

Special Educational Needs Policy

Mercy School. Roll : 17373k

Introduction

The Mercy School (17373K) is a co-educational primary school from infants to sixth class, under the patronage of the Catholic Bishop of Ferns. It is a mainstream primary school, catering children from a diverse range of backgrounds.

The purpose of this SEN policy is to provide practical guidance for teachers, parents and other interested parents on the provision of effective learning support to pupils experiencing low achievement and / or learning difficulties, as well as to fulfil our obligations under the Education Act 1998.

The school currently has the following provisions to cater for children with Special Education Needs:

- 3 Special Educational Needs Teachers (SENT)
- 3 Special Needs Assistants.

Following consultation with staff, BOM, our cigire, and a "cuiditheoir" from PPDS (and in line with Circular 02/05) it was decided during the 2008/09 school year to implement a more structured approach to "In-class" support for all pupils with learning difficulties i.e. children who previously received support from a Learning Support Teacher, a Resource Teacher or an English as an Additional Language Teacher. Having also consulted with other schools implementing similar projects it was strongly felt that the best way to meet the needs of children in a particular class was to have one Support Teacher working with the class teacher (combining "In-class" and "with-drawl" methods). With this in mind we combined our Learning Support, Resource and EAL teaching posts to make 5 SENT posts. Each SENT was then allocated a number of classes, mainly based on the level of support needed in each class.

The school year is thus divided into 2 "Instructional Terms", September-January and February to June. Each caseload is reviewed before each term, based on available "Standardised Test" scores and class teacher/support teacher/parent input. Also any child who receives hours based on a professional assessment is allocated support as soon as possible. In 2012, following cutbacks from the DES our 2 posts for EAL pupils and our access to a shared post (Scoil Mhuire, Coolcotts) for travellers were removed. At that stage the needs of children previously covered under these categories had to be met under GAM.

Implementation and Review

The implementation of this Policy commenced in January 2003. It was to be reviewed at the end of every third school year, or as circumstances warranted. A major review took place in the 2009/'10 school year. The most recent review occurred in 2015.

Communication

This policy is available from the school office. School policies are also disseminated to parents/guardians through the medium of the school newsletter on our website (mercywexford.scoilnet.ie) and through the Parents' Council.

SEN Support Policy of The Mercy School

The principal aim of SEN Support is to optimise the teaching and learning process so as to enable pupils with learning difficulties to achieve adequate levels of proficiency in literacy, numeracy and social interaction, and to develop as independent learners before leaving primary school.

Specific Objectives of SEN Support

Through the implementation of this policy we strive to:

- Facilitate pupils to access as fully as possible the curriculum for their class level.
- Develop positive self-esteem and positive attitudes to school and learning.
- Enable pupils to monitor their own learning and become independent learners within their own ability.
- Involve parents in supporting their children's learning.
- Promote collaboration among teachers.
- To facilitate early intervention and prevention of learning difficulties.
- We endeavour to utilise a child's individual strengths in order to help him/her to reach their full potential.

Guiding principles

The school recognises that effective learning programmes are based on the following principles:

- Responding to the individual needs of pupils initially using the "Staged Approach" (see "Special Education Needs- A Continuum of Support").
- Provision of intensive early intervention up to and including second class.
- Direction of resources towards pupils in greatest need.
- Effective whole-school policies.
- Whole school involvement.

Prevention Strategies (See appendix A)

As a means of preventing the occurrence of learning difficulties, where practicable the following strategies are being implemented,:

- The development and implementation of agreed whole school approaches to languages development, (e.g. phonological awareness, PAT and "Jolly Phonics") and to the teaching of other aspects of English.
- Introducing the formal process of reading when the child is ready, as per the Revised Curriculum.

- The development and implementation of agreed whole school approaches to the teaching of aspects of Numeracy, e.g. our whole school approach to the Language of Mathematical Operations.
- Promotion of parental understanding and involvement through their attendance at an induction meeting for the parents of incoming Junior Infants, the provision of the Tips for Parents booklet, the arrangement of formal and informal Parent-Teacher Meetings, and provision of regular school newsletter, as well as ongoing collaboration with Parents' Council.
- Use of a Shared/Paired reading programme and "Peer Tutoring" with older children and adults.
- Class based early intervention by the Learning Support Teacher from Infants to Rang 4 resulting in the provision of additional individualised support. In Infants this will be primarily focused at identification of pupils who may be in need of SEN support and individualised/small group support and/or in-class/station teaching, where necessary.
- Ongoing observation and assessment of pupils by the Class Teacher.
- Intensive and targeted Numeracy and Literacy support.

