

Identification of SEN



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Initial concern

Is the initial concern sufficiently documented for you to be able to make a judgement?

And

begin to identify the barriers

Or do you need more information?

Early identification and early assessment

Identification

How can we ensure that a child's special educational needs are identified in good time?

Responding

What actions have already been taken prior to a cause for concern being raised?

What can the school do immediately?

Who raises the cause for concern for SEND?

Special Educational Needs
SEN 1. CAUSE FOR CONCERN

Pupil's Name	Date of Birth
Class	Year Group
Name of teacher completing form	Date form completed
Cause for Concern Summarise the reasons for concern. Please refer to the triggers for inadequate progress.	
Existing Information Summarise all available information about the child.	
Parent/Carer Information Have concerns been discussed with parents/carers? Yes/No Summarise any additional information from discussions.	
What action has already been taken through curriculum differentiation to address the child's needs? Summarise strategies for differentiation through curriculum planning and outcomes. If the area of concern relates to behaviour, emotional and social development summarise behaviour management strategies already used.	
Outcome Place at School Action Yes/No	
Signature of SENCo	Date
Signature of class teacher	Date

Initial concern

A child may present as having a difficulty

Initial concern is raised by:

- parent/carer
- Teacher
- School
- other

Parental Permission and the beginning of the process to identify needs

SEN 2. PARENTAL PERMISSION FOR INVOLVEMENT OF AGENCIES OUTSIDE OF SCHOOL AND SHARING INFORMATION

Name of person with Parental Responsibility:

Pupils Name: DOB: Year:

School:

Headteacher:

I agree to the SEN Service indicated below being asked to provide advice about my child. I would like to be kept fully informed about their involvement.

Education Psychology Service

SEN Advisory Teaching Service

Team for Cognition and Communication

Team for Hearing Impairment

Team for Visual Impairment/Physical Disability

Spring Brook Flexible Provision

Information may be sought from the following personnel who are involved with my child

Name:

Role:

Contact Details:

Signatures

Person with Parental Responsibility: Date:

Head teacher: Date:

I have read and agree to the contents of this form and agree to share with Parental Responsibility and to discuss with them.

SEN 5. INDIVIDUAL MANAGEMENT PROFILE Date No.

Name (M/F) D.o.B Year Class/Form

Key Person Role

UPN

1st Language

EYA	EYA+	SA	SA+	State
EIP		Band 2		Band 3

CHILD'S LEVEL OF FUNCTIONING (with aids as required):

Optimum conditions for learning/positive behaviour (including special arrangements):

Curriculum/behavioural needs to be addressed by educational setting	
Needs	Provision

Additional/different needs that will be targeted and monitored through an I.E.P.
 *
 *
 *

Child's views

Please attach:

- Support Timetable
- Provision Map
- I.E.P. (If appropriate).

Please give a copy of these to everyone involved with

1. Screening

Screening tends to be for a whole population or group.

Screening is a process of identifying apparently healthy people who may be at increased risk of a disease or condition.

For example – in the UK, following the introduction of new born screening, most cases of hearing impairment will be identified before school entry



The aim of SEN interventions

All children

to access the curriculum

Learn - reach their potential

SEN interventions

Identify barriers to learning

Within the child (impairments)

And within the society/school
(disabling factors)

