



Shield Row Primary School

Pathway to identifying needs

ASSESSMENT ON ENTRY/EARLY IDENTIFICATION

When a child enters the School, we will gather paperwork from any previous settings and ask the parents/carers whether they have any SEND or broader concerns.

In Early Years, the class teacher will also complete a home visit to get to know the children and to discuss their needs with their parents/carers. We recognise that parents know their children best and it is important to listen and understand when parents express concerns about their child's development. We further assess all children during their first half-term in our School through careful and sensitive classroom observation and an early review of progress.

INITIAL CONCERNS

At any time, teachers, parents/carers, the SENDCo and Head teacher are available to hear or raise concerns about a child and to act accordingly. Throughout the year we conduct sensitive classroom observations and thorough curriculum assessments, encouraging the different staff who come into contact with a child to share their observations. We listen carefully to what staff, children and parents tell us at any time during the year. However, we also have a very clear timetable in place to ensure that we gather and evaluate all of the information about every child and use a graduated system to plan adequate support for all. This process is facilitated by a series of termly meetings.

How does the school know if my child needs extra help?

We have a number of methods to help us identify if a child needs extra help. Children are assessed regularly by the class teacher. Every class teacher has an identification pack to help them ascertain the specific need of the child. If a child is having difficulties in a particular area the child's class teacher will put in place interventions to support the child. If after this the child still requires support then their individual needs will be discussed with Miss Shield and an Individual Support Plan will be put in place. This will then be discussed with the child's parents.

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Who do I contact if I think my child has special needs?

If you think your child may have a special educational need then you should speak to your child's class teacher or contact the school SEND Co-Ordinator, Miss Shield. If it is agreed that your child needs extra help and support, a discussion will take place with the teaching staff who work with your child and Miss Shield. Your knowledge and views will be taken into account in planning any support for your child and following this discussion an action plan will be agreed.

Who do I contact if I think my child has special needs?

If you think your child may have a special educational need then you should speak to your child's class teacher or contact the school SENDCo Miss Shield. She is generally available on a morning or you could ring school to leave a message for her to contact you. If it is agreed that your child needs extra help and support, a discussion will take place with the teaching staff who work with your child and Miss Shield. Your knowledge and views will be taken into account in planning any support for your child and following this discussion an action plan will be agreed.

How would the school support my child to overcome barriers?

Support is tailor made to meet the needs of your child. This support may include:-

- Additional support from a Teaching Assistant (1:1 or small group)
- Additional physical resources used e.g. ICT, writing aids, visual timetable
- Adaptations to the curriculum
- Shortened activities
- Own workstation
- Listening Matters
- Counselling
- Changes to the timetable
- Coloured overlays for pupils with dyslexia,
- Adapted PE equipment,
- Adapted keyboards,
- Ear defenders,
- Quiet spaces,
- Ergonomic writing tools,,
- Computer software.

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If additional assessments are required Miss Shield may suggest referring your child to an outside agency. Parental consent is required for this. Outside agencies the school uses include:

- School Nurse
- Educational Psychologist (looking at the barriers to learning)
- Occupational Therapy (looking at physical development)
- Speech and Language Therapy
- Specialist Teams e.g. Autistic Spectrum Disorder
- CAMHS (Child and Adolescent Mental Health Service)
- Crisis Response (when children are at risk from permanent exclusion)

What can we offer to parents?

We have an Open Door Policy and want to offer the best support to our families. Parents are welcome to speak to their child's class teacher daily but if a more detailed meeting is needed then arranging an appointment is advised.

Mrs Tyrell-Scott, who will work closely with SENCo and parents, is our Behaviour Lead and Emotional wellbeing teacher and is always on the yard each morning if parents need to talk.

How will my child be supported in their learning?

Assessment is an on-going process and forms an essential part of teaching and is designed to promote the raising of achievement. They provide important information for child review and support meetings and may also be used as a basis for an initial referral to the SEND Team. The team may also use assessment (reading, writing, numerical) to further assess a child's Special Educational Needs. It is important to note that not all children referred to the SEND Team will be SEND children; any support and guidance given may be short, medium or long term.

All pupils follow the National Curriculum at a level and pace suitable for their ability. Our SEND philosophy places SEND children at the heart of personalised learning and our curriculum is tailored to meet individual children's needs. At times modifications to the curriculum may be implemented.

To successfully match pupil ability to the Curriculum, we continue to be committed to:

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- A range of teaching and learning styles.
- Differentiated materials (both for reinforcement and extension).
- Access to ICT.
- Additional in class support.
- Additional out of class support.
- Flexible groupings (including small group work).
- An innovative and supportive curriculum
- The appropriate use of rewards and sanctions.
- Mentoring and counselling
- A broad range of extra-curricular activities
- Assessment procedures that emphasise children's strengths and achievements. Applications to examination boards to obtain access arrangements as appropriate.
- Social and emotional intervention groups
- Good to me intervention group
- Listening Matters
- Durham Counselling service

How will my child develop their independence?

Throughout school we look to develop children's independent skills. Within Early Years they will be encouraged (where appropriate) to self-register, tidy up, be responsible for their personal hygiene and dress themselves. As they progress through school these skills of independence will be developed through a variety of ways.

Please see SEND Policy for more detailed information on identification and support (Section 5)