Dyslexia:

The Learning Support teacher will issue a checklist to all teachers based on the DES guidelines "Understanding Dyslexia: A Guide for Primary Teachers". Each teacher also has a sheet of strategies for helping children with dyslexia. If a child is diagnosed with dyslexia the class teacher, under the guidance of the SEN teacher, will support him/her in class, initially using the "staged approach". If required the SEN teacher will work with the child in class, or where appropriate, will withdraw the child for one-to-one or small group work.

Selection of Pupils for SEN Support (See appendix C)

- The principle of "Early Intervention" applies; therefore pupils from Infants to Second Class are given priority in the allocation of SEN Support.
- A class teacher may check the enrolment form of a child to ascertain if he/she has a medical condition/history that would impair learning.
- In Junior Infants pupils are screened using teacher observation (possibly using checklists/Belfield Infant Screening Tests) and occasional consultation with the SENT.
- From Senior Infants upwards, all pupils are screened annually, using appropriate standardised tests (MIST, Drumcondra, Micra-T, Sigma-T).
- In First class pupils are also assessed using the "Quest" assessment.
- In Second class all children are assessed using the NVRT and VRT assessment tools. The purpose of this screening is to ascertain discrepancies between scores on Standardised English and Mathematics tests and the child's underlining ability to learn.
- Following DES recommendations priority for Support is given to those pupils who perform at or below the 12th Percentile, also including pupils who have been allocated specific Resource Teaching hours as per circulars (see below).
- In the case of pupils performing at or below the 12th percentile, the screening process is followed by the "Staged Approach" to meeting the children's needs.

- In the case of EAL children their language level will be assessed as soon as possible after enrolment, and then a decision taken on how best to meet their needs. Usually EAL pupils receive 2 years of specific support (when necessary) and after that their needs are met under GAM.
- In the allocation of places for Support, the following are prioritised:
 1. All pupils with specific “Low-Incidence Hours” as allocated by the SENO under circulars 24/03, 09/04, 01/09, 3/2011, 30/2011 and 37/2011. All EAL pupils in need of support will be accommodated.
 2. Infants identified by the Class Teacher, through Teacher Observation and/or MIST or other screening instruments, as having difficulty in literacy/numeracy.
 3. Children from Rang 1 and Rang 2, at or below the 12th percentile in literacy/numeracy.
 4. Children from Rang 3-Rang 6 at or below the 12th percentile on standardised tests in literacy/numeracy.
 5. Children from Rang 3- Rang 6 who score between 13th-20th percentile on standardised tests in numeracy/literacy.
- Parents/Guardians will be informed of any decision to specifically support a child.

Provision of Supplementary Teaching (See Appendix B)

- The primary work of the Support Teachers is the provision of supplementary teaching to the pupils identified above and in the case of pupils with low-incidence hours, meeting their needs so that they can access the curriculum as effectively as possible.
- One to one teaching may occasionally be provided when deemed necessary.
- Classes will be intensive in terms of frequency.
- A system of withdrawal and/or in-class support will operate in response to the needs of the individual pupil.
- The Class Teacher and the SEN Support Teacher will meet to devise an Individual Education Plan (IPLP) or an ILP in consultation with the Principal and parents. The pupil involved can also contribute to setting their own short-term targets.
- The SENTs will maintain the following documentation in individualised files:
Individual Profile and Learning programme, short term planning and programme record, samples of written or other work, reading analysis records. These documents are also stored on Aladdin for access by the class teacher.

Assessment of Needs.

A variety of assessment tools are employed by class teachers and SEN teachers in order to determine if a child may need extra support. These include pupil profiles, teacher designed tests, parental input, behaviour records, standardised tests and teacher observations (recorded in the student “Education Profile”). Specifically the following assessments are used:

Junior Infants- Belfield Infant Screen Test. Senior Infants- MIST. First- Quest.
Second- NVRT and VRT. Other Classes- YARC.

Individual Learning Plan.

The Individual Learning Plan will be in accordance with the pro-forma as advised in the Learning Support Guidelines, issued by the DES in 2000.

