Identification, assessment & provision

18/01/2002

On entry
- Assess ALL pupils' current levels on entry
- Use information from primary school
  - As a starting point
- Identify & focus on skills
- Highlight areas for early action to support pupil in class
- Ensure regular monitoring provides feedback to teachers, parents & pupil
  - Use this to plan next steps
- Involve pupil in planning and agreeing targets
- Involve parents as partners in learning

National Curriculum
- Statutory requirement
- May be appropriate to continue NLS or NNS
- Can stop some SEN arising and minimise others
  - Effective management
  - School ethos
  - Pastoral arrangements
  - Learning environment
- May be appropriate to use work from earlier Key Stage
- Inclusion
  - Set suitable learning challenges
  - Respond to pupils' diverse needs
  - Overcome potential barriers to learning
- Subject teacher planning should be flexible
  - Recognise needs
  - Differentiate
- Setting
  - Should be subject-by-subject
  - Does not negate need for differentiation

English as an Additional Language
- Identification of SEN requires special care
  - Home context
  - Culture
  - Community
- EAL does not equal SEN in itself
- EAL students who make slow progress may have SEN

Key principles
- All teachers are teachers of pupils with special educational needs
- Provision should match nature of pupil's needs
- Regular recording
  - Of needs
  - Action taken
  - Outcomes

Graduated response
- Include a wide range of strategies
- Make full use of classroom and school resources before bringing increasing specialist expertise to bear
- SCHOOL ACTION
- SCHOOL ACTION PLUS

Early identification
- Quicker help = more responsive pupil
- Assessment is a continuing process
- Use
  - Teacher observation & assessment
  - SATs
  - NLS & NNS objectives
  - Standardise assessment tools
- Listen to parents

Monitoring
- Record keeping
  - Parents
  - Primary school
  - Other agencies
  - Provision
  - Progress
- Cycle
  - Observation
  - Assessment
  - Planning
  - Review
- Pupils should know what is expected of them
- Marking policies should be consistent across all subjects
- Involve parents
  - Must be informed of any SEN intervention
  - May have valuable information

IEPs
- Must include
  - Short-term targets
  - Teaching strategies
  - Provision to be put in place
  - Review date
  - Success criteria
  - Outcomes (when reviewed)
- Only record what is different or additional to
- Focus on 3 or 4 targets
- Discuss with pupil & parents
- A PSP does not replace an IEP
- Review at least twice a year