



How do we identify and assess SEND?

We aim to identify any Special Educational Needs as early as possible in order to provide appropriate support and early intervention. Some children may already have an identified Special Educational Need on entry to the school which staff will be made aware of through liaison with previous school/ nursery/ playgroup or information shared following a health diagnosis by a doctor or Community Paediatrician. We also recognise that Special Educational Needs can become apparent or affect a child at any point in their education so we continually monitor progress of all children. When concerns are identified the following steps apply:

Step 1-

Child is identified as making less progress than peers or slower progress. This will be part of the teacher assessment cycle and progress meetings. Or Parent/ carer raises concerns to class teacher

Step 2-

Class teacher to discuss concerns with parents/carers including explaining the following steps so they are fully informed. Prior to referring to SENDCO.

Step 3-

SENDCO becomes involved: • Pupil observation in class • 1:1 pupil assessment if appropriate • Feedback and recommendations shared with teacher to enhance support

Step 4-

SENDCo initial meeting with parents to gather further background information and share details of observation, assessments and proposed initial support/ strategies.

Step 5-

SENDCO will monitor progress and provide continued advice to class teacher regarding appropriate strategies for support and intervention, if required.

Step 6-

SENDCo will work collaboratively with class teacher and parents/carers to monitor progress. Decide if child's name needs adding to the SEND register and individual support plan establishing or a continued period of monitoring.



We respect the views of parents/ carers. Where a parent/carer has a concern about their child's learning or progress, we listen carefully and work together to identify any particular difficulties or factors which may be important in the identification of any Special Educational Needs. Please make an appointment with your child's class teacher to share your concerns.

Who are the best people to talk to about my child's Educational Needs and/ or Disabilities (SEND)?

<p><u>Teachers</u></p> <ul style="list-style-type: none"> • Responsible and accountable for pupil progress and development • Deliver quality first teaching, adjustments for individual pupil's needs • Report concerns about an individual child to SENDCo/ Headteacher • Responsibility for adapting the curriculum and planning appropriate work for the pupils on a daily basis • Ensuring that time is allocated during the week for class teacher to work directly supporting pupils with SEND • Where interventions involve group or 1:1 teaching away from the class, the teacher still retains responsibility for the pupil • To plan & assess the impact of support and interventions and how they can be linked to classroom teaching • Close liaison with TA and SENDCO to monitor impact of interventions • Reviewing and setting support plan targets- shared termly with parents • Annual report to parents • Contribution to annual reviews for EHCP pupils • Termly Parent 	<p><u>SENDCo</u></p> <ul style="list-style-type: none"> • Responsible for overseeing the day-to-day operation of the school's SEND policy • Coordinating provision for children with SEND • Liaising with parents/ carers of children with SEND • Liaising with and advising fellow teachers • Liaising with external agencies including the LA's support, Educational Psychology Services, Health and Social services and voluntary bodies • Coordinating and supporting the development of school based support plans • Overseeing the records of all children with SEND • Leading EHCP annual reviews • Contributing to the in-service training of staff • Liaising with local high schools so that support is provided for Y6 pupils as they prepare to transfer and with pre-schools for children transferring to 	<p><u>Governing Body</u></p> <p>Is responsible for ensuring that the school fulfils its statutory duties. It will establish and review this policy having regard to the Code of Practice on the identification and assessment of special educational needs. It will hold the Headteacher to account for the provision of children with SEND. It will ensure that governors receive appropriate training to fulfil their roles. A SEND governor will be appointed by the governing body. They have a responsibility to liaise regularly with the SENDCo about developments in SEND. Monitoring should be undertaken so that statutory requirements for meeting SEND within the school are met.</p>
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