Bolton School GD Procedure for Identification of SEN

Concern Provide Assess

> GL Dyslexia Screener on entry to Year 7 for all girls. LSC to review and refer as necessary

•C: Initial concerns raised by Teacher

•A: Concerns to be discussed by department

•P: Strategies and targets to be agreed by HoD Progress to be monitored for three weeks Portfolio of evidence to be looked at by teacher and HoD

Decision to be made for referral.

Classroom

•C: Teacher completes referral form and identification of pupils on the dyslexic continuum checklist (if appropriate)

- •A: LSC sources appraisal and assessment from all class teachers. Evidence to be collated and added to portfolio
- •P:

Determines student is not in need of LS Provision and refers to HOY

Determines student is in need of LS Provision and, having informed HOS and AH, contacts parents.

Referral

•C: LSC consults with pupil, parents, HOS and AH (depending on the nature of the issue, DH and Head also) LSC conducts tests to assess level of need. Evidence to be

•A: collated and added to portfolio

•P: LSC either:

Determines need for further external testing

Establishes IEP for LS provision and classroom support **Coordinates access arrangements**

Learning **Support**

•C: LSC refers student to agreed assessor

•A: Assessor conducts test and reports to parents and school

•P:

Determines level of provision necessary in consultation with all parties

Establishes IEP for LS provision and classroom support **Coordinates access arrangements**

SEND

at any stage provision is not deemed necessary at that level, the referral will pass back to the previous level