

## **Identification of Needs by Year Group**

### **Nursery**

The Class Teacher and Nursery Assistant visit children in their home setting at the start of the Autumn Term. Some pupils entering the Nursery have special or additional needs that have already been identified. In this case parents and services involved with the child will be invited to a meeting to discuss the child's specific needs. All pupils receiving a place at the school are invited to attend an open morning/afternoon during the Summer Term. If a potential special educational need is identified by the class teacher they will assess and collect evidence to support their concerns. During evidence collection or when the final evidence is collated a discussion will take place with the Inclusion Manager.

The outcome of the meeting will be discussed with the parents and if required a plan would be put in place to address the identified needs. This forms part of the - assess, plan, do and review cycle. The class teacher with the aid of the Inclusion Manager will plan support and review progress at the end of the specified time related support programme. During the review a decision will be made as to how future support, if required, will be provided. If required the child's name will be added to the SEN Register.

### **Reception**

Some pupils entering Reception Classes have already been identified as having special or additional needs. When a school place has been confirmed the Inclusion Manager and the Early Years Foundation Stage Leader or the Class Teacher will attend a transition meeting with the current education provider. Parents will also be invited to attend the meeting. At the meeting the child's needs, likes and dislikes will be discussed. An informal observation of the child will also take place. All pupils receiving a place at the school are invited to attend an open morning during the Summer Term.

The aim of the meeting is to introduce both the child and the parents/carers to the school. This gives the opportunity for parents to ask questions and discuss any concerns they might have regarding the child's education. Teachers also have the opportunity to observe the children and discuss any issues with the parents. The parents are given a starter pack containing essential information for starting school including the child's starting date.

Entry into the Reception Year is staggered to initially allow a higher ratio of staff to pupils. After the open mornings, the Foundation Stage Coordinator, Inclusion Manager and Head Teacher will discuss the needs of the pupils. A provisional class will then be allocated. The class teacher will be finalised after the transition period into the Reception Classes has taken place. 8 John Perry Primary School – Special Educational Needs and Disability (SEND) Policy Annette Rose – Inclusion Manager May 2015 All pupils entering Reception are assessed using an on-line speech and language programme (Speech Link).

The assessment covers receptive language. Children scoring within the Red and Blue level are given additional Wave 1 and Wave 2 support. These pupils are retested in the summer term of the reception year. If pupils are still not working at an age appropriate level a further time related intervention will be administered. At the end of the intervention

progress will be discussed and the provision for the next step. This may include continued school level support or a referral to the speech and language service. The school are also part of a speech and language project with the Nuffield College. Nuffield Study Group consists of eight reception children who receive a daily speech intervention small group/1:1.

If a potential special educational need is identified by the class teacher they will assess and collect evidence to support their concerns. During evidence collection or when the final evidence is collated a discussion will take place with the Inclusion Manager. The outcome of the meeting will be discussed with the parents and if required a plan would be put in place to address the identified needs. This forms part of the - assess, plan, do and review cycle. The class teacher with the aid of the Inclusion Manager will plan support and review progress at the end of the specified time related support programme. During the review a decision will be made as to how future support, if required, will be provided. If required the child's name will be added to the SEN Register.

### **Year 1**

Pupils entering Year 1 are assessed using standardised materials from the Reading Recovery Programme. The pupils are assessed in Letter Knowledge, Reading HFWs, Concepts about Print and Hearing Sounds in Words. A reading age is also gained by using the Hertfordshire Reading Test. Children are then grouped by their needs and target group sessions are put in place. The pupils are reassessed at the end of the 10 week programme. Additional programmes can then be used if required.

A small group of children in Year 1 are receiving level 1 & 2 phonics in the afternoon. Speech Link – Reception pupils remaining at Blue Level are given Talk Boost (Wave 2). The pupils are assessed prior to the intervention and at the end of the intervention. Pupils remaining at Red level are discussed with the School's speech and language therapist. Consideration is given to the need for a referral to the Speech and Language Service or whether an in school intervention could be used.

All Year 1 pupils are administered the Mid Infant Screening Test in the Spring Term. 9 John Perry Primary School – Special Educational Needs and Disability (SEND) Policy Annette Rose – Inclusion Manager May 2015 All Year 1 pupils are tested on Phonic Knowledge in the Summer Term. Pupils are discussed in the Summer Term and some pupils are retested using the Reading Recovery materials. If a potential special educational need is identified by the class teacher they will assess and collect evidence to support their concerns. During evidence collection or when the final evidence is collated a discussion will take place with the Inclusion Manager.

The outcome of the meeting will be discussed with the parents and if required a plan would be put in place to address the identified needs. This forms part of the - assess, plan, do and review cycle. The class teacher with the aid of the Inclusion Manager will plan support and review progress at the end of the time related specified support programme.

During the review a decision will be made as to how future support, if required, will be provided. If required the child's name will be added to the SEN Register.

## **Year 2**

Pupils with low scores in the Reading Recovery tests are given additional literacy support based on their needs. Maths – pupils working at a 1B in the Autumn term will be considered for 1st Class@ Number support programme. Pupils working at lower than this level will be considered in the Spring and Summer Terms. Interventions will be delivered based on the children's needs. In the Spring and Summer Terms pupils are taught in attainment groups for Literacy and Maths. If a potential special educational need is identified by the class teacher they will assess and collect evidence to support their concerns. During evidence collection or when the final evidence is collated a discussion will take place with the Inclusion Manager.

The outcome of the meeting will be discussed with the parents and if required a plan would be put in place to address the identified needs. This forms part of the - assess, plan, do and review cycle. The class teacher with the aid of the Inclusion Manager will plan support and review progress at the end of the specified time related support programme. During the review a decision will be made as to how future support, if required, will be provided.

If required the child's name will be added to the SEN Register.

## **Year 3 – 5**

All classes have a teaching assistant for the morning session. If a potential special educational need is identified by the class teacher they will assess and collect evidence to support their concerns. During evidence collection or when the final evidence is collated a discussion will take place with the Inclusion 10 John Perry Primary School – Special Educational Needs and Disability (SEND) Policy Annette Rose – Inclusion Manager May 2015 Manager.

The outcome of the meeting will be discussed with the parents and if required a plan would be put in place to address the identified needs. This forms part of the - assess, plan, do and review cycle. The class teacher with the aid of the Inclusion Manager will plan support and review progress at the end of the specified time related support programme. During the review a decision will be made as to how future support, if required, will be provided. If required the child's name will be added to the SEN Register.

The class teacher will continue to use the cycle of assess, plan, do and review to update pupil progress and ensure that the pupils Special Educational Needs are met. The Inclusion Manager gives clear guidance to teaching staff and support staff on implementing learning and behaviour programmes. Interventions will be delivered based on the individual pupil's needs.

## **Year 6**

Four teachers teach in the Year group plus a teaching assistant. Year 6 pupils are grouped by ability for English and Maths. The class teacher will continue to use the cycle of assess, plan, do and review to update pupil progress and ensure that the pupils Special Educational Needs are met. Interventions will be delivered based on the individual pupil's needs. The

Inclusion Manager gives clear guidance to teaching staff and support staff on implementing learning and behaviour programmes. In the Summer Term the Inclusion Manager and Class Teacher hold a transition meeting, with the receiving secondary school.

The needs of the pupil are discussed allowing provision to be planned for the new school year. Arrangements are also made for the pupil to visit their new school and in some cases summer school placements can be arranged. New Pupils Parents/Carers of new pupils starting at the school complete a pupil information form. The forms are given to the Inclusion Manager to monitor for special educational needs, medical needs and spoken language.

If additional needs are indicated the Inclusion Manager will contact the previous school for additional information. Previous school records and computerised records are also viewed when they are received. Reading age and the Spelling ability is assessed using tests currently used in the school in the first two days of starting school. In the first two weeks of starting at the school, all new pupils are assessed for receptive language needs using the on-line Speech Link assessment tool. Pupils identified with a need are discussed with the Inclusion Manager.