

# Identifying and assessing special educational needs - working with the Code of Practice

## Framework - Additional support for learning: statutory guidance 2017

**SCHOOL PRACTICE STATEMENT FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS**

The school aims to give all pupils a stimulating, rounded, Catholic education giving each one access to all areas of the curriculum. We provide differentiated learning programmes and activities to meet individual needs.

**Identification, Assessment and Provision**

We have regard for the Code of Practice on the Identification and Assessment of Special Educational Needs.

When staff have observed a child and there is a concern, the class teacher will discuss this with the Headteacher, SENCO and other colleagues. They will then liaise with parents, class teacher, SENCO and Headteacher to discuss the school's concerns and agreed and plan appropriate support.

**1. Identification of Special Educational Needs**

Foundation Stage Staff do this by gathering information from parents, pre-school settings and other agencies, which may have been involved with the child - medical workers, social workers etc.

Systematic observation and record keeping are done in order to provide information, to teachers and other agencies, so that they can plan appropriate support.

Teachers of all age groups make continuous assessments of each child's needs, and any concerns about a child are noted. This includes observations of regular class work and regular class tests and specific assessments that are carried out throughout the school and reported to the SENCO.

Two formal staff meetings (March/ October) take place to discuss the SEN register. More formal assessments are carried out during the year and include:

- regular testing of spelling, tables and mathematical concepts
- tests, usually reading, spelling and standardised tests which provide information about the child's strengths and areas of difficulty
- assessments, may indicate SEN
- At Foundation Stage, Tafford's Early Years Educational Support Team (EEST) assessments will be carried out and targets set for the child.
- if children are found to be considerable areas of difficulty, it may be decided at this point to place the child on School/Early Years Action.

**2. School/Early Years Action**

When assessments have been made, and difficulties identified on an Identified Needs sheet, the staff, SENCO and parents will work together to set appropriate target/ intervention for the child. The class teacher will organise and prepare a Play Plan.

Special Needs Policy 06/2014



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Tags: #All #teachers #need #to #know #about #the #SEND #Code #of #Practice #2015

## Guidelines for Assessment of and Intervention with Persons with Disabilities

Young children can be represented by an advocate to speak and interpret on their behalf. Coping and Rehabilitation: Theory, Research and Measurement pp111-149 in F. These further education institutions have a duty to use their best endeavours to secure the special educational provision that the young people attending require.

### The SEND Code of Practice

On the origins of negative attitudes toward people with disabilities. Parents, children and young people may wish to refer to the code for information and advice on exercising their rights. References to the Act are in the margin of each page, for example s1 1 a refers to Section 1, subsection 1 a.

### Special Education Needs Provision within Mainstream Education

Third, psychologists may ensure validity, fairness and appropriateness of assessments and interventions by critically evaluating their own possible biases and ideas about disability. Washington, DC: American Psychological Association.

### Special Educational Needs & Disabilities

The impact of assistive technology on the lives of people with disabilities.

### The SEND Code of Practice

Depression following spinal cord injury. Where children and young people also have special educational needs SEN , their provision should be planned and delivered in a coordinated way with the healthcare plan. It is often equivalent to a motto and should be 3183 Words 13 Pages Level 3 Task Book for Specialist Support for Teaching and Learning in schools Mandatory Units Learner Name: The tasks have been re-written with boxes after each section for you to fill in if that would suit your learning style.

## **Special education in the United Kingdom**

Panel I: Epidemiology of minority health. Additionally, the Guidelines provide information on how psychologists can obtain more education, training and experience with disability-related matters. Councils have pulled out all the stops to try and do this but are reaching the point where the money is simply not there to keep up with demand.

### **Additional support for learning: statutory guidance 2017**

They must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage 3. Qualitative Health Research, 16 5 , 630-646. Designation of a SENCO in a maintained school or is a requirement under the.

## Related Books

- [Franz Kline - \(tentoonstelling\).](#)
- [Kiln-fired glass](#)
- [Micaela Bastidas](#)
- [Materials information, technical information on materials for building and construction--sources and](#)
- [Ardipithecus kadabba - late miocene evidence from the Middle Awash, Ethiopia](#)