**Guidance for staff on identifying SEND**

Further discussion with SENCO. Use of SNAP questionnaires family and class teacher. Use of probes where appropriate.

Child makes good progress and/or SNAP suggest no current need

Child makes no progress or very slow progress.

Further discussion with SENCO. Use of SNAP questionnaires ffamily and class teacher. Use of probes where appropriate.

Child makes good progress

Child will be added to SEND register and parents informed.

Continue to observe. SENCo may add child to monitoring list.

Child makes no progress or very slow progress and/or SNAP suggests need

SENCo role

Discussion with staff. Appropriate provision is not in place. Support and advice provided by SENCO.

Discussion with staff. Appropriate provision is in place but no progress being made.

Collect evidence and complete a referral form for the SENCo

Child makes no progress or slow progress.

Introduce adaptations in the classroom and/or use a specific intervention to support. Review the child’s progress half termly.

Continue to observe.

No

Is the learning or development of the child affected by the school environment or other factors e.g. bereavement or illness?

Yes

Are there **significant** discrepancies in learning or development between the child and peers of the same age?

Cognition and Learning

Sensory and/or Physical

Communication and interaction

Social, Emotional & Mental health

Staff identify child with difficulties in learning or development in one of **four areas of need**:

Child makes accelerated progress

Continue to observe.

Continue to observe.

No

Yes

|  |  |
| --- | --- |
| **Communication & Interaction** | **Social, Emotional & Mental Health** |
| * I often don’t understand what has been said to me
* I know what I want to say but I can’t get the words out
* I find it hard to start a conversation with my friends
* I find it hard to understand what other’s are feeling from their body language
* I have a stammer
* I find it hard to pronounce some sounds or words
* I often can’t think of the right word to use when describing something
* I struggle to retell a story or events in my life that have just happened
* I forget what instructions I have been given
* I don’t understand the instructions given to me
* I get confused between the different question words
* I find it difficult to put events in a story in the right order
* I find it difficult to memorise facts
* I can only listen for a short time and then I switch off
* I can disrupt lessons because if I have to listen for too long
* I don’t like making eye contact with others
* I forget what I am saying or start talking about something else instead
 | * I often feel unhappy / cross / worried / nervous
* I can get upset easily
* Lots of things scare me
* I can get angry when I don’t get my own way / someone else gets there first / I don’t get to explain my side
* I often say unkind things to others when I am upset
* I find it hard to control my temper
* I find it difficult to say goodbye to mum / dad in the morning
* I worry that mum / dad won’t come back to pick me up
* I can get angry when people say no to me
* I find it difficult to wait my turn
* I find it hard to put my hand up before answering a question
* Sometimes I feel the need to run or hide
* It makes me nervous when I have a different teacher or someone different is in the room
* It makes me nervous when our routine changes or I have to do something new
 |
| **Cognition & Learning** | **Sensory & or Physical** |
| * I get confused easily if learning goes too fast
* I have difficulty remembering what I have learned
* I find it hard to read because the words move on the page
* I find it difficult to remember my sounds when reading
* I can’t segment words to help me spell
* I find it hard to blend words to help me read
* I find it difficult to remember my times tables
* I make lots of spelling mistakes
* I find it hard to talk about my learning
* I can’t make links between my learning
* I can disrupt the class when I am finding the work too hard
* I don’t like reading
* I don’t enjoy coming to school
* I find it tricky to read with expression and fluency
* I need to sound out lots of words when I am reading
* I forget to use my full stops and capital letters
* My handwriting is large
* My letters are not formed correctly
* I often fall over or walk in to things
* I find it hard to run, skip, catch a ball etc
 | * I find it difficult to hear what is being said
* I find it hard to read my teachers lips if the light is behind her
* I find it difficult to read the board or a book
* I find it hard to see where I am going
* I find it difficult to sit in one place for too long
* I get distracted if the interactive whiteboard is buzzing
* I find it difficult to hold my pen properly
* I find it difficult to push my pen down on to the paper
* I get distracted if it is too loud
* I find it hard to say what I am good at
* I find it hard to make friends
* Some lessons make me nervous / excited / angry when everyone is moving around too much
* I find it difficult to walk up / down stairs
 |

 **SEN in children**