



Identification of a young person's SEND

All SCE schools in Cyprus and agencies working with young people with SEND make every effort to ensure that support and assistance for children and parents/carers is transparent and sensitively handled. Equally, it is encouraged that all stakeholders work together in the identification and other processes relating to SEND. This offers the best opportunity for accurate and early identification to allow a timely and appropriate intervention. It is our commitment to ensure that the pupil and parents/carers voice is listened to throughout the process.

Our **mobility clerk** will assist with the arrival procedure and will act as initial contact for parents/carers in the identification of a young person's SEND. At this point any concerns can be voiced by parents/carers with regard to SEND and this information can be passed to the SENCO so adequate provision can be arranged quickly. Our staff will make relevant liaison with the young person's **previous school** to ensure that the transition process is as seamless as possible. Where appropriate CEAS advice may be necessary and you will be directed how to contact CEAS where appropriate. The previous school will send any relevant pupil data to us within 15 days of the pupil leaving, which will allow provision to be arranged quickly and appropriately.

Teaching staff

Our **teaching and learning support staff** play an integral role in the identification process. They have a number of tools to assist in the identification process. Amongst these are:

Baseline Assessment - to assess the level of a pupil when they arrive at our school with regard to the National Curriculum. This can help identify any specific areas of need.

Teacher observations - This will help to identify any specific or general areas of difficulty a pupil may be experiencing.

Classroom Assessment - Pupils are assessed in a range of subjects/disciplines throughout the academic year to allow a constant

reference to where a pupil may experience difficulties. This allows us identify any new issues and prevent areas being overlooked.

Training – In Service training is provided for all staff to ensure we are able to identify pupil issues early and accurately.

Formation of Individual Education Plans (IEP) and Individual Behaviour Plans (IBP) - should it be deemed necessary that a pupil required an IEP or IBP then the subject teacher will liaise with the SENCO to discuss the issues a pupil is experiencing. This could be an early part of the IEP process. Once an IEP or an IBP has been put into place ongoing teacher observation allows us to identify the changing needs of the young person.

Parents/carers and Pupils

We consider the voices of the young person and parents/carers as critical in ensuring that the pupil maximise their potential.

Parents/carers provide us with any initial requirements for their children through liaison with the mobility staff and their input is encouraged and sought throughout the identification process. **Pupils** are encouraged to inform staff should they be experiencing difficulties and this is an important part of the identification of SEND. A process of working together between all stakeholders allows us to put the pupil's need first and the pupil to have a direct input into the service they receive. This would include involvement for pupil and parents/carers in knowledge of classroom strategies where appropriate, involvement in the formation and review of IEPs / IBPs. If it is deemed that a young person would benefit from support of an outside agency then this will not be done without full explanation of the reasons from the SENCO and agreement of parents/carers and the young person.

Outside Agencies

At SCE Cyprus we have a range of outside agencies at our disposal to allow us to accurately identify an issue a pupil may experience. Amongst these are **Educational Psychologists, Educational Social Workers, Inclusion Support Teachers, Speech and Language Therapists and other services through SSAFA**. If your child would benefit from these a referral can be raised by the pupil, parents/carers or through the SENCO. If the SENCO does consider this relevant then it will be discussed with pupil and parent/carer and agreement to work with the

appropriate agency will be sought and received from pupil, parent/carer before appointments are arranged.

SENCO

Throughout the identification process the SENCO will be a focal point and arrange any liaison necessary. If you consider that there has been a problem in the identification process, or any other issue pertains to the young persons SEN then it is important you contact the SENCO as soon as possible.