

How does the school identify and assess pupils with Special Educational Needs and Disabilities?

At any time in Hasland Junior School, there are a number of children on the SEND register. Some are supported at the SEN support level and a smaller number have a statement or an Education and Health Care Plan (EHC).

Pupils who may have Special Educational Needs and Disabilities can be identified in a number of ways:

- ❖ The use of the school's data tracking identifies pupils who are not making expected progress or are not on track to achieve their targets.
- ❖ Concerns voiced by a parent/carer or member of staff.
- ❖ Pupils may join us with outside agencies already involved.

Hasland Junior School has excellent links with outside agencies including the School Doctor and Nurse, Educational Psychologist, Behaviour Support, Physiotherapy, Occupational Therapy, Speech Therapy, Autism Outreach, Support service for Special Educational Needs and Support Service for physical, visual and sensory impairments. The SENCO makes referrals to these outside agencies as appropriate.

Progress of children with SEND is carefully monitored by scrutiny of data tracking grids and progress made as a result of interventions. Children tracking below expected levels or making less than expected progress are identified and intervention is put in place.