

Childs Name:  
Date document started:  
Staff member:

# Graduated Approach Guidance: Identification of need

The SEND Code of Practice states that **in identifying children and young people with SEN, the class or subject teacher, working with the SENCO should carry out a clear assessment of the child/young person's needs.**

The Quickchecker is a tool that can help teachers to collate assessment data and observations on a child or young person in their class about whom they may have concerns.

It is important to consider other possible contributing factors such as:

- English as additional language, poor attendance or safeguarding issues because concerns may not be related to special educational needs.
- Skills and knowledge of teachers and support staff in assessing and supporting the child/young person
- The environment (classroom and/or whole school adaptations)

The assessment data and observations carried out by teachers should be discussed with the SENCO to further explore the type and level of need. Some SENCOs may decide to organise regular surgeries where staff are able to register and discuss concerns about children/young people in their classes.

Evidence is key to identifying needs and ensuring that the appropriate can be planned and provided. Without a structured approach to identifying special educational needs, vital evidence is likely to be lost or incomplete and can lead to delay

### Readiness to assess needs:

Use these questions to assess your educational setting's readiness for this aspect of the graduated approach:

- How are we ensuring that we are identifying children and young peoples' needs as early as possible?
- Can we improve our liaison with pre-school/ feeder schools to prepare for children/young people with SEN as soon as they arrive?
- Do we have systems, tools and expertise to support identification and assessment?
- Do class/subject teachers make effective use of these tools to identify gaps and barriers to learning, adapting their core teaching in the light of these findings?
- Do we call on the support of a range of external specialists as and when we need it?
- Are there any areas where our staff need training to support identification?

### Child/Young Person (CYP) Information

Name		DOB	
Year Group		Class Teacher	
Attendance % (less than 95 %?)			
Exclusions			
Home Language			
Previous school/s			
Medical Information			
Specialist services involved to date: Health, Education and/or Social Services			

## Before meeting school SENCO

Quickchecker for staff  
Y/N

<b>Communication and interaction, <i>There are concerns about...</i></b>	
Child/young person's cognitive development e.g. capacity to sustain concentration or self-direct their learning	
Child/young person's attention and/or listening skills – their ability to engage successfully with language	
Child/young person's receptive language – their ability to understand spoken language	
Child/young person's expressive language – their ability to use language to communicate with others	
Child/young person's speech sound development – their ability to produce the sounds necessary for clear, intelligible speech	
Child/young person's social communications – their ability to use language appropriately and successfully in social situations, verbal and non-verbal, ability to recognise the feelings or perspectives of others and respond appropriately	
Child/young person's social development and interaction e.g. capacity to 'share interest' and/or 'share attention'	
Child/young person's rigidity of thought e.g. ability to manage changes in routine	
Child/young person's sensory skills e.g. over sensitivity or under sensitivity to sensory stimuli	
<b>Cognition and learning, <i>There are concerns about...</i></b>	
Child/young person's lack of progress, even when differentiated teaching approaches are targeted at areas of weakness	
Child/young person's performance levels i.e. they are below the level within which most children and young people are expected to work	
Child/young person's indicative test scores are below expected levels	
Child/young person's uneven learning profiles and learning styles i.e. they do not follow the usual developmental patterns	
Child/young person's difficulty in dealing with abstract ideas, generalising from experience, and/or using problem solving skills	
Child/young person's attitude / approach to learning which is restricting access to the curriculum e.g. child/young person is demotivated, disorganised or lacks independent learning skills	
<b>Social, emotional and mental health, <i>There are concerns about...</i></b>	
Child/young person experiences difficulties with self esteem and/or confidence	
Child/young person has greater difficulties in making and/or sustaining friendships, has no regular group of friends	
Child/young person has difficulties working independently and requires frequent encouragement and motivation to stay on task	
Child/young person find it difficult to comply with adult directions	
Child/young person's social interaction is negatively affecting the child/young person's and/or peers' access to the curriculum	
Child/young person's emotional wellbeing or mental health is negatively affecting the child/young person and/or peers' access to the curriculum	
<b>Sensory and physical, <i>Areas of concern...</i></b>	
Child/young person presents with having a visual impairment which is affecting their learning and/or access to the curriculum e.g. holds books very closely or at an unusual angle, fails to respond to non-verbal instructions, loses place when reading, skips lines and struggles to find text on a page	
Child/young person presents with having a hearing impairment which is affecting their learning and/or access to the curriculum e.g. distractible in class, poor listening skills in a busy environment, asks you to repeat instructions	
Child/young person presents with poor speech intelligibility, difficulty with recognising and responding to phonics, chooses to either avoid attention or is over demanding, limited vocabulary both receptive and expressive, immature grammatical structures in spoken language	
Child/young person presents with having a multi-sensory need which is affecting their learning and/or access to the curriculum e.g. have a dual sensory loss where both vision and hearing are recued	
Child/young person's physical skills/needs are affecting their learning and/or access to the curriculum	
Child/young person's medical needs are affecting their learning and/or access to the curriculum	

