

Identifying, assessing and reviewing children with special educational needs

Most children at Wormley Primary School will have their special educational needs met through **Quality First Teaching** within the classroom.

Identification of Need

- Class teachers and LSAs, with the support of parents and child, identify if a child requires additional support.
- Children are also identified during termly assessment tracking and pupils progress meetings with the class teacher and SLT (senior leadership team).
- Observations, close monitoring and further assessments are carried out in the classroom to identify the area of need.
- The class teacher works with the child and helps them to express the areas of learning that they are finding challenging.
- Support, differentiation and intervention is planned with the teacher, parents and child and it is put into place within the classroom.
- A class teacher requests additional support from a SENCo through an internal referral form when required.
- Following this, a school SENCo and their team may carry out observations or specific assessments to identify how to support the child further.
- Parents and children can discuss any concerns that they have about their child with the class teacher initially.
- Parents can then contact the school SENCo team if they feel that further assessment/provision is required for their child.
- All children identified as having a Special Education Need or Disability (SEND) are added to the whole school provision map.
- A graduated approach is used to form a four part cycle of assess, plan, do review (SEND, Code of Practice, Jan 2015).

Assessment of need

As a school, we assess all children continuously by completing formal assessments at the end of every term to measure their progress and identify the next steps in their learning. Most children and young people will have their special educational needs met in mainstream schools through good classroom practise. This is called **Quality First Teaching**.

If your child has a SEND, it is important for us to carry out formal assessments to identify their strengths and identify their needs accurately. To do this, we will use a range of methods depending upon their needs. When your child enters our school, their current attainment is assessed to give us a 'baseline' from where they will progress. Depending upon their needs, other assessments may be needed. These could include:

- Speech Therapy Assessments – which may focus on sound production, understanding of language, or other relevant assessments to your child's needs
- Education Psychology Assessments – which may include memory, understanding, reasoning, logic, and general skills assessments.
- Specific learning difficulties assessment (not including diagnostic assessment).

Graduated Approach

Where a pupil is identified as having a special educational need we follow a cyclical **graduated approach** which takes the form of cycles of '**Assess, Plan, Do, Review**'. This means that we will:

- **Assess** a child's special educational needs
- **Plan** the provision to meet your child's aspirations and agreed outcomes
- **Do** put the provision in place to meet those outcomes
- **Review** the support and progress

As part of this approach every child identified as having a SEN will be added to our school provision system - Provision Map. Specific provisions or specific targeted

support will then be provided to support and meet their needs. Details that outline the child's identified needs, provision/targets required to support and meet those needs and clear outcomes are identified. Children and Parents/carers views are an integral part of this process and meetings with class teachers will be offered termly to review targeted provision. A small percentage of children with SEN may need to apply for an Education, Health and Care Plan (EHCP) assessment if support beyond these school systems is required.

Review of provision

Provision is reviewed at least termly. Parents/carers and the pupils are an integral part of the review process and will work with the class teacher to review and adapt provisions and targets accordingly. All provisions and targets are reviewed regularly by the SENCo team. If some targets are not achieved they might be continued to the next learning plan and others that have been met might be removed. The success of the provision will also be discussed and decisions will be made about whether to continue with the same provision or to change it.

Some children will need further learning plans set up to continue to support their needs and other children might no longer need them as their needs can now be met through Quality First Teaching alone.

EHCP

A small percentage of children with SEN may need to apply for an Education, Health and Care Plan (EHCP) assessment if support beyond these school systems is required. The SENCo team will meet with the parents if this is needed and will support them through the process.

For more detailed information see the [Local Offer](#)