



Information about St Anne's policies for identification and assessment and provision for pupils with Special Educational Needs

We recognise that some of our pupils have a wider range of needs than others and these can be summarised into one or more of these categories:

1. Cognition and learning
2. Sensory and physical
3. Social, mental and emotional health
4. Communication and interaction.

All our pupils' needs are considered on an individual basis and following professional advice additional support, equipment and staff may be deployed. Staff have a range of experiences, skills and knowledge that they bring to our general teaching team and use to support the identification of pupils with SEN.

Concerns about a pupil's development in the four above areas may be highlighted from a variety of different agencies, not only school, including; family, health professionals, social care teams.

As a school we seek and follow the advice of the local authority's educational psychologist, social and communication teachers, school nurse, family support workers, special educational needs advisory and assessment team and speech and language therapists. This advice is then used to support the identification, assessment and to develop the provision for pupils with SEN, whether or not they have an Education, Health and Care Plan.

Pupils may be identified as having SEN if their development in all or any of the four areas mentioned areas is:

1. Very different from that of their peers starting from the same baseline
2. Significantly slower than that they previously attained
3. The gap between the pupil and their peers widens

4. Support is required to prevent a progress or developmental gap growing wider.

Provision is planned and delivered for all pupils by the class teacher who where appropriate may have some additional support such as a teaching assistant, advice from the SENCo or a support agency. All pupils are tightly monitored and their progress is tracked. Monitoring and assessment takes place in many forms including observation, pupils views, formal and informal testing of all learning and interventions. Pupils successes are celebrated and where further support is needed for development this is explored through the SENCo and then the Local Authority. In very rare cases pupils may receive an individual Education, Health and Care Plan when their needs are educationally driven and complex.

Interventions themselves are reviewed and adaptations made to drive forward our pupil's successes.

Pupil premium funding may be used to support SEND pupils.

The effectiveness of SEND provision is monitored by the Senior Leadership Team and governors.