SEND – a comprehensive approach

Participation

- Curriculum
- Behaviour
- Social Competence
- Safety

Personal Care

- Hygiene
- Dietary Needs
- Health Care

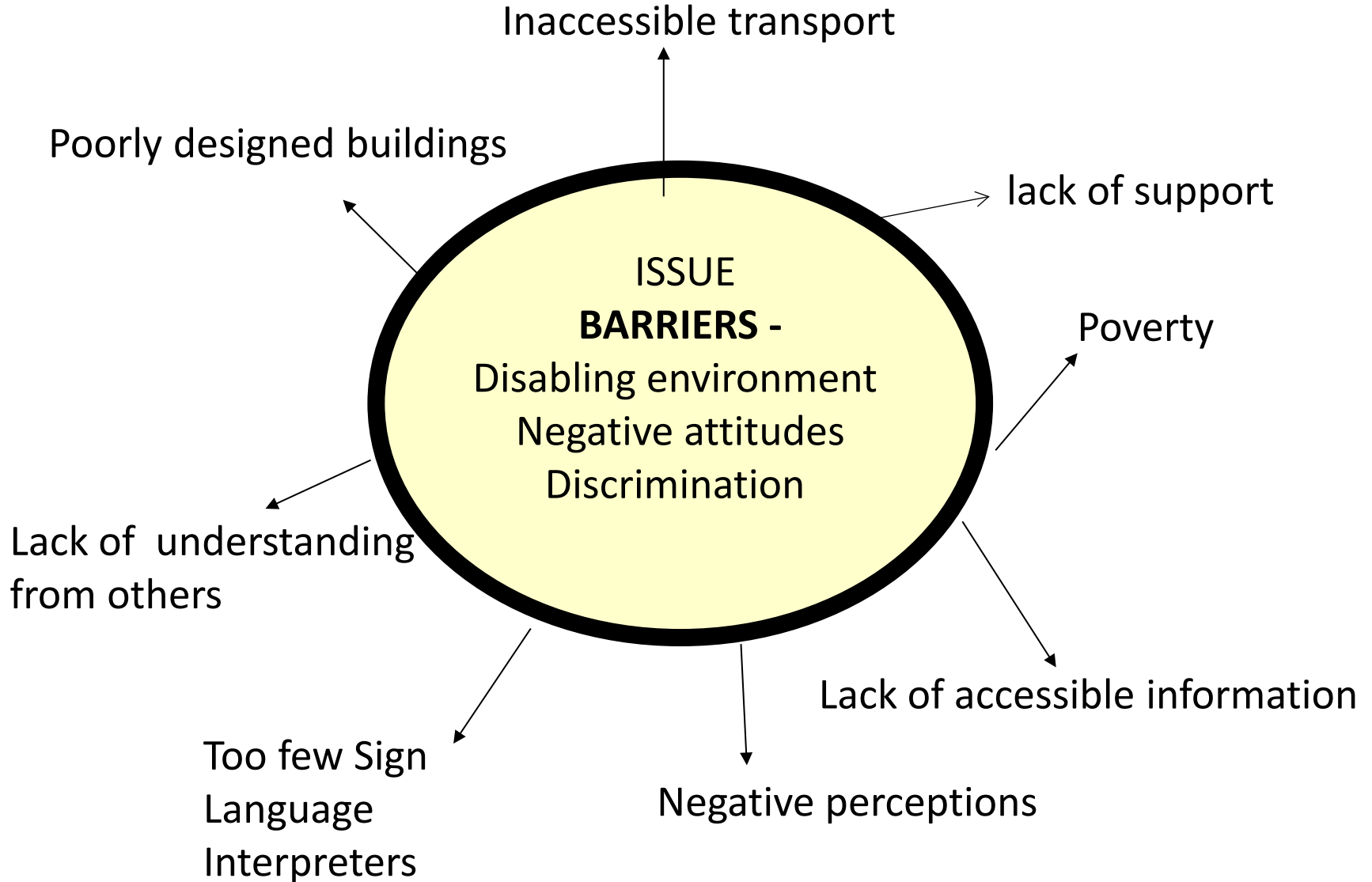
Communication

- Expressive and Receptive Communication
- Communication Skills Development

Movement

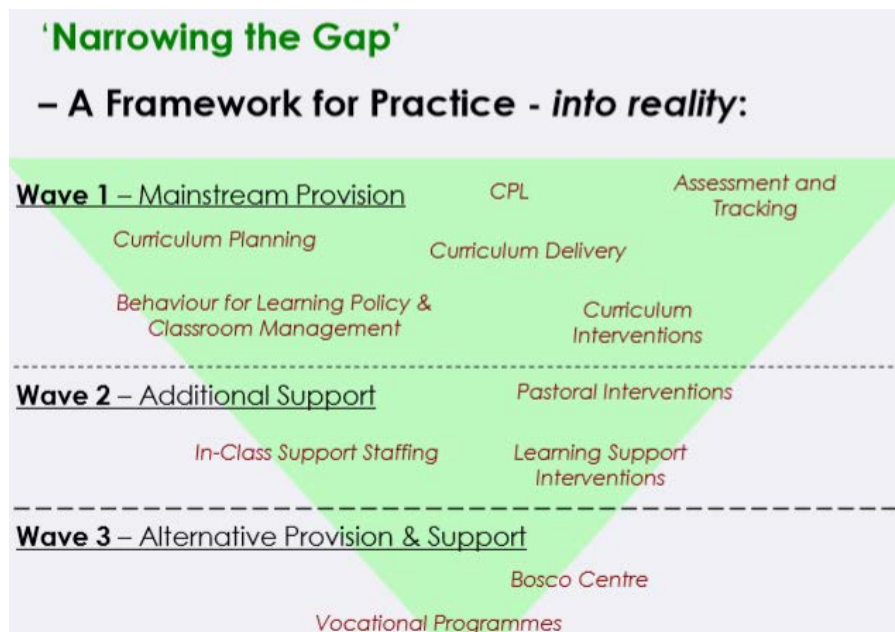
- Mobility
- Hand Motor

The social model of disability



SEND profile plus level of intervention

- Participation
- Communication
- Personal Care
- Movement



2. Requires an Assessment

So that interventions and level of support can be identified

