Sample School Identification Process

* In this diagram staff should be taken to mean the entire school staff and not just those directly involved in classroom work.

1. Agree principles and strategies for identification of SEBD to be implemented across the school.

2. Establish a School Register (as part of the SEN register) system for logging and tracking the SEBD cohort.

3. Provide regular CPD for all staff to support robust, consistent and transparent processes.

4. Use a consistent approach to identify learners with SEBD.

5. Populate and regularly update the SEN Register to include the SEBD cohort.

6. Identify the needs of the SEBD cohort and develop opportunities and strategies to meet these both in and out of the classroom.

7. Use school data to analyse if learners are reaching their potential.

8. Evaluate current provision and identify barriers to wellbeing, learning, protective factors, and methods of building and supporting resilience.

9. Identify strategies to address barriers; improve protective factors; plan actions and allocate resources.

10. Review identification methods, people involved, and systems, and amend as required.

Does this include self-evaluation?

Does this training have a balanced approach to both internalised and externalised behaviours?

Have you consulted with parents, psychologists, social workers and others?

How will parents/careers be informed of inclusion on the register?

How will all staff be involved in this process?

How and when will this be shared with all relevant personnel?

Has reference been made to guidance from a variety of sources, such as DE or Mencap?

Are there adequate resources available, such as funds for training?

Is the same emphasis put on those learners who are displaying 'internalised behaviours' as those with 'externalised behaviours'?

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Is training included in induction process for new staff?

Source: