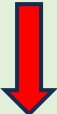




# How we identify whether a pupil may have Special Educational Needs at Burton Green Academy.



Is pupil making at least expected progress through quality first teaching?



**YES**  
Continue to monitor progress termly in line with rest of the class.



**NO**  
**Universal Provision & Quality First Teaching**  
Provision within the classroom (universal provision) will be developed in order to support the child's needs. This will be adapted to make the reasonable adjustments that we think will be needed in order to help the child succeed.  
**Targeted groups** may be used in the classroom, aimed at addressing pupil's area of need for at least half a term. Record this on an Assess, Plan, Do, Review if needed. The child's progress will be monitored closely by the class teacher for approximately 6 weeks.  
Discuss concerns with parents and SENDco to gather bigger picture. Discuss how areas of need will be addressed.



Does pupil respond to Universal Provision & Quality First Teaching and is progress being made?



**NO**  
Class Teacher to plan and implement targeted small group or 1:1 provision away from the classroom and record them onto Provision Map. Carry out these interventions over 6 to 8 weeks and monitor/record the progress made.  
Discuss ongoing concerns with parents.



Does pupil respond to targeted interventions?



**YES**  
Continue to monitor progress termly in line with rest of the class.



**NO**  
The Class Teacher will discuss concerns with the SENDco and provide evidence through the APDR cycle and provision evaluations. The SENDco will then suggest next steps or involve support from an outside agency such as Specialist Teaching Service, Educational Psychology Service etc. Permission will be sought from parents.  
From the outside agency involvement findings, the SENDco will determine whether the child has a SEND need. A pupil will be placed on the SEND register if they need provision that is **ABOVE and BEYOND** what you can provide through universal and 'normal' targeted support.



Does the pupil have outside agency input/advice or targeted support with little to no impact on progress? Are they 2/3 years behind their peers/age related expectations?



**NO**  
Continue to put in targeted support through ADPR plans and monitor/update every 6-8 weeks.



**YES**  
Evidence of support, interventions and outside agency involvement will need to be gathered over a **minimum of two terms** in order to support the application for an Education, Health and Care plan (EHCP). A panel of senior professionals will decide whether a Needs Assessment will be carried out or whether they think school can continue to provide the required support needed. If a child is granted an EHCP, this sometimes comes with extra funding; **this does not mean they will automatically receive 1:1 support as a result.**