

Tasks that teachers should undertake

- Appropriate whole-class/group screening for core skill difficulties;
- Teacher alertness (0-25 SEND Code of Practice , 2015, section 5.5):
 - Monitoring children/young people's responses to key learning or developmental tasks (allowing for varied rates of progress);
 - Tracking, assessment, observation, recording;
- Identify individual learning, developmental and/or social-emotional differences
- Check student records/files for evidence of previous progress/concerns, interventions and pupil responses as a basis for possible action; and simultaneously...
- Consult with other key staff with present/past teaching/pastoral responsibility, the SENCO, parents, etc;
- Explore alternative explanations to special educational needs/disabilities (eg other causes of learning vulnerability such as health, socio-emotional issues, etc) ; with the SENCO, consider whether an Early Help Assessment is required;
- Relevant screening for particular difficulties;
- Individual standardised assessments (eg curriculum-based, skills-based, executive function);
- Seek outside advice and help from specialist teachers and educational psychologists and from other professionals as necessary, such as speech and occupational therapists;
- Seek parents' views and keep them fully informed and involved throughout the decision-making, action and review process (assess, plan, do, review);
- Once a decision is made to provide a child/young person with 'SEN support' the school must inform parents formally.