The plan will address the pupils' full range of needs and will include:

- Details from the Class Teacher
- Learning strengths and attainments
- Priority Learning Needs
- Learning Targets
- Supplementary support activities to include ICT
- Home Support Activities.

Separate records will be kept of Assessment Results; class based learning activities and other relevant information, e.g. reports from other agencies. Original copies of reports from outside agencies will be kept in the Principal's office. A copy of each report will be kept by the teacher with overall responsibility for coordinating SEN support. Teachers may access these records, but they must not be kept or copied.

Each plan will be monitored through teacher observation; the maintenance of planning and progress records and through the pupil's own feedback.

A detailed review will take place at the end of each instructional term. The SENT and/or the Class Teacher may meet the parents to discuss the child's progress in the light of the review. A file on each child receiving support (or who has previously received support) is stored in a locked cabinet in the SEN Resource room. Each child also has a file on Aladdin.

Timetabling

- The provision of SEN Support is usually in addition to the regular class teaching in literacy and numeracy.
- Effort is made to ensure that pupils do not miss out on the same curricular area each time they are withdrawn from class. A flexible approach to timetabling is adopted by the Class Teacher, though class disruption must be minimised.
- The provision of Support may include withdrawal of pupils from their classroom and/or in-class tuition.
- In class support, if appropriate, will be jointly designed and monitored by the Class Teacher and the SENT.

Provision of Resources

- Resources for the provision of SEN Support include a variety of textbooks, library books and ancillary materials and oral language development materials. A variety of testing materials are also in use which include standardised, diagnostic, screening, reading experience, and reading attainment, phonological awareness and Maths attainment.
- Following consultation between the SENT, Principal and Class Teacher, funding for materials may be provided from the any available grants, and/or funding that may be available through the Board of Management

- SEN resources will be primarily used in the SEN Support Room. These resources may be made available to Class Teachers following consultation with the SEN Teacher. All resource must be signed in and out every time.

Continuing and Discontinuing Supplementary Teaching

- In general, children should not stay for more than 2/3 years in Supplementary Teaching, unless they are still at or below the 12th Percentile.
- If required, EAL pupils will be initially supported for 2 years and following that depending on their needs as assessed using the regular assessment strategies.
- Following an Instructional Term review as detailed above, a decision is made to continue/discontinue the provision of Supplementary Teaching. Parents/guardians will be informed of a decision to discontinue support.
- The decision making process involves consultation between the Class Teacher, the SENT, and the pupil's parents/guardians, and account is also taken of the overall SEN Support demands in the school.
- The criteria on which the decision will be made include:
 1. A consideration as to whether the pupil has achieved some/all of the learning targets set.
 2. A consideration as to whether the pupil will be able to cope independently/semi-independently in the classroom learning context.
- A decision to continue the provision of supplementary teaching will result in a revision of the pupil's ILP/IPLP.

Referral to out of School Agencies

- Following the use of the staged approach, the SENT and the Principal co-ordinate the referral of pupils to outside agencies, e.g. Educational Psychologist, Speech and Language, OT.
- The Principal and/or SENT and/or Class Teacher meet with the parents to discuss the need for the referral and to seek consent.
- The Class Teacher has primary responsibility for the completion of the necessary referral form in consultation with the SENT and other appropriate school personnel.
- The external professional visits the school to meet with the pupil, parents, principal, Class Teacher and the SENT as appropriate, and the assessment is conducted.
- This is followed by a return visit, where possible, at which findings are discussed, recommendations are considered and an appropriate response is agreed.
- Where concern arises regarding the manner of speed of the follow-through post assessment, this concern is pursued by the Principal with the out of school agency concerned.

Staff Roles and Responsibilities

SEN Support is a collaborative responsibility shared by all partners in the learning experiences. It is important that all partners contribute in the planning and implementation of our school plan on learning support.

Board of Management

The role of the Board of Management is to:

- Oversee the development, implementation and review of the provision of Learning Support in the school.
- Ensure adequate classroom accommodation and teaching resources are provided for the Learning Support Teachers.
- Provide a secure facility for storage or records in relation to pupils in receipt of Learning Support.
- Budget for ongoing support for Professional Development in SEN support for staff.

