

## **How do we identify, assess and review children with SEN?**

Staff at Hollickwood strive to ensure that children with SEND are appropriately identified and monitored. Careful and regular monitoring and assessment of children's academic and emotional wellbeing are in place. The early identification of SEND is through the whole school approach to monitoring the development of all learners.

The school promotes a graduated approach to assessing, identifying and providing for pupils' special educational needs. This approach follows a model of action and intervention to help children make progress and successfully access the curriculum. It recognises that there is a continuum of SEN and that where necessary increasing specialist expertise should be involved to address any difficulties a child may be experiencing.

Children are identified as having SEND and are regularly assessed through a variety of ways including the following:

- Information from previous educational settings
- Tracking attainment and progress
- Regular pupil progress meetings termly
- On-going formative assessment
- Summative assessments of English and Maths termly
- Assessed against nationally set criteria across all areas of learning/subjects
- Weekly evaluations of teaching and learning
- Weekly consultation with Inclusion team and SLT
- Observations of changes in behaviour or emotional well being
- Being aware of any needs through health, an illness or accident
- Meetings with parents/carers
- Meetings with specialists and/or Inclusion Team termly

The Inclusion Team regularly meet to ensure that the process of, 'Assess, Plan, Do, Review', is in place to monitor and evaluate the removal of key barriers to learning with the child and family at the heart of it. Each step of the cycle encompasses key elements of quality provision for all children:

## **What provision is available to a child with SEND?**

The school has a range of additional high quality evidence based provision available which are listed on the **provision map**. Provisions are considered when the impact of quality teaching and the child's profile of learning have first been explored.

Provisions may be delivered in class through targeted quality teaching, or out of class through the following methods: specific group work run by teachers or teaching assistants, specialised group work run by outside professionals such as a speech and language therapist or specified individual support. In all instances parents/carers will be informed and permission requested for specialised support.

Provisions often play a vital role in closing the attainment gap between children with SEND and children without; therefore all provisions are monitored closely for their impact by the Inclusion Team. Each provision will have an entry and exit assessment process to aid the monitoring of overall progress. This also feeds into the annual review of SEN provisions and support.

If there is still no evidence of progress, then specialist provision may be considered appropriate. This may include Speech and Language Services or the school's Educational Psychologist. This will be done in consultation with the child (where appropriate) Parents/Carers, Inclusion Lead and the teaching team.

A decision may be made to apply for an *Education, Health and Care Plan Assessment*. An EHC plan brings the child's education, health and social care needs into a single, legal document. They must have special educational needs to be eligible for a plan<sup>1</sup>.

---

<sup>1</sup> [www.barnet.gov.uk](http://www.barnet.gov.uk)