

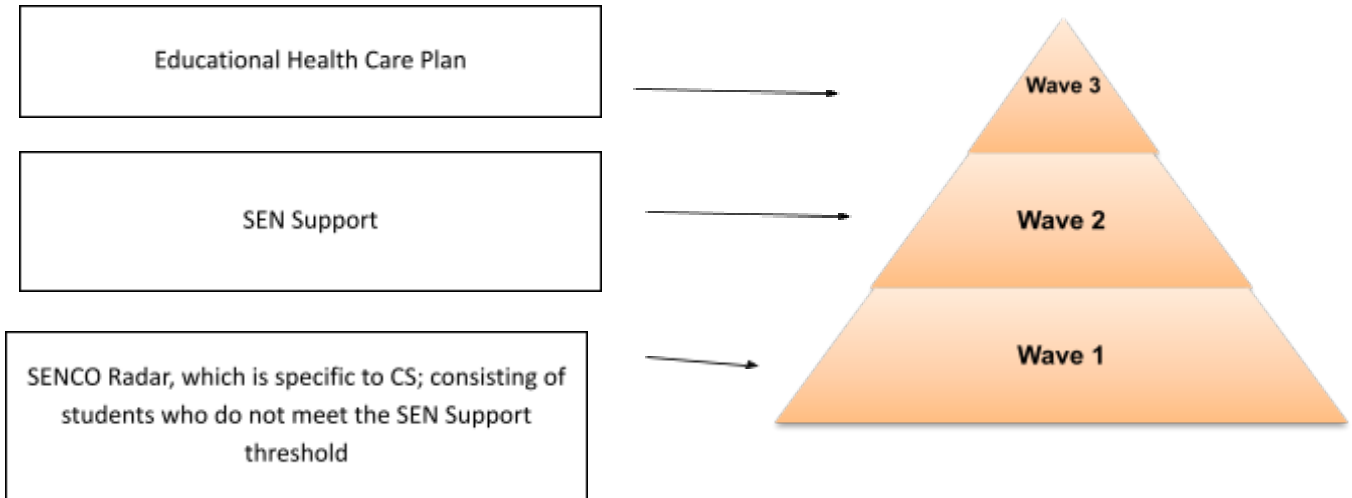


Chessington School SEND Identification Process **September 2023**

At Chessington, our SEN identification is based on the 'Wave of Intervention Model'; which involves developing, implementing and maintaining evidence-based strategies for SEN students. All Interventions at Chessington are data driven and outcomes focused. This is in line with the new SEN Code of Practice which makes it clear that additional intervention and support cannot compensate for a lack of good teaching. As such, it reflects that high quality teaching, which is appropriately adjusted, is the first step in responding to possible special educational needs. For students who require special educational needs provision, the SEN Code sets out the principle of a graduated response. The aim is to ensure right support, right place, right time.

THE WAVE OF INTERVENTION MODEL

This is a three-tiered model. Wave one needs are met by quality first teaching in lessons. This is based on the whole school understanding that Every Teacher is a Teacher of SEND. At Chessington for those students who do not meet the SEND threshold we continue to monitor them on our SENCO Radar. All students identified as requiring Wave One interventions will receive effectively adapted learning opportunities provided by their class teachers as part of the National Curriculum. The quality first teaching at this stage will be expected to meet the needs of all learners. Where Wave One interventions are deemed inadequate to meet students' needs, they will receive Wave Two interventions. It is anticipated that this will be offered to fifteen percent (13%) of the SEN students. Importantly, students who receive Wave Two interventions will also continue to receive Wave One; Wave two does not replace the core curriculum; it is there to supplement it. The students who receive Wave Two interventions will be referred to as SEN Support Group. Wave Three intervention is aimed at a small group of students with EHC plans. Wave Three supplements Wave One and Two but does not replace them. Interventions at Wave Three may be delivered by specialists / SEN teacher / SENCO / external agencies. Only five percent (4%) of all SEN students will require Wave Three interventions.



SEN PROCEDURES

Our aim is for students' SEND to be identified as quickly as possible. Most students with SEN have been identified before or on entry and appropriate steps will have been taken to meet their needs. Once a special education need has been identified then an action cycle of assess, plan do review will be put in place. The SEN cycle of intervention is to ensure that an effective match between the needs of the student and the intervention is realised.

ASSESSMENT PROCESS

The teacher's role is vital in providing a clear analysis and evaluation of the student's needs. This should draw on the teacher's day to day experience of working with the student and the evidence from the Form Tutors, Student Support Officers (SSO) and the Heads of Year (HOY). The SEND team forms part of the inclusion team that meets regularly to evaluate student needs. This allows the school to have a comprehensive picture of the student's attainment, behaviour and relevant comparative information regarding the student's development. The SENCO will be in a position to guide and support the teaching staff in gathering assessment information and interpreting it. The experience and views of parents/carers, the student and advice from external services also form part of the assessment process. In some instances, the involvement of health or social services might be deemed appropriate. If these professionals are already involved the SENCO will contact them once parental consent has been obtained.

Once the assessment process is completed and the decision is taken that the student should be provided with SEN support, then the parents/carers will be informed. The teacher, SENCO, HOY and SSO will agree in consultation with the

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student and parents/carers on the following: intervention being offered; support being provided; the expected outcomes on progress, development or behaviour and a date for completing a review. Importantly, all the information about how to 'match challenge to need' should be shared with the student's teachers via the student support plan. Also new targets should be set.

Research and Reading

[AFC Threshold of Identification.](#)

[Identifying pupils with special needs and disabilities. Jo Hutchinson. March 2021](#)

[Special Education Needs in Mainstream Schools - Guidance Report](#)

[SEND and AP Improvement Plan March 2023](#)