Principal

The role of the principal is to:

- Assume overall responsibility for the development and implementation of the school's policy on SEN Support in co-operation with the Board of Management, Teachers, parents and children.
- Work with teachers and parents in the development of the school plan on SEN support in the context of Special Needs Education.
- Monitor the implementation of the school plan on SEN Support on an ongoing basis.
- Monitor the selection of pupils for supplementary teaching, ensuring that this service is focused on the pupils with lowest levels of achievement.
- Assume direct responsibility for co-ordinating SEN support in the context of Special Needs Services.
- Oversee the implementation of a whole-school assessment and screening programme to identify pupils with very low achievement and learning difficulties so that these pupils can be provided with the support they need.
- Keep teachers informed about the external assessment service that are available and the procedure to be followed in initiating referrals.
- Help teachers increase their knowledge and skills in the area of SEN support.

Class Teacher

The class teacher has primary responsibility for the progress of all pupils in his/her class, including those selected for supplementary teaching. In supporting the development and implementation of the school plan on SEN Support, the class teacher should:

- Complete Education Profiles for any pupils that he/she is concerned about and save these on Aladdin.
- Implement teaching programmes which optimise the learning of all pupils and to the greatest extent possible prevent the emergence of learning difficulties.
- Implement the school policies on screening and selecting pupils for supplementary teaching in Literacy and Numeracy by co-operating and assisting with the administration and scoring of appropriate screening measures.
- For each pupil who is in receipt of supplementary teaching, to collaborate with the SENCOT in the development of an individual profile and learning programme by identifying

appropriate learning targets and by organising classroom activities to achieve these targets.

- For each pupil who is in receipt of supplementary teaching, to adjust the classroom programmes in line with the agreed learning targets and activities.
- When required, a termly plan of work in English and Maths to be provided to the SEN Teacher in advance.
- Continue to closely monitor pupils who previously received SEN support but which has been discontinued.

With regard to teaching pupils with learning difficulties, the following general approaches and methods are recommended:

- Such children should be prioritised when accessing information from previous class teacher.
- Priority when establishing parental contact.
- Group teaching/team teaching/parallel teaching.
- Modify presentation and questioning techniques to maximise the involvement of pupils with low achievement in class activities.
- Placing emphasis on oral language development across the curriculum.
- Providing pupils with extra tutoring in the key basic skills in literacy and numeracy.
- Setting learning targets at an appropriate level.
- Providing learning activities and material which are suitably challenging but which also ensure success and progress.
- Carrying out error analyses of a pupil's work to pinpoint specific areas of difficulty.
- Setting up 'buddy systems' in class (e.g. peer tutoring / paired reading).
- Applying assessments and tests which offer challenge and opportunities for success to children of all levels of achievement.

A key role of successful SEN Support is a very high level of consultation and co-operation with the Class Teacher. Central to this consultation is the development, implementation and review of Individual Profile and Learning Programmes.

Regular scheduled meetings will take place between the SENT and the class teacher (and the SNA, where necessary) throughout the year.

SENT.

The roles of the Special Educational Needs Teacher is summarised as follows: Collaboration, consultation and supplementary teaching. Specifically he/she seeks to:

- Develop an individual learning programme for each pupil who is selected for supplementary teaching in consultation with the Class Teacher and parents.
- Maintain planning and progress record or equivalent for each individual or group of pupils in receipt of SEN Support.
- Provide teaching in literacy and numeracy to pupils (including low, middle and high achievers), in accordance with the school's selection criteria.
- Contribute to the development of policy on SEN Support at whole school level.

- Provide advice to the Class Teachers in such areas as individual pupil's assessment and programme planning, as well as approaches to language development, reading, writing and numeracy for pupils experiencing difficulties.
- Contribute at school level to decision making regarding the purchase of learning resource books and materials to be made available to pupils with learning difficulties in their mainstream classrooms and in the Learning Support room.
- Support the Principal to perform a defined role in co-ordinating the provision of Special Needs Support services in the school.
- Maintain a list of pupils who are receiving supplementary teaching and special education support.
- Liaise with external professionals.

Parents/Guardians

The role of parents/guardians supporting the SEN Support for their children is vital to its success. Specifically parents/guardians contribute through:

- Regular communication with the Class Teacher and SEN Support Teacher.
- Creating a home environment where literacy can thrive.
- Fostering positive attitudes about school and learning in the child.
- Participation in shared reading programme.
- Encouraging the child to visit library.
- Developing the child's oral language.
- Developing the child's social numeracy skills.
- Having an input into their child's IPLP.
- In the event of a parent/guardian not being happy with the SEN support that their child is receiving they should initially contact the class teacher and SEN teacher and from there follow the school complaints procedure if required.

