



## SEN report

### **The different kinds of SEN that the school provide for:**

Children's SEN according to the SEN Code of Practice 2014 fall into 4 broad areas of need

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

We use our best endeavours to provide special educational provision for all pupils who require it.

### **The school's policy for the identification and assessment of pupils with special educational needs**

Provision for children with SEN needs is a matter for the whole school. The governing body, the Head Teacher, the SENCO and all other members of staff, particularly the Class Teacher and Teaching Assistants, have important day to day responsibilities. All Teachers are Teachers of pupils with SEN (refer to school SEN policy).

As stated in the SEN Code of Practice 2014 and in all the provision that is provided within the school we adopt a graduated approach using the cycle of: Assess, Plan, Do and Review. Pupil progress is continually monitored throughout the school year, and discussed at termly pupil progress meetings.

### **The school's approach to teaching and making provision for pupils with SEND**

The most important provision for all pupils is high "Quality First" teaching. Teachers' adopt a differentiated and personalised approach to the teaching and learning of all pupils. Additional interventions are decided through discussion between the Class teacher, Head teacher and SENCO. For specific interventions please refer to the school local offer.

### **The evaluation of the effectiveness of provision**

The Head Teacher, Senior Leadership Team and the SENCO monitor the quality of the special educational needs provision within the school. All interventions that are put in place are measured to monitor the impact on pupils learning. When it is felt that something is not working then this is dealt with quickly and alternative methods of support for that child or group of children are found. All additional support programmes are monitored by the SENCO, through discussion, learning walks and formal observations. All teachers and support staff within the school have experience of Inclusion and Special Educational Needs.