

How the child's needs are identified and assessed.

At Wilden we employ a range of methods to identify and assess whether a pupil has special educational needs. These may include;

- Concerns and information raised by parents and carers.
- Information from the pupil.
- Discussions with adults who support the pupil.
- Information from previous schools or settings.
- Observations and school based tests/ end of Key Stage assessments.
- Specialist assessments by external support services.

Once a child is identified as having a special educational need, a graduated approach to support is taken. The four stages of action approach ('Assess, Plan, Do, and Review'). The graduated approach recognises that children learn in different ways and can have different kinds or levels of SEN. The child's needs will first be assessed, then support will be planned, carried out and then reviewed.

1. Assess

Over a short period of one to two terms, the teacher, TA and parents will discuss and assess the child's progress. During this time the pupil will be focusing on achieving set targets and will be receiving provision through Wave 1. The child's needs will be regularly reviewed and necessary adjustments made to improve their learning.

2. Plan

After the Assessment period if little or no progress has been made, focused interventions will be put in place with a clear set of expected outcomes and a date for review. The teacher, pupil, parents/carers and SENCO will be involved and all staff must be notified of any special educational provision. The impact of this intervention will be regularly reviewed and monitored against the expected outcomes. The SENCO and teacher will liaise to create Individual Provision Maps with entry and exit data, success criteria, resources and timescales.

If the intervention is successful and the pupil's needs have been addressed the pupil will return to the Assess Stage of the graduated approach. If the needs are partially met, the intervention may be adjusted to meet the pupil's needs. If there has been little or no progress, then the pupil moves to the Do (Wave 3) stage of the graduated approach. At all times, parents will be involved.

3. Do

Where children have complex or severe needs, a formal identification of SEN will be made and the child will be placed on the school's Special Educational Needs Register. At Wave 3

pupils require personalised programmes and strategies and these will be detailed on an Individual Provision Map, reviewed termly. The school will seek advice from appropriate agencies. The class teacher retains responsibility for the child even where interventions take them outside the classroom and the SENCO provides support. Pupils will have access to specific TA support.

In some cases, SEN are severe, complex and lifelong and where a pupil continues to make little or no progress, is not developing as expected or is not responding to action being taken, the school may make referrals to external professionals who may provide advice in identifying those pupils who require an Education Health Care Plan.

4 .Review

Children's progress will be tracked termly and the teacher and SENCO will meet with the parents and pupil on a termly basis. Any revised support will be implemented as soon as possible. The Head teacher is kept fully informed at all stages of the process.