Communication Strategies

The operation of an effective communication system between all the parties involved in meeting the learning needs of the child is considered essential. The various strands of the system include:

- Class Teacher and the SEN Support Teacher meet following a low score on a screening test and or concerns expressed by the class teacher.
- Principal and/or SEN Support Teacher and/or Class Teacher and parents communicate following a low score on a screening test, including the seeking of approval of further diagnostic assessment and/or provision of supplementary teaching.
- Regular communication between the SEN Support Teacher, class teacher and parents.

Success Criteria

The school wide implementation of this policy will endeavour to enhance the learning of pupils in the following ways:

- Improved standards of academic achievement with the pupil's individual learning programme.
- Improved standardised test results among pupils accessing support.
- Enabling the discontinuation of the provision of SEN Support based on positive assessment results, improved self-esteem and confidence and/or improved ability to work independently.
- Enhanced parental involvement in supporting their child's learning needs.
- Increased opportunities for effective communication between school personnel in relation to pupil's progress.
- SEN Support provision primarily focused on children from Junior Infants to Rang 2, with intensive interventions.
- Enhanced inclusion of EAL children into school life and empowering them to access the full curriculum.

2011- Neale Analysis Assessment replaced by the YARC.

2014- NRIT replaced by the VRT and NVRT.

Adopted by BOM on May 13th 2015.

Signed: _____

Date: _____

Chairperson BOM.

(Appendix A)
JUNIOR INFANTS – SENIOR INFANTS

ORAL WORK

- Discussing pictures from readers, library books etc.
- Storytelling, predicting, questioning
- Rhymes
- Retelling the story
- Sequencing
- Visual discrimination (auditory)
- Jolly Phonics – Rhymes – Sounds – Formation
- P A T - Rhymes
- Matching
- Word configuration : Shapes
- Discussing paintings done
- Big books
- General classroom discussion
- Library books / Supplementary readers
- Senior Infants need to be able to write in normal lined copy during last term

INVOLVING PARENTS

- ❖ Library books / Supplementary books
- ❖ Sending home worksheets / reading sheets

1st AND 2nd CLASS

ENVIRONMENT

Encouraging, promoting self esteem / instilling confidence / positive

ORAL WORK

Predicting / retelling / storytelling

P A T

Magic Spell

Based on reading scheme/oral language resources

Storyboard / Clipboard

Wide range of different reading materials – books / schemes

SHARED

PAIRED

GROUP

READING

Given opportunity
to read many different
types of books

Wide range of different reading materials

Readathon

Book Fair

School Library / Class Library

Writing – different purposes and audiences – exciting

Current Handwriting Scheme / B4 copy

Reports on books read.

3rd AND 4th CLASS

(* Parental Involvement)

1. * Recommendation of curbing TV watching ~ more reading at home
2. * Join library – local
3. P A T programme
4. Spelling Scheme – spelling rules
5. * Momentum Readers – weekly - home reading
6. Class novel
7. Class library / School library
8. Exposing to rhymes / poetry ~ reading ~ listening
9. * Promoting extensive reading ~ comics, newspapers ~ relevant
10. * Book Fair
11. * Readathon
12. Encourage home reading ~ signed by parents
13. Reading ~ own stories/poetry aloud in class
14. P / T Meetings ~ encourage reading
15. Specific English Programme ~ writing for different purposes
16. Link reading & writing.

5th AND 6th CLASS

- Emphasis on oral skills
- Syllabication
- Varied genre of reading
- Varied levels of difficulty text
- Language & vocabulary
- Lot of skills should be pre-learned by 6th just need to be revised
- Class novels
- Class readers
- Time for all elements of English
- Non-fiction reading text from History or Geography
- Comprehension strategies

APPENDIX B.
Guidelines For SEN Support .