IDENTIFICATION OF NEED

## Meeting with the SENCO

### Teacher to use Quick checker Summary

Area of Need	School Concern and impact on learning <i>(Date &amp; comment)</i>	Parent Concern <i>(Date &amp; comment)</i>	Child/young person concern <i>(if appropriate)</i> <i>(Date &amp; comment)</i>
Communication & Interaction			
Cognition & Learning			
Social, Emotional and Mental Health			
Sensory & Physical			

Completed by Class Teacher on:

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### Achievement Data

FS Profile Scores																		
Year																		
Attainment	R	W	M	R	W	M	R	W	M	R	W	M	R	W	M	R	W	M
NC/P Levels																		
Progress Summary - In reading, writing, maths - Standardised scores, specialist assessments																		

### Language

Speech Sounds	
Expressive	
Receptive	
Social and Functional	

### Literacy

Phonic Phase – reading	
Phonic Phase – spelling	
HFW - reading	
HFW – spelling	
Comprehension	
Book band level	
Letter formation	
Example of free writing attached?	

### Number and Calculation

Number recognition to...	
Numbers CYPs can count to forwards/backwards	
Numbers CYPs can confidently calculate within +/-/÷/×	

### Behaviour for learning

Concentration	
Co-operation	
Independence	

Engagement	
Confidence	
Self-esteem	
Organisation	
Self-control	
Recorded examples of behaviour concerns attached?	

**Differentiation in place over time**

What action has already been taken through curriculum differentiation to address the child/young person’s needs, i.e. modification to teaching approaches, classroom organisation, behaviour management strategies, or through provision of ancillary equipment and aids already in place, with outcomes?

Differentiation	Impact –progress and inclusion

**Parents’ and Child/young person’s perspective on strengths/additional needs**

Summarise information from discussions

<b>Parents/carers</b> – have concerns been shared with parents/carers to date, behaviour at home?
<b>Child/young person</b>
<b>Peers</b>

**Additional observations – note any key issues raised**

<b>Support staff</b>	
<b>Previous class teacher(s)</b>	
<b>Lunchtime supervisors</b>	

**List individual assessments completed to support identification of need, including behaviour plans** – include standardised assessments (reading/spelling age as well as criterion-referenced assessments)

Test	Date	Outcome

**Outcome of meeting to consider placement on SEN register:**

Further assessment required

Further modification to teaching approaches etc.

Targeted provision at SEN Support

If SEN Support is agreed – parent/carer must be informed. It is recommended for schools to use the [SEN Support Review Report](#) to continue to assess- plan- do – review progress of the child/young person.

Additional comments:

Class teacher \_\_\_\_\_ Date of next review \_\_\_\_\_

SENCO \_\_\_\_\_