



Farnborough Road Infant School SEN Identification Process

At FRIS we understand the importance of and are committed to the early identification of need. Most children and young people in mainstream schools will have their special educational needs met through good classroom practice or 'Quality First Teaching'. When deciding on which strategies to use to support children with needs, staff can refer to our provision map which outlines the type of support that can be used based on each of the four broad areas of need.

We will assess each pupil's current skills and levels of attainment on entry, which will build on assessments from previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils with more formal assessments taking place at least three times per year. This data is then discussed during pupil progress meetings with the senior leadership team and specific children are identified if their progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

When identifying children with SEN, the school will consider areas of development other than academic attainment. For example, a child may have needs around social, emotional or mental health difficulties.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will notify parents when it is decided that a pupil will receive SEN support.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil

- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

At Farnborough Road Infant school, assessment may include the use of specialist materials such as B-Squared or the Autism Education Trust materials. The assessment will be reviewed regularly.

We encourage parents/carers and their children to make an active contribution to decisions about their child's education and staff meet with parents regularly throughout the year as part of our open-door approach. The school SENCo has three days per week dedicated to the management of SEN. This allows time for observing and working with children and supporting staff as needed. In addition, we plan more formal opportunities to review progress and make decisions through parents' evenings and SEN Support Plan Review Meetings which take place three times per year.

Interventions are both responsive and planned. Daily booster, catch-up or pre-teaching sessions, for individuals or small groups, occur at key points during the day and are carried out by both teachers and support staff, depending on need. More structured, longer-term interventions are planned in half-termly blocks and additional needs are met on a rolling program of intervention sessions. These are planned in discussion with the SENCO and individual teachers. Interventions may be 1:1, although some may be small groups where the need may be similar, or for example where social skills are to be developed.

All learners with SEN are included when teachers are planning their curriculum and activities which take place both in and out of the classroom. It is our intention that all children should have equal access to everything provided in school, and we will do our best to provide support to ensure this is possible (i.e. education visits, after-school clubs). This is in addition to providing timetabled in-class support where necessary.