- The class teacher has ultimate responsibility for the teaching of every child in the class.
- SEN teaching is designed to complement and support the work going on in the classroom, not replace it (exceptions may be made occasionally in the case of a larger than usual class size). The level of the work and the pace of progress will depend largely on the child and this will not always be at the same standard as most of the other children in the class.
- The length of time allocated for SEN support varies depending on the needs of the pupils, their classes, timetabling and the time of the year.
- In consultation with the class teacher the Support Teacher devises a time-table to best meet the children's needs, while at the same time being aware of the class teacher's own timetable.
- The option of in-class support for some aspects of numeracy and literacy is also encouraged with agreement from both teachers.
- As before the strategy initially should be to focus on simple lessons, which lend themselves to shared-teaching.
- Where possible "Early Intervention" is the advised best practice. This can mean that some children in senior classes will not be able to access support(unless they have specific resource hours).
- SEN support timetable should be arranged as soon as possible in September and before PE timetable.
- Every effort is made to work in conjunction with teachers' timetables, but with the numbers of children/SEN teachers and the complexity of trying to fit in with everybody, this is not always possible. Your flexibility/understanding in these matters is fully appreciated and not taken for granted.
- It is important that the SEN teacher and the class teacher use the "monthly meetings" as productively as possible. Where possible the following should be covered: (a) Review of previous work. (b) Plan for upcoming work. (c) Discussion on specific needs within the class.

Appendix C

SUPPORTING LEARNING IN THE SCHOOL

Advice for Teachers

“Instructional Terms” for SEN support are September-January and February-June with a review of caseloads at end of January following standardised testing and some diagnostic testing.

1. **What do I do if I have concerns about a child’s progress in class?**

- Monitor/Assess closely over a period of 2 – 3 weeks.
- Consult “Learning Support Guidelines” and **“Special Educational Needs -A Continuum of Support”** books.
- Speak informally to class support teacher. Possibly speak to the parents.
- If after 2 – 3 weeks you still have concerns you start the **“Staged Approach”** by specifying the child’s particular needs and devising a way to meet those within the class. Keep a written record of all stages.
- These interventions can last indefinitely before moving to the next stage (but usually for at least 2 terms) depending on whether the child is making progress in class or not.
- If you are still not happy with the child’s progress and/or based on the results of the most recent standardised tests/diagnostic tests the child is then referred to the Support Teacher for in-class support or withdrawal.

2. **What do I do if a child in my class scores below the 12th percentile on a standardised test?**

- If the score reflects your own assessment of the child’s difficulties then you should confer with the Support Teacher to devise a programme support as soon as is practicable using the staged approach (In some cases like this the staged approach may be accelerated with the agreement of the SEN teacher and the class teacher). The in-class support from the class teacher will include differentiation and keeping notes of progress (SEN Guidelines for Teachers pg 12 – 16).
- If the score does not reflect your own assessment of the child’s progress then you observe/assess the child over a period of weeks and keep notes of your observations. Also check standardized scores from previous years (when

available) .It can also help to keep a simple checklist to tick off strengths /weaknesses.

- It is usually preferable to have a short meeting with the parent(s) of the child to inform them of the situation and the measures you are taking and to enlist their help in working with the child at home.
- Keep Support Teacher informed of the situation.
- Following a suitable period review the situation – this may also include a further diagnostic test.
- The level of support available to each child will depend on a number of factors including, the age of the child, the number of children in the class, the number of children already receiving support, and the abilities/difficulties of the other children in the class.

3. If a child scores between the 13th. and 20th. percentile.(Borderline).

Same as above, except that priority for access to support will be given immediately after those below the 13th. percentile.

4. What do I say to a parent who says that their child is struggling and he/she needs extra help?

- Try to get specific information about the parents' concerns.
 - Assure the parent that you will keep a close eye on the child's progress over the next few weeks and that you will also meet them again to discuss the situation.
 - Ask the parent to support the child's learning by giving him/her specific tasks to help the child at home.
 - Explain the school policy on supporting children with learning needs ie.
(a)There are 2 instructional terms for SEN pupils. (b) Decisions on caseload are usually taken in June/September and reviewed in January. (c) Child will be observed/supported in class in the meantime.
- Written permission is required from parents to administer diagnostic tests, unless a child is already receiving support.
 - Keep in regular consultation with "Support Teacher".

5. I think a pupil might need a psychological assessment, what do I do?

- Talk to your Support Teacher.
- Keep notes of specific concerns.
- Talk to parents to look for as much information as possible (probably not mentioning "psychologists" but that you "have some concerns").
- Follow "Staged Approach".

(SEN Guidelines for Teachers pg 22 – 26).