

SEND Identification Process at Amblecote Primary School

Pupils' progress meetings highlight pupils who are falling behind and **not meeting expected levels of progress**.
Class teacher to share concerns and existing provision with SENDCo

'Amblecote SEND First Steps Form' is completed

Class teacher and SENDCo highlight areas of need and discuss next steps.

Additional Support 1 (AS1)

In-class provision – Pupil is not on SEND register
Pupils who are identified as requiring additional and different help as well as the regular differentiated curriculum

SEN Toolkit

Class Teacher's assessments will highlight a baseline 'band' for the pupil. Next step targets will be created on an Individual Target Plan (ITP).

Graduated Approach
(Assess, Plan, Review, Do)
Review of progress

No further action necessary if pupil is making progress

Additional Support 2 (AS2)

A pupil **not making progress** as expected
Referral to an appropriate **outside agency**
Pupil is placed on SEND Register

A **Learning Plan** for the pupil is completed outlining recommended provision from outside agencies.
SENDCo, Class Teacher and Parent/Carer meet to review the plan each term.

Progress being made
No further action

Frequent intervention is **not** impacting upon pupil's progress
Pupil requires daily and frequent one-to-one adult support
Application for an **Education, Health and Care Plan (EHCP)**