



Identification and Assessment of SEND

Pupils with special educational needs and/or disability are identified in one or more of the following ways:

- From information provided by the feeder school
- The use of a range of screening tests and assessments in school
- Information from pupils and/or parents which may include a report from an independent educational psychologist
- Self-referral from a pupil who has concerns about their own learning
- Referral from a teacher who has concerns about an individual pupil

The School seeks to identify and support effectively those pupils who have SEND. As indicated above, in some cases a pupil's SEND will have been identified before they enter the school. Information may have been received either from documentation received via the pupil's parents, or the previous school. There are specific references to SEND in the registration and acceptance documents and school reference requests.

In the first term of Year 7 at QES all new pupils will take Cognitive Ability Tests (CAT) and baseline assessments in all National Curriculum subjects as well literacy and numeracy screening assessments. Where concerns arise, and where parents have agreed, it is likely that the SENCo, or another appropriately qualified person, will carry out a more detailed assessment to identify possible specific learning difficulties. If concerns remain following this procedure, the SENCo may advise an Educational Psychologist or Specialist Teacher's assessment for a comprehensive view of their child's strengths and weaknesses. If it is felt that a child has SEN, this will be recorded on the school SEND register. Parents will receive official notice of this in writing and will be invited into school to discuss the needs of their child and the provision of appropriate support.

The SEND register is made available to all teaching staff. All pupils and who have a diagnosed SEND (and are on the SEND Register), have an IEP which outlines their areas of need, strengths and weaknesses. It will also offers strategies and advice to class teachers so that they can effectively support the pupils in their class and differentiate the curriculum effectively. The IEPs are made available to all teaching staff and it is the responsibility of the teaching staff to make use of them to inform their planning, teaching and report writing.

All teaching staff have a legal responsibility for planning appropriate differentiation for all pupils, including those with a special educational need and/or disability. *'High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN'*. (Special Educational Needs and disability code of practice: 0 to 25 years, July 2014)

All teaching staff also have a legal responsibility for identifying pupils who are causing concern - whether for learning, emotional or behavioural reasons. These pupils may not have been



formally identified by the entrance screening procedure. Concerns should be reported to the SENCo, and HoY in the first instance. They will then follow up the concern and arrange whatever action/referral is considered most appropriate. Appropriate action may include - discussion with parents, pupil, academic/pastoral staff; school-based assessment; referral to Educational Psychologist/Specialist Teacher; referral to School Counsellor; in-class support, support lessons in a small group, or on an individual basis.