

## APPENDIX 1



### The Bedwell Primary School STAGES approach to identify and support children with SEND

<b>S</b>	<b>Stages of development</b> Teachers are familiar with the developmental milestones and educational expectations for their age group and refer to relevant documentation.
<b>T</b>	<b>Teaching Environment</b> Teachers ensure that their classrooms are carefully planned so that they are inclusion friendly.
<b>A</b>	<b>Assess and identify barriers to learning</b> Teachers use a range of assessment and monitoring strategies to identify difficulties as early as possible.
<b>G</b>	<b>Give support</b> Teachers identify appropriate support and have access to a range of interventions to support difficulties in class
<b>E</b>	<b>Evaluate</b> Teachers review interventions and evaluate how effective they have been in overcoming barriers and difficulties with learning
<b>S</b>	<b>SENCo</b> If progress remains slow after intervention in class then the teacher will consult with parents and the SENCo to discuss further investigation of the child's needs and the provision that the school can make. This may include referring to external professionals.