



## **How do we identify and assess children with SEND?**

The first step in identifying children who have additional needs is through quality first teaching, using the approach of assess, plan, do and review.

A special educational need can be a number of different things. For example, a child may be having problems with reading, number work or behaviour, which can be helped by putting extra support in at school and by working in partnership with parents.

It may also be due to a disability which makes it harder for a child to use the same educational facilities that the school provides for the majority of children.

For some children this may be a temporary difficulty, while others may have a long term need for special help.

Types of special educational needs can include:

- General Learning Difficulties - children whose learning progresses at a slower pace
- Speech and Language Difficulties
- Social, Emotional and Behavioural Difficulties
- Dyslexia (difficulties with reading, writing and spelling)
- Developmental Coordination Disorder (Dyspraxia) problems with motor skills, organisation
- Autism
- ADD (Attention Deficit Disorder) & ADHD (Attention Deficit Hyperactivity Disorder)
- Sensory Processing Difficulties
- Cerebral Palsy
- Other Physical or Medical Needs

We aim to identify children who have any difficulties as soon as possible so that appropriate support can be given from an early age. Methods used by teachers to identify pupils with SEN are as follows:

- Discussion with parent/carer to see if they have noticed anything/have any concerns
- Ongoing teacher assessment and observation
- Progress against the Early Learning Goals in the Foundation Stage
- Progress against end of Key Stage 1 learning outcomes
- Progress against end of Key Stage 2 learning outcomes
- Progress against Literacy and Maths Objectives
- DTS (Dyslexia) screening
- Results from SATs (end of Years 2 and 6)
- CATS from year 7
- CATS from year 9
- Motional Assessments

If it seems that your child may have special educational needs, your child's class teacher or the Special Needs Co-ordinator (SENCO) will assess:

- What your child is good at and what they need help with
- What your child would benefit from learning
- How best to help your child learn

Once provision is identified, time is allocated to individuals or groups to best suit their learning style, ability and need. This is monitored and can be changed once the impact is assessed. Impact is monitored throughout the term through observations, learning walks, book scrutinies, then assessed and reviewed termly during support plan sessions.

Monitoring and Tracking of children with SEND is through the same methods as identification. Assessment is ongoing by both teachers and support staff and provision is adapted and adjusted through discussions with students, parents and staff.

If you would like to discuss your child's SEND requirements in detail please contact;  
Rebecca Streeter - SENDCO [rebeccastreeter@fiveislands.org](mailto:rebeccastreeter@fiveislands.org)

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