



SEND processes at Dunchurch Boughton CofE Infant Academy and Nursery

Early Identification & Universal Screening (Nursery & Reception)

At Dunchurch Boughton CofE Infant Academy and Nursery, we complete Speech, Language and Communication (SLCN) screening for all children in the EYFS.

- Wellcomm screening at Nursery entry, Nursery exit, and Reception entry.
- The outcomes of these universal screenings inform quality-first teaching and early adaptations. Screening at three points (Nursery entry, Nursery exit, Reception entry) enables us to track progress, identify regression, and ensure smooth handover between phases.

A potential **Special Education Need (SEN)** is identified by a parent/ carer/ teacher/ outside agency. Concerns are initially **identified** through observation, data, professional advice, specific assessments etc. Teachers complete a 'SEN concern form' to share findings/ concerns with the school SENCo. When concerns are raised these findings and observations will be shared sensitively with parents, alongside suggested strategies to support the child at home. Parent/ Outside agencies will meet with Mrs Hannah Owen (SENDCo) to discuss and share findings/ concerns.

Child is 'monitored' and the '**Assess, Plan, Do, Review**' (APDR) cycle begins immediately.

Teachers

Made adaptations to their high-quality teaching to address the concern, utilising readily available support through internal expertise, supported by Warwickshire's Local Offer and external agency advice, if appropriate. Specific information will be gathered, including analysing Wellcomm screening outcomes and extra support will be **planned** to target the concern. The pupil's progress is monitored over one term, whilst the plan is actioned. ('do')

SENDCo

Supports teachers with expertise guidance with external agency advice, if appropriate. The SENDCo may review Wellcomm screening evidence to support decision-making around next steps, targeted provision or external referrals.

The SENDCo will monitor and check in with teachers.

Are there still concerns?

Yes

No

Teachers

The concerns will be discussed together with the SENCo and parents and a formal **plan** will be made. This might include suggestions of further classroom strategies, completion of a Teacher talking profile, SMART targeted provision, a support plan for internal or external advice etc.

SENDCo/ SLT

The SENCo will support the '**doing**' of the plan in a variety of ways. All professional involvement/ discussion/ actions will be logged in the child's individual file on SharePoint and uploaded to CPOMs. There will be consideration of SEN criteria at this point, including any specific SEND assessments carried out as appropriate.

Teachers

During the **review**, if it is identified that progress has been made, the teacher will continue to make adaptations- no further action is needed. Discussion of this universal provision takes place at parents' evenings. High-quality, adaptive teaching will continue.

SENDCo

Support teachers with expertise and guidance with external agency advice, if appropriate. Monitor and check in with teachers.

After a cycle of APDR, does the child need further, targeted support?

Yes

No

Teachers

Provision and targets will form an 'Individual Education Plan (IEP)' which is put together by teachers on Insight. This is reviewed regularly and shared with parents termly, as per the school calendar. For complex needs, which require provision that is not ordinarily available, APDR evidence will be gathered to support the SENDCo to begin an assessment request for an Education, Health and Care Plan (EHCP).

SENDCo

Once it is identified that a child has SEN **and** requires 'additional to/ different from' provision compared to their peers, they will receive SEND support and are placed on the SEND register. For complex needs, which require provision that is not ordinarily available, APDR evidence will be used to support an assessment request for an Education, Health and Care Plan (EHCP).

Teachers

Following a **review**, it is agreed that targeted support is no longer needed. The child may continue to be 'monitored' and high-quality teaching strategies will continue to be in place. If any further concerns arise, the APDR cycle will begin again.

SENDCo

Support teachers with expertise and guidance with external agency advice, if appropriate. Monitor and check in with teachers.