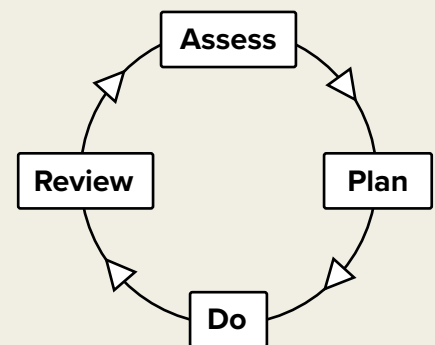
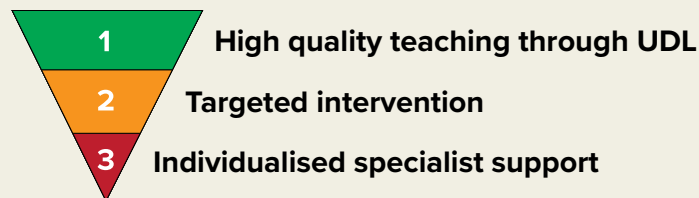


Assessment for SEND Identification

Assessment for the identification of SEND is a complex process, involving a tiered approach that is ‘graduated’ to meet the individual needs of a learner. Using an appropriate framework helps to ensure that decisions are being taken consistently, even though the outcome should be a personalised response for each student.

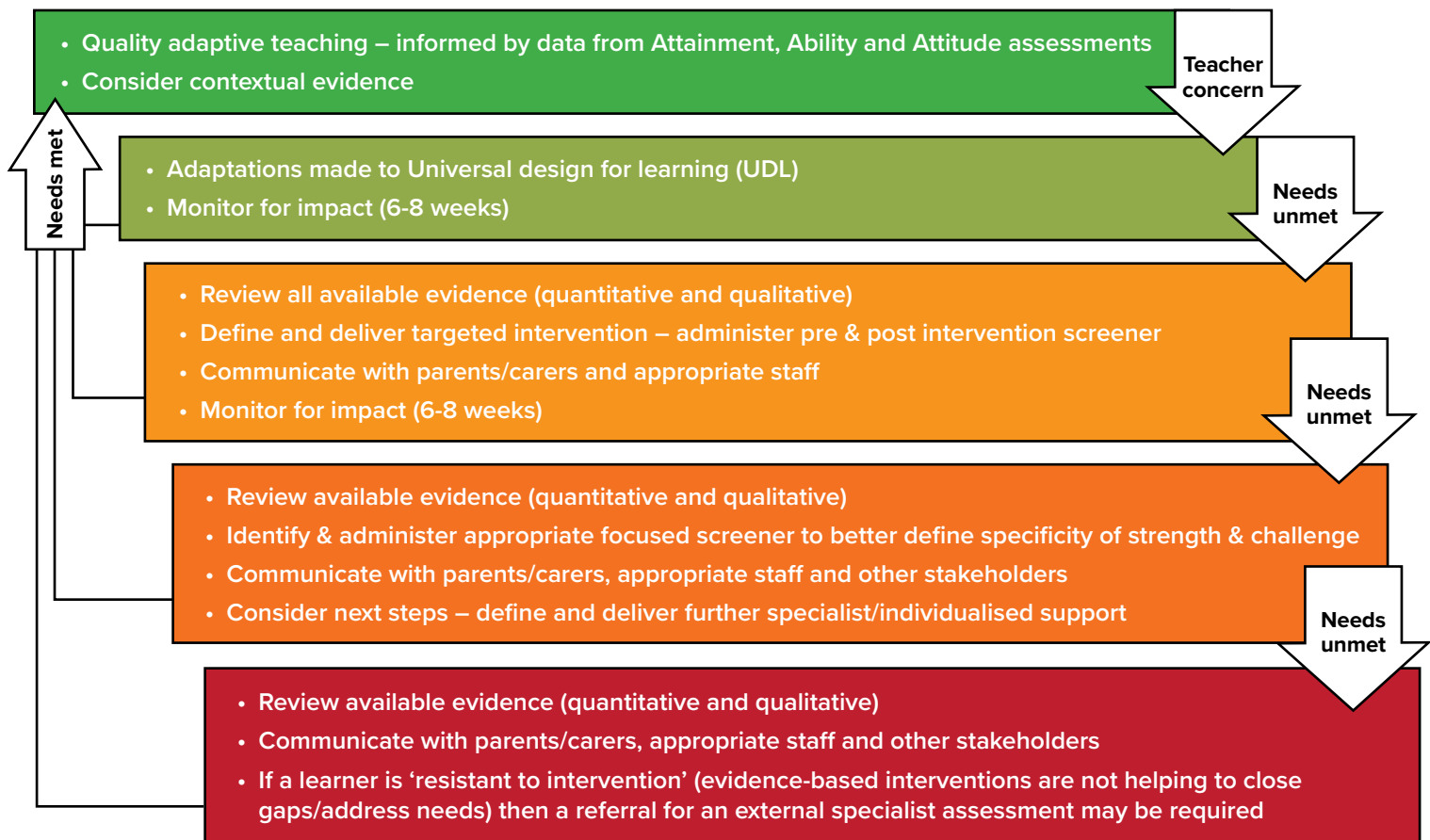
The Graduated Response Cycle

The graduated response approach and tiered model of support provides broadly layered provision informed by assessment data:



Teacher Response

This flowchart illustrates a tiered model to aid a consistent system of identification and support. Decisions as to appropriateness of evidence, periods for monitoring, interventions and prioritisation for referral should be taken on a case-by-case basis with adjustments made to suit the needs of each learner.



