

4. *How we identify and assess students with Special Educational Needs and Disabilities, including you in the process.*

Our starting point is to work in partnership with feeder primary schools to ensure a smooth transition for each student. We look closely at the records for all students identified as having a SEN/D. We visit the primary schools to discuss children's transfer to Preston Manor School and ensure that we have a full picture of the support that is needed. Where there is significant concern for secondary school transition, for example if a student has been identified with a complex special educational need, the school will visit the pupil in their primary schools whilst in Year 6 and meet them and their parents. For those students with EHCPs, the Learning Support Department will run additional transition events such as Y6 Parent Coffee Morning, Y6 Student Headstart Taster day and other personalised visits.

We also analyse a wide range of information from primary schools about students' needs including their progress and standards in literacy and mathematics. This helps us to plan the right kind of support and provision. The Learning Support team work closely with the year 7 team to support a smooth start to year 7 with a buddying system and appropriate student groupings into tutor groups for your child, where appropriate.

Upon entry to Preston Manor School your child's previous academic achievements will be recorded and distributed to staff. Prior to their September start, our new intake will sit the NFER Cognitive Assessment Test (CATs) which allows the school a very broad picture of the students' cognitive strengths and areas for development. When they start in September, Year 7 students sit a standardised on-line Reading Test (NFER Reading Test). From this information and their end of KS2 levels (SATs and/or Teacher Assessment levels) the school gets a good picture of where your child's strengths lay and is also able to set realistic and achievable short, medium and long-term targets. Every subject teacher ensures their students complete regular assessments and maps your child's progress on Go 4 Schools. Parents are able to access their child's Go 4 School's Learning Profile whenever they wish. Go 4 Schools also gives information about homework completion and keeps records of behaviour information that parents can track.

The Learning Support Department uses KS2 information, CATs and NFER results to screen whether a student may require more specific assessment. The school has a Literacy Specialist Teacher on the Learning Support Team who, where necessary, can complete further, and more specific, screening assessments. This builds a better picture of literacy and/ or numeracy strengths and areas for development. From these more specific, and often 1:1, assessments, the Learning Support Department ensures a more personalised response to a student's intervention needs such as, for example, whether a daily reading intervention is required or a numeracy intervention group could be beneficial.

As a new parent/carers to Preston Manor School, you will have the opportunity to meet with a member of school staff so you can share with us all the information you feel we need to provide the best possible education and care to them. In this meeting, it may be possible to agree a support programme or you will be given details of the relevant person with whom to discuss this with. We will make sure that the information you give us will be shared with all of your child's teachers, should you wish.

Moreover, if your child has a medical condition or need, you will be invited to meet with a member of staff to complete and sign a Health Care Plan. This will allow you to inform the school of your child's specific medical needs, medication and other special arrangements Preston Manor will need to undertake to ensure continuing good health. This plan will be updated annually or as needed. Ms Karen Ryan is our full-time on-site medical welfare officer who oversees this area.

We identify and assess needs throughout a student's time in our school through regular and rigorous whole school assessment procedures.

For students coming in to Year 7, we ask whether parents or carers have any concerns about their children, for example, if they have a disability, special need or medical need. This helps us to plan how we will support their child as soon as he/she starts school.

Finally, throughout the year, the Learning Support team will invite parents who have children identified with special educational needs to open sessions, where they can book an appointment and discuss their child's provision, progress and any other concerns directly with a member of SEN staff.

We are committed to personalised planning and regular assessment and review to make sure that your child makes progress.

You can see more details on how we identify students with SEN/D in our SEN policy.

## **FREQUENTLY ASKED QUESTIONS - HOW WE IDENTIFY AND ASSESS STUDENTS WITH SEN/D**

### **Q. If I feel that my child has a SEN, who do I contact?**

A. Your first point of contact is your child's form tutor or your child's DSD/ assistant DSD. If she/he cannot help, she/he will put you in touch with a member of the Learning Support Department. They will always communicate with you about your concerns before there is an agreement that your child has a special educational need and before the school plans a programme of support.

### **Q. How does the school decide that a student has a special educational need and goes on the SEN Register? Are there criteria?**

A. The school follows a rigorous identification process in order to accurately identify pupils who have special educational needs. A key criterion is a lack of progress, taking into account the pupil's age and individual circumstances. Please see the academy's SEN Policy for the identification and assessment of pupils with special educational needs.

### **Q. Will my child have an individual plan?**

A. Preston Manor School has an information sharing system whereby the needs of all pupils are highlighted with all teachers and positive teaching strategies are shared. The system is updated termly. If your child has an Educational Health Care Plan, the Learning Support Team will build an annual plan to ensure that we cover all the statutory provision outlined in their EHCP. This is then mapped on your child's personal provision map. The information within these documents will focus on the most important areas of need and are then monitored by SEN staff both within the classroom and during intervention sessions. Furthermore, your child's termly provision will state which lessons they are being supported in, what interventions have been put in place and which members of staff are leading on these. Finally, for all students with an EHCP or complex SEN, termly targets focussing on their areas of need are agreed and the students' subject teachers review these targets termly (PART Target system). The targets and their outcomes are shared with the students and parents on Go 4 Schools.