

## Identifying and supporting pupils with Special Educational Needs (SEND)

### Identifying SEN

“When a learning difficulty or disability calls for provision different from or additional to that generally available to pupils of the same age”

Pupils are identified as having an SEN if their difficulties have been **evidenced over time** (normally a period of at least two terms). Our monitoring process takes the form of a four-part cycle (**assess, plan, do, review**). Through this cycle, actions are reviewed and refined as understanding of a pupil’s needs and the support they require to secure good outcomes increases. This is known as the **‘graduated approach’**

### Categories of SEN

- Communication and interaction. E.g.;
  - Speech, language and communication needs
  - Difficulties with understanding or using social rules of communication—including Autism Spectrum Condition (ASC)
- Cognition and learning. E.g:
  - Moderate learning difficulties (MLD) - general learning difficulties across a range of areas
  - Specific learning difficulties (SpLD) - including dyslexia, dyspraxia, dyscalculia
- Social, emotional and mental health difficulties. E.g:
  - Mental health issues such as anxiety, depression, self-harming
  - Challenging behaviours as a result of social and emotional difficulties
  - Disorders such as ADHD or attachment disorder
- Sensory and/or physical needs. E.g:
  - Visual impairment
  - Hearing impairment
  - Sensory processing difficulties
  - Physical disabilities

### **Universal Provision** (quality first teaching)

Staff will ensure that all children, whether they have an identified SEN or not, are able to access the curriculum and will make reasonable adaptations to ensure this is the case. Examples of how the classroom or the teaching approach might be adapted include:

- Scaffolding tasks, or breaking them down into smaller chunks
- Using visual resources / prompts / word banks etc
- Using concrete / practical resources
- Increased use of praise / reward
- Adapting language used with certain pupils
- Planning additional support from Teaching Assistants
- Using peer-to-peer support
- Providing pupils with alternative ways of recording (ICT / voice recording / scribing) □ Pre-

teaching certain concepts to ensure understanding

If a child is accessing any of this support, it does not mean that they have a special educational need

### **Targeted Provision** (normally delivered to small groups)

Some children may need additional targeted support to enable them to 'keep up' or 'catch-up'. This type of provision is usually delivered to small groups of pupils away from the classroom (sometimes known as intervention groups), by the class teacher or a TA, and is usually focused on securing key skills within reading, writing or maths.

Children already identified as SEN may be identified as needing targeted support to help meet their needs in one or more area, and may benefit from a range of targeted support to help continue to meet their needs.

Targeted support (intervention groups) is also used as a way of gathering assessment evidence to support in the identification of SEN, as part of the assess, plan, do, review cycle, so it is not solely used to support pupils who already have an identified SEN.

### **Higher Needs Provision** (normally delivered 1:1 or in very small groups)

Pupils identified with a higher level of need may need a higher level of provision, if targeted support alone does not enable them to make consistent progress. Usually, these pupils will have been referred to an external agency such as the Specialist Teaching Service (STS), the Educational Psychologist or CAMHS and school will be implementing higher needs provision in line with their recommendations.

Examples of higher needs provision includes:

- Accessing the DEN; a specialised and targeted provision designed for a small group of children with specific needs, guided by one or two highly trained staff members, following the advice from external specialists.
- Ongoing, regular, structured small group or 1:1 teaching, or activities delivered 3 or more times per week by trained staff with ongoing advice from external agencies.
- Highly structured routines with individual support and/or prompts.
- Pupil-specific changes to the school or classroom environment, following advice from external specialist.

### **Requests for an Education, Health and Care Plan Assessment**

In a minority of cases, where pupils have received ongoing targeted and higher needs support over a period of time (including implementing recommendations from an Educational Psychologist) yet continue to make less than expected progress, consideration will be given to requesting an assessment for an Education, Health and Care (EHC) plan.

The school will follow the assess, plan, do, review cycle and liaise with STS and the Educational Psychologist to determine if an EHC needs assessment may be appropriate for individual children. The school will always involve parents/carers in this decision-making process and parents/carers/pupils will be asked to share their views through the referral process. All referrals are sent to the Local Authority Special Educational Needs and Disabilities Assessment and Review service (SENDAR) where a panel of professionals meet to determine if a child's needs meet the criteria for an EHC plan, based on the evidence presented in the referral.

If an EHC plan is agreed, this will clearly outline provision that needs to be put in place to support the child's high needs, and school will sometimes be awarded additional funding to help meet these needs. If school are unable to meet the needs outlined within the EHC plan, they will make this clear to the parents, who may then decide to look at alternative mainstream or specialist settings.