Learner Engagement

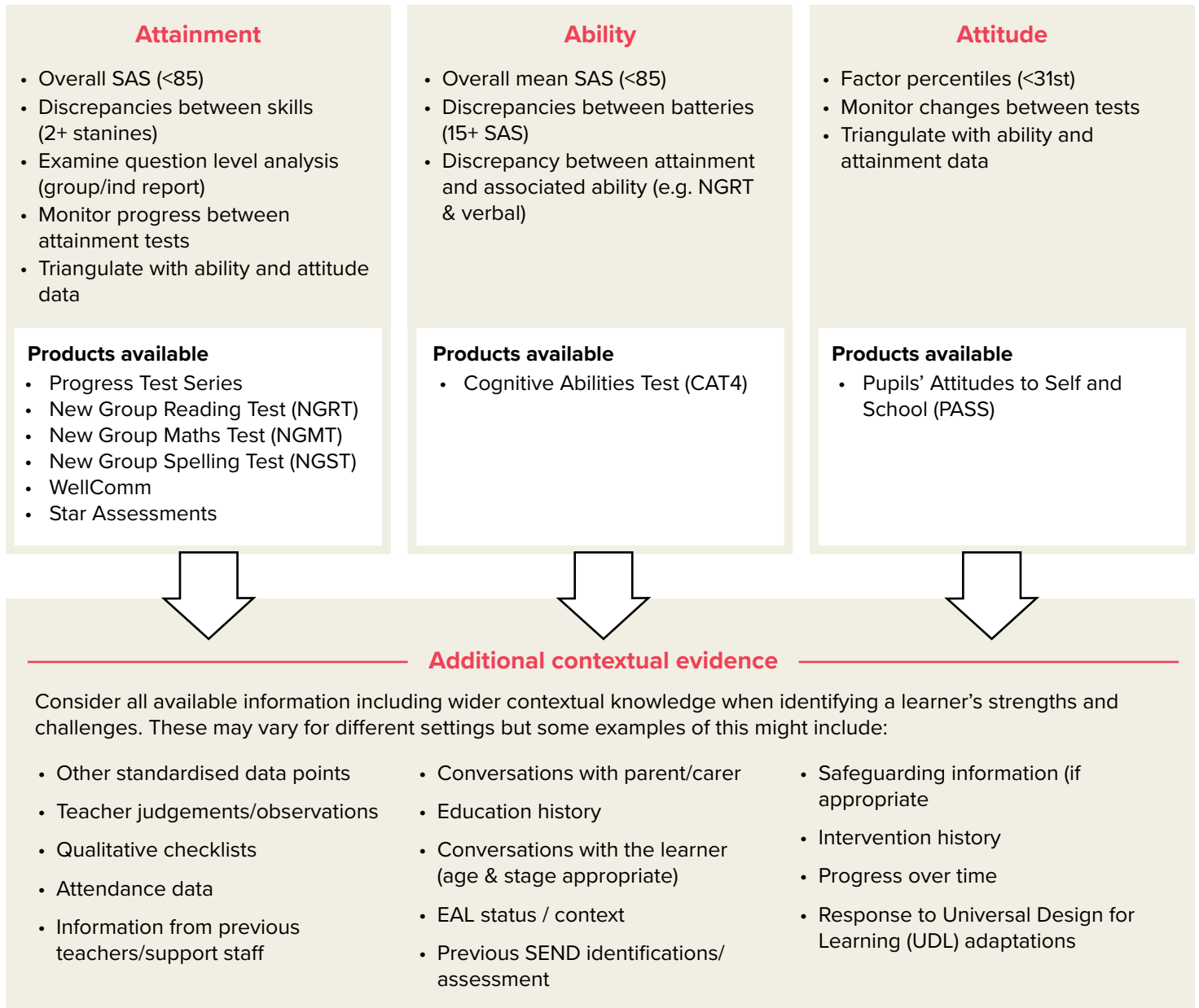
Did the learner engage fully with all parts of the assessment? It is important that you can be confident in the accuracy of the data.

Stakeholder Voice

Decisions for next steps should involve representative perspectives appropriate to the learner's profile of needs. These could include, the learner, parent/carer, teacher, SENCo, other staff and professionals.

Data Thresholds

The 'thresholds' for attainment, ability and attitude suggested below should be adjusted to the context of your setting.



Next Steps

If you would like further information about the range of screeners provided by GL our interactive **SEND Guide** at gl-education.com/go/send-guide will help you to identify the appropriate assessment(s) based on your student's age and the areas of concern that you wish to investigate further.

For additional information about all our assessments and screeners, please get in touch with our customer support team using the contact details below.

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