And resources

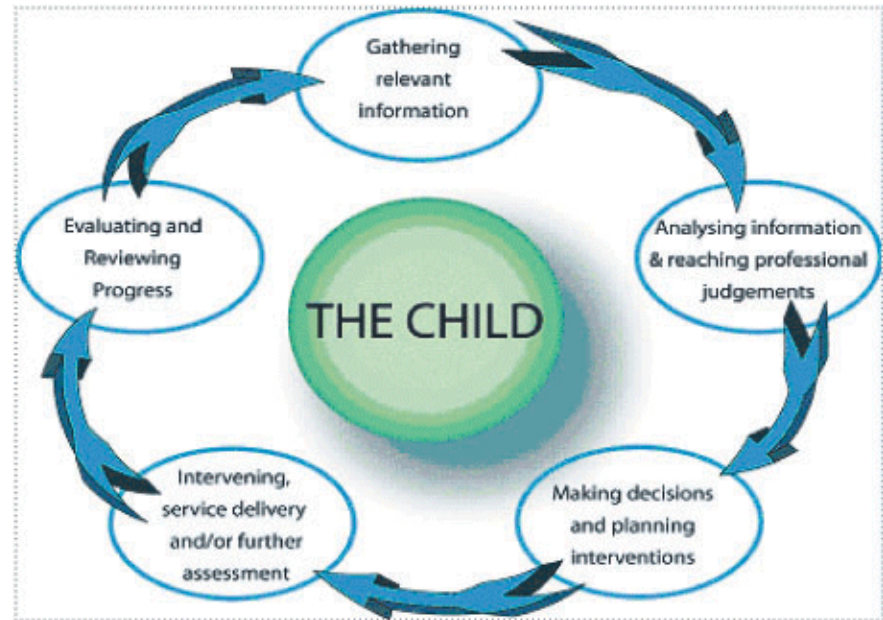
Deployed

Monitored

Evaluated

Impact

and progress assessed



Activity

We are now going to look at a range of factors to look at when making an Assessment



History

Birth

Family

School



Physical

Health

Vision

Hearing



Skills

Speech

Language

Co-ordination



Behaviours

Attention

Behaviour

Communication

Relationships



Child specific

Self esteem

Intelligence

Medications

Learning styles



3. Diagnosis

Prognosis is knowing what will happen – and a clear idea of what now needs to be done

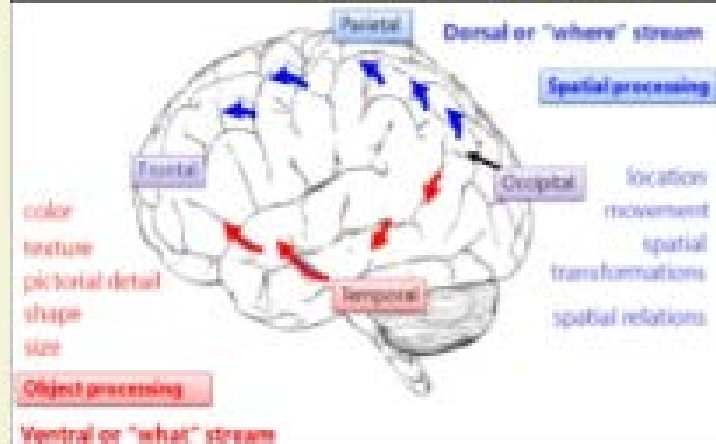
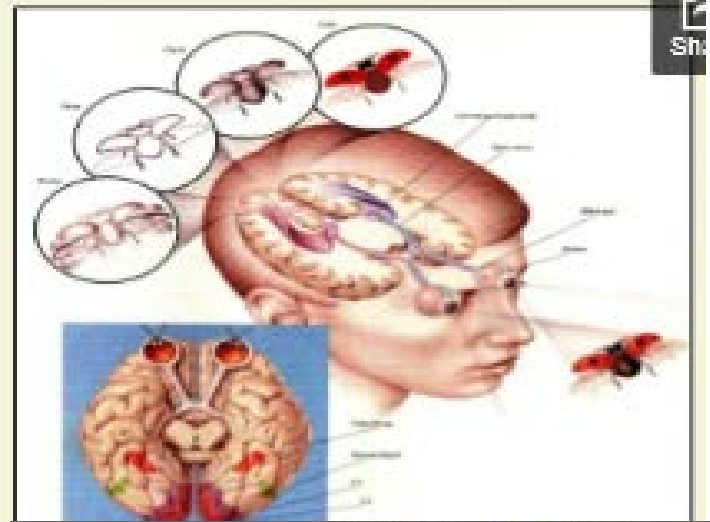
Sometimes, a diagnosis is required in order to makes things clear

Effective prognosis is not possible without effective diagnosis

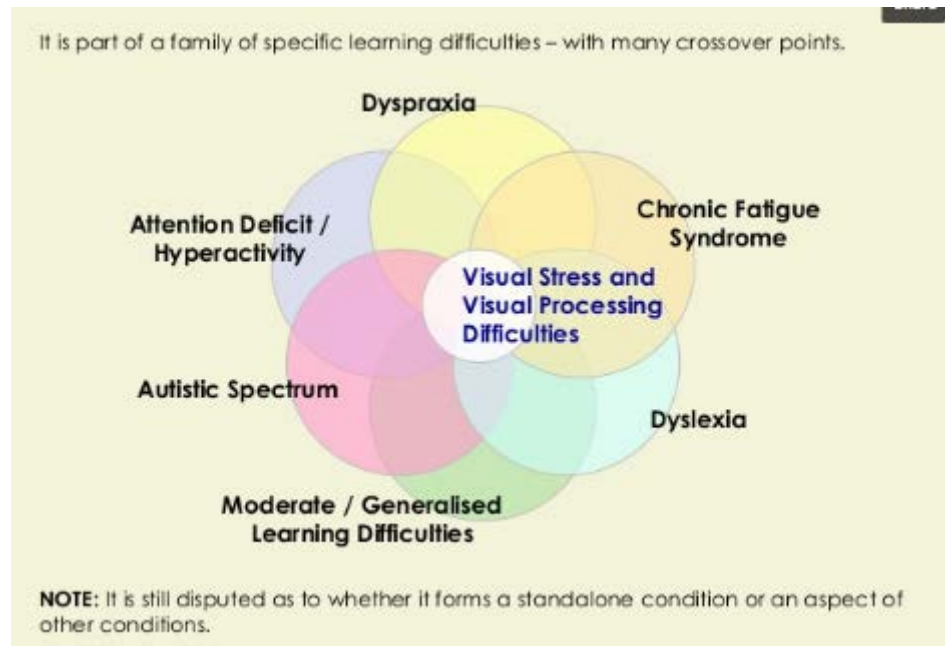
With Vision – an impairment of the eye or a difference in how the brain processes?

The Eye-Brain Connection

- From the electro-signals received transmitted by our eyes, the brain is able to construct a high resolution 3D colour representation of 'the world out there'.
- Furthermore, without conscious effort on our own part our brains are constantly processing and reprocessing all the visual information received so far to create stored representations of people within our community, of food and drink, of our environment and so on.



A syndrome and often overlaps other syndromes



Syndrome - a condition characterised by a set of associated symptoms