning	<ul style="list-style-type: none"> • Meet with parents/carers • Agree outcomes and strategies • Implement targeted interventions (SEND Support) • Allocate resources as required • Set review dates 	<ul style="list-style-type: none"> • Intervention delivered consistently • Strategies implemented daily in all lessons • Staff working with the child informed and supported • Adjustments recorded 	<ul style="list-style-type: none"> • Measure impact against outcomes • Review progress with parents/carers and pupil



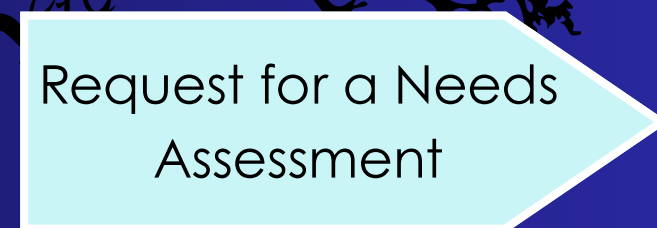
Provision for all (see above). Classroom adaptation and catch up provision as appropriate for the age of the child. Ongoing review and monitoring of need and progress. Termly reviews at parent/teacher consultations and pupil progress meetings



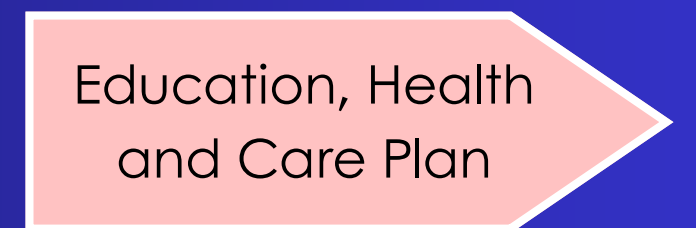
Adjusted provision that is becoming more personalised. Evidence gathered towards a request for external agency support. Termly reviews at parent/teacher consultations and pupil progress meetings.



External agency support may be requested (e.g. Best Start in Life, Speech & Language, specialist teacher. Where this is not requested, advice already given will be in place. Learning Plans in place. These are shared prior to Parent/Teacher consultations.



Despite sustained and well-evidenced SEND Support, needs remain significant. School, professionals or the family requests an EHC needs assessment. Evidence submitted to the Local Authority. The Local Authority will decide if an assessment can take place. If this is agreed, an Educational Psychologist assessment will take place.



The Local Authority decides whether or not to issue an EHC Plan. If it is agreed, the plan outlines the needs, outcomes, provision and placement. The LA may consult specialist schools if the current school cannot meet need.