

How will my child's needs be identified and assessed?

At St Anthony's Girls' Catholic Academy we aim to identify any additional needs as early as possible and provide teaching and learning contexts which enable every child to achieve to her full potential during their school career. Teaching and supporting SEND students is a whole school responsibility requiring a whole school response.

At St Anthony's Girls' Catholic Academy we have adopted a whole-school approach to SEN policy and practice. Pupils identified as having SEN are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of academy life.

All teachers are responsible for identifying pupils with SEN and, in collaboration with the SENDCO, will ensure that those pupils requiring different or additional support are identified at an early stage. Regular assessment should ensure pupils with SEN can be identified effectively. Whether or not a pupil is making progress will also be seen as a significant factor in considering the need for SEN provision.

Early identification of