

How do we identify, assess and review children with SEND?

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.