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|  | **How does the school identify if** **a child needs additional support?** |

Information may be provided by parents and previous schools or settings and concerns may be raised by parents / carers, teachers or the child.

School will identify the child’s rate of progress or begin to identify possible barriers to learning and development – including social/behavioural concerns, speech and language concerns or difficulties with motor skills. Information and guidance may then be sought from agencies such as Health, Speech and Language, Portage Service, Primary Inclusion Team, the Autism Team and other specialist agencies.

In addition the school may carry out a range of observations and assessments that will provide additional information about the child.

The class teacher or Special Education Needs and Disabilities Coordinator (SENDCo) will share this information with parents / guardians and a joint decision will be made about the best action to take. This may involve the child being placed on the special needs register with identified targets and intervention strategies/programmes that are best suited to meeting the needs of the child. The SENDCo, the class teacher, child (where appropriate) and parents will together draw up a SEN Support Plan which will follow the Plan, Do, Review format, with the emphasis on co-production.