



## **Identifying students who have SEND**

**SEND is defined as a learning difficulty or disability which calls for special educational provision to be made.**

A student is considered to have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age or
- A disability that prevents or hinders them from making use of educational facilities generally provided for others of the same age in mainstream schools

Special educational provision is provision that is different from, or additional to, support normally available to students of the same age. It is designed to help children with SEND (special educational needs and disability) to access the curriculum. This is all set out on page 285 of the [SEND Code of Practice](#).

Slow progress does not necessarily mean a student has SEND. However, slow progress or low attainment may be indicators of a range of learning difficulties or disabilities.

### **How we identify SEND**

The class or subject teacher, supported by the SENDCO, will be responsible for:

- Regularly assessing the progress of all students
- Identifying students who are making less than expected progress
- Targeting areas of weakness with high-quality teaching

If progress continues to be less than expected, then the child should be assessed for SEND.

This should be the joint responsibility of:

- The class or subject teacher
- The SENCO (special educational needs co-ordinator)

### **1. Caister Academy will assess students' progress in class**

Teachers should make regular assessments of the progress for all students.

These assessments should seek to identify students making 'less than expected progress' for their age and individual circumstances, such progress can be characterised as:

- Being significantly slower than that of their peers starting from the same baseline
- Failing to match or better their previous rate of progress
- Failing to close the attainment gap between them and their peers
- Widening the attainment gap

'Less than expected progress' can include progress in areas other than attainment, such as in wider development or social needs.

## **2. Caister Academy will respond with high quality teaching**

The first response should be high-quality teaching targeted at the student's areas of weakness. This could be achieved through:

- Differentiation
- Adapting classroom practice to suit the student's needs
- Short-term interventions

## **3. We will assess students for SEND**

If a student's progress continues to be less than expected, the class or subject teacher should work with the SENCO to assess whether the student has SEND.

Caister Academy will gather evidence of the student's needs, including the views of the student and their parents.

Caister Academy will work with the local offer, and multi agencies to assess students for SEND and may seek advice from Specialist Teachers, Specialist Assessors and Educational Psychologists.