

Identification of SEN

What are the barriers to learning for this pupil?

Reflect on what the pupil is finding difficult & make a bullet point list.

Look at your tracking data, books, formative assessment records etc. to pin point exactly where the pupil is finding it difficult to make progress.

Check your own inclusive teaching: What have you been doing to help the pupil make progress? What has helped? What adjustments could be made? What else could you try?

Talk to the pupil's parents/carers about your concerns.

Build up a picture of their views and if they have any concerns about their child and their progress or things they've noticed at home.

Share with the parents that you will be doing more investigation to identify what they are finding difficult and how school can best support them

If, despite high quality inclusive barriers to the pupil's learning:

Look at the *Oxfordshire Guidance*. Complete the Information Form Tool.

Look at the categories of SEN identified on the Initial Screening Tool:

which categories are appearing as being significant for this pupil?

Go to the suggested detailed descriptors for each area of need that is relevant for the pupil. Complete all areas indicated.



Have the descriptors shown that some further assessment evidence would be useful? Have they raised any questions?

Complete relevant assessments suggested in the Assess section, such as Literacy Assessment Pack (LAPack), Sandwell Maths Assessment, QCA checklist.

If all the above indicates that the pupil has barriers to learning, meet the SENCO to share the evidence.

Discuss possible strategies, intervention support and specialist advice that might be required. Any other information it would be important to gather.

Meet with the pupil's parents/carers to share what the assessments have indicated and the plan to support their child. Create a Pupil Profile.