



JOY - LOVE - RESPECT - CREATIVITY - FORGIVENESS -  
PERSEVERANCE - THANKFULNESS

### How does the school know if my child needs extra help?

As outlined in our school SEN Policy, special educational needs and provision can be considered as falling into four broad areas as stated in the SEND Code of Practice 0-25 years:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Mental and Emotional Health
4. Sensory and/or Physical

At school, we firmly support early identification of children experiencing difficulties when accessing learning and general school life opportunities. This is done in a variety of ways, including: baseline assessment in EYFS, use of end of year assessments, KS1 and KS2 SATS information and specialist teacher screening and assessment.

This information is used to further differentiate and provide high quality teaching for the children in school. Following this and in line with our graduated approach, targeted interventions will be put in place through the use of the class provision map. During which, the class teacher and SENCO will monitor and assess the progress made by individuals. Where appropriate, a SEND support plan may be put in place to provide specified individual support and this will be agreed and discussed with parents/carers. This may mean that children have access to 1:1 work which may be supported by advice and targets from outside agencies such as Speech and Language or the Education Psychologist.

When a SEND plan or EHCP is in place, regular reviews will take place with parents/carers to assess targets and further interventions needed. The school may also invite outside agencies to such meetings in order to provide the best opportunities for all involved.