

How does CBJs identify and assess pupils with SEND?

At our school, identifying and assessing pupils with Special Educational Needs and Disabilities (SEND) is an ongoing process designed to ensure every child receives the right support as early as possible. Here's how we do it:

1. **Early Identification:** Teachers and staff observe pupils closely from the moment they join the school. If a child shows signs of struggling academically, socially, or emotionally, this is noted and discussed.
2. **Initial Concerns and Monitoring:** When a concern arises, the class teacher will monitor the pupil's progress more closely and may try different teaching approaches or interventions to meet their needs.
3. **Collaboration with Parents:** We keep parents informed and involved from the start, listening to their insights and concerns about their child's development.
4. **Referral to the SENCO:** If a pupil continues to experience difficulties despite initial support, the teacher and parents can refer them to the SEN Team for further assessment.
5. **Assessment and Gathering Information:** The SEN Team will gather information from various sources including observations, classroom assessments, specialist reports, and input from parents and external professionals if necessary.
6. **Deciding on SEND Support:** Based on the information collected, the school decides whether the pupil requires additional SEND support, which could involve tailored teaching strategies, specialist interventions, or referrals to external agencies.
7. **Education, Health and Care Plans (EHCP):** For pupils with more complex or severe needs, the school may request an EHCP assessment from the local authority to provide a detailed plan and dedicated resources.

Throughout this process, the focus is on understanding each child's unique strengths and challenges, so we can provide effective, personalised support that helps them succeed.

