

# Addressing and Identifying Pupils Needs

## A Graduated Approach

### Quality First Teaching

Every child accesses a broad and balanced curriculum delivered through quality first teaching. Quality first teaching is instruction that caters to a range of learning styles, task adjustments that overcome barriers, scaffolding that allows for independence and achievement of high expectations and formative and summative methods of assessments that monitor pupil progress. If children are not responding to quality first teaching and making progress in line with their peers, teachers will begin to build a holistic understanding of the child through conversations with the child and their parents to take into account any other factors which may be affecting progress and development.



### Assessing and Identifying Special Educational Need

Teachers will assess pupils needs through observations of learning, development and behaviour, conversations with children and parents, formal assessment methods and assessments made by external professionals.

In line with the SEN Code of Practice definition of Special Educational Needs from Section 20 of the Children and Families Act 2014:

*'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:*

*a.) have a significantly greater difficulty in learning than the majority of others of the same age; or*

*b.) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*

*A child under compulsory schools age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.*

If teachers are concerned that a child may have special educational needs or disability they will fill out a short notice to be reviewed or personally approach the SENDCO's for advice, training and support.



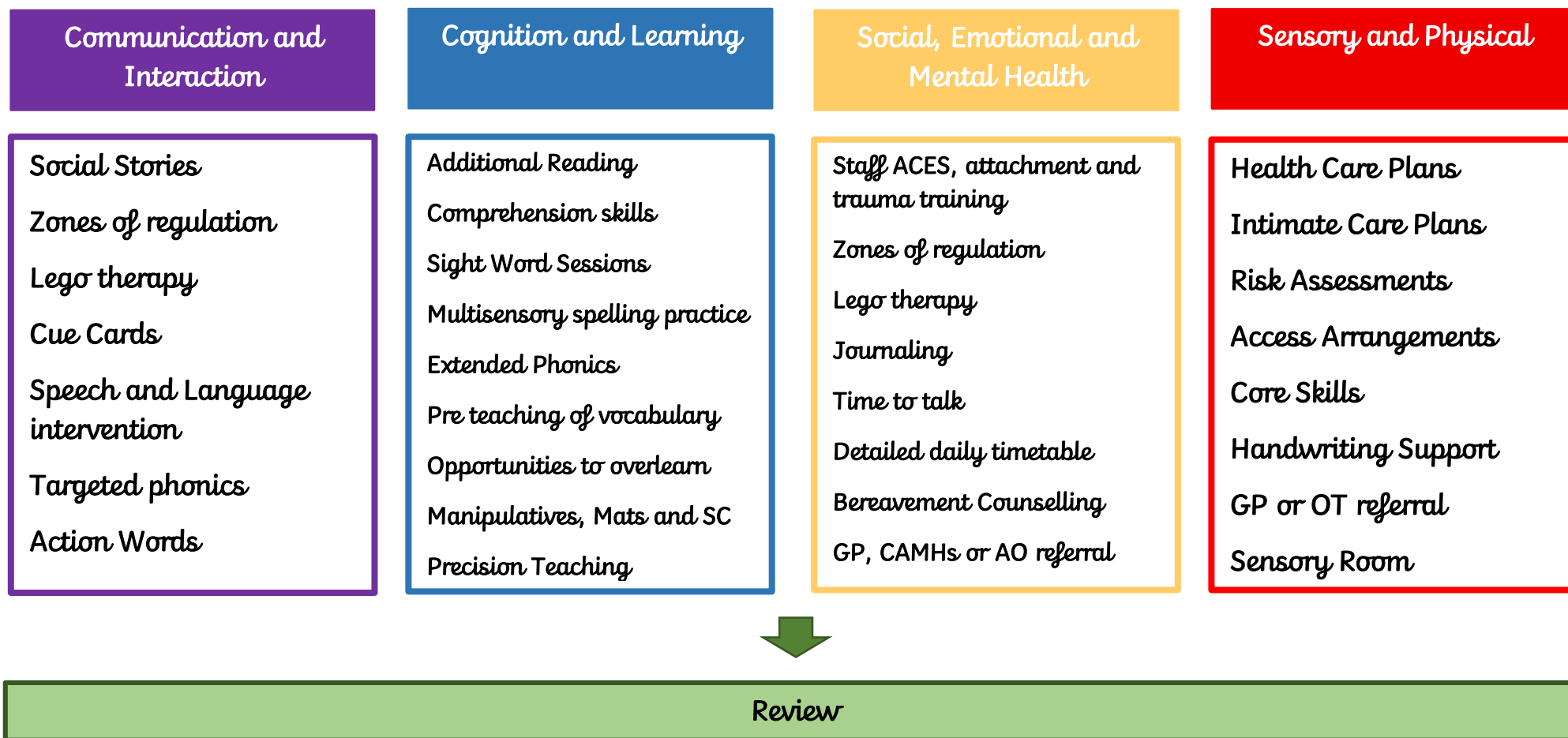
### Plan

The teacher, SENCO, parent and, where appropriate, the child agree on interventions and support to be put in place to work on specific targets. At Peak Tor Federation we record these on an Individual Education Programme (IEP). Expected impact on progress and development or behaviour is discussed. The review date is set.



### Do

The class teacher retains responsibility for working with the child day-to-day and work closely with any additional staff to put in place the agreed interventions and support.



The child's progress will be reviewed at 3 points in the school year and will take account of the impact and quality of support and intervention, the pupil's and parents' views. Support and intervention will be revised based on the pupil's progress and development.

This ongoing cycle enables the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are most effective in supporting the pupil to achieve good progress and outcomes.

As part of this SEND support, school may access guidance and expertise from relevant professionals. Whenever this is considered appropriate, parents will be consulted and consent sought. Parents will also be directed to the local offer.

School will allocate resources to support children where required and, where children meet the criteria, additional resources will be accessed through the Graduated Response to Individual Pupil (GRIPs) funding or Requesting an Educational Health Care Plan (EHCP).

For more information, please look at our full SEND policy and information report or meet with our SENDCO's via appointment.