

## **Identifying SEND**

All children have a right to quality first teaching which provides appropriate differentiation and support to identify their needs. The first step in identifying a child with SEND is through this quality first teaching using the approach of Assess, Plan, Do, Review Cycle.

A special educational need can be a number of different things and will fall into one of the four broad areas of SEND: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health (SEMH), or Sensory and/ or Physical. A special educational need can be helped by putting extra support in at school, providing appropriate interventions, additional resources and in working with partnership with parents and, where required, external agencies. The need may also be due to a disability which makes it harder for the child to access the same educational facilities provided by the school for most children. For some children, this may be a temporary difficulty while for others, it may be a longer term need and require further specialist help.

Types of Special Education Need include:

- Cognitive learning difficulties – children whose learning progresses at a slower pace
- Speech, language, or communication needs
- Social, emotional, and mental health needs
- Dyslexia (difficulties with the perception of language through reading, writing and spelling)
- Dyscalculia (difficulties with the perception and understanding of number)
- Dyspraxia (problems with motor skills, organisation)
- Autism Spectrum Condition/ Disorder
- ADD (Attention Deficit Disorder) and ADHD (Attention Deficit Hyperactivity Disorder)
- Downs Syndrome
- Cerebral Palsy
- Neurofibromatosis type 1
- Other physical and/or medical needs

We aim to identify children who have difficulties as soon as possible to ensure that appropriate support can be provided from an early age. Full use is made of any information passed to us by previous education providers and we use assessments throughout school to identify pupils and any difficulties that they may have.

Actions to support judgements may include:

- On-entry observations
- Teacher assessment
- Progress within the Early Years
- Progress against the National Curriculum expectations
- Progress through core subjects, particularly English or Maths

- Collaboration with parents
- Formative and summative assessments
- Speech and language referrals and assessments
- Educational psychology referrals and assessments
- Occupational health therapist referrals and assessments
- Advisory Teacher (Cognition & learning team, Hearing team & Behaviour team) referrals and assessments

If there are concerns that your child has a special educational need, your teacher will discuss this within their teaching team and with the school SENCo (Karen Myler). Time will then be spent to assess:

- What your child's strengths are
- Which area(s) they need support in
- How your child can be best supported
- Which additional professional involvement may your child benefit from, if any

With parental agreement, an SEN provision map will be generated with your child's teacher and the school SENCo to detail personalised targets for your child and appropriate provisions to put in place. This action will then result in your child's addition to the school SEND register.

Provision maps are monitored and assessed through the assess, plan, do, review process, with full reviews completed on a 3 times a year. Parents are invited to attend review meetings to discuss their child's progress.

Our SEND register is fully fluid and is reviewed by the SENCo and teaching staff on a termly basis. If it is felt that a child no longer requires the additional support and can continue to make good progress with Quality First Teaching, they will be removed, with parental consent, from the SEND register.