



How we Identify children with SEND at Abbey CofE Infant School and Nursery

Section 20 Children and Families Act 2014 defines a child as having Special Educational Needs (SEN) if he or she ***“has a learning difficulty or disability which calls for special education provision to be made for him or her”***.

A child is considered to have a learning difficulty if she or he:

- has a significantly greater difficulty in learning than the majority of others of the same age; or
- has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Every school is required to have systems in place to identify children who are in need of support and to assess, monitor and secure appropriate support for any SEN they may have. Under paragraph 6.2 of the **“Special educational needs and disability code of practice: 0 to 25 years”**, each school must:

- use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can to meet children and young people’s SEN.
- ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.
- designate a teacher to be responsible for co-ordinating SEN provision – the SEN co-ordinator (SENCO)
- inform parents when they are making special educational provision for a child;
- prepare a SEN information report

The Code of Practice (2014) states:

- All schools should have a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.

- Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances.

This can be characterised by progress which:

- is significantly slower than expected progress starting from the same baseline
- fails to match or better the child's previous rate of progress
- despite high quality teaching and intervention, fails to close the attainment gap between the child and their peers
- despite high quality teaching and intervention, there is a widening of the attainment gap
- means that a child is working significantly below ARE - 2 strands or below ARE

When would a child be placed on the SEND register at Abbey CofE Infant School?

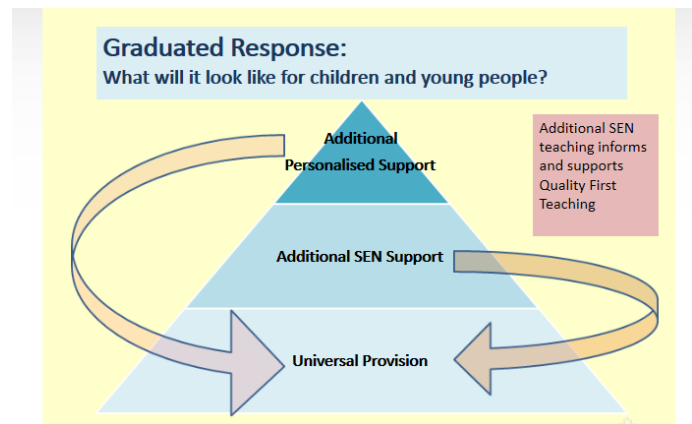
Communication and Interaction
Assessments to inform decision: WellComm, SALT reports/assessments.
<p>A child would be placed on the SEND register if...</p> <p>A pupil has involvement from SaLT to support the pronunciation of sounds or their understanding of language</p> <p>If a child's use of language is significantly below ARE – if their speech is difficult to understand and this is impacting their learning</p> <p>A pupil has a diagnosis of Autism which then has an impact on the child's progress, attainment or interaction</p>

Cognition and Learning
Assessments to inform decision: Ongoing teacher assessment (supported by pupil progress meetings), RWI assessments, Year 1 Phonic Test, past KS1 tests papers, White Rose Maths assessments, Sandwell Numeracy Test
<p>A child would be placed on the SEND register if...</p> <p>They are working significantly below ARE and are being assessed against pre-key stage statements using PIVATs</p> <p>If, following targeted support, they don't make progress over 1 term</p> <p>In Year 2 they don't pass the Year 1 phonic test and progress is limited</p>
Social, emotional and mental health
Assessments to inform decision: Thrive
<p>A child would be placed on the SEND register if...</p> <p>They are working significantly below their developmental stage for social & emotional developmental, as indicated in Thrive and this is impacting their learning</p> <p>They receive external counseling support</p>
Sensory and/or physical needs
Assessments to inform decision: MOVES assessment, Physio
<p>A child would be placed on the SEND register if...</p> <p>They have a physical disability which hinders them from using the facilities</p> <p>They receive support from the Physical Disability Team, Visual Impairment Team or Hearing Team</p> <p>They have individual support from physio or occupational health</p> <p>They have a Sensory Processing Disorder Diagnosis which impacts the structure of their day</p>

The SEND Process at Abbey CofE Infant School and Nursery

‘A pupil has SEN where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age.’ Special Educational Needs and Disability (SEND) Code of Practice (2014)

At Abbey CofE Infant School and Nursery we use a graduated response to support children with SEND.



SEN support arises from a four part cycle, through which earlier decisions and actions are revisited, refined and revised, leading to a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The four stages of the cycle are:

- Assess
- Plan
- Do
- Review.



ASSESS

When a pupil may have SEND and is not making expected progress despite high expectations, high quality, suitably differentiated teaching, there is a range of sources of information that teachers can draw on:

- Teacher assessment and knowledge of the pupil.
- Data on the pupil's progress, attainment and behaviour.
- The individual's development in comparison with their peers.
- The views and experience of parents.
- The pupil's own views.
- Advice from external support services.

Whole School level: (Universal Approach) Teachers are continually assessing, planning, implementing and reviewing their approach to teaching all children. Teachers have high expectations and aspirations for all pupils. A range of resources are used to support pupils.

Pupil progress meetings identify issues.

- Individualised assessment leads to a growing understanding of the barriers to and gaps in a pupil's learning.

When a teacher has concerns about a pupil due to lack of progress or attainment, teachers complete the School referral form and shares with the SENCo.



Pupil assessments are reviewed by the teacher and SENCo.



Staff will meet with the pupil's parents and include their views and the pupils.

PLAN

Ensure that high-quality teaching, differentiated for individual pupils, is in place.



The SENCo to support staff and parents to consider appropriate changes and adaptations to daily teaching and resources to support the pupil.



The child's parents, teacher and SENCO agree:

- outcomes they are seeking for the child
- interventions and support to be put in place
- how they expect the interventions to impact upon the child's progress
- a review date



Share strategies with all staff.



Targeted support planned and recorded on a Provision Map.

DO

The teacher is responsible for supporting the child each day and putting in place the agreed interventions.



Staff delivering the targeted support to complete monitoring sheets.



Continue and monitor the targeted support.

REVIEW

After approximately 12 weeks, review progress against targets, with the class teacher, SENCo and parents.

- review the child's progress in line with the agreed date
- evaluate the impact and quality of support
- agree any changes to the outcomes, depending on the child's progress



Gather and share the views of support staff, parents and the pupil.



If limited progress has been made and there are continued concerns create an IEP and add pupil to the SEND register.



If the child has achieved their targets and there are no more concerns then the intervention has been successful. Continue to monitor.



Involve parents, pupils and staff at all stages.



ASSESS and PLAN

Consider what is working for the pupil and set new targets.



DO

Staff to continue to deliver and monitor targeted support.



REVIEW

After approximately another 12 weeks review the pupil's progress against the targets, with the class teacher, SENCo and parents.



If a child isn't making expected progress despite interventions matched to their needs, involve specialists from external agencies.



If the child has achieved their targets and there are no more concerns then the intervention has been successful. Continue to monitor.



If there is a high level of concern and progress is limited, after 3 cycles of the process and involvement from external agencies, then begin the EHCP process.

A continual process

The assess, plan, do, review process is a cycle – the idea being that this process is continual. If the review shows a student has made really good progress, this may mean they no longer require the additional provision made through SEND support. If this is the case, the student is likely to be taken off the SEND register and, instead, will be monitored to ensure progress is sustained through inclusive high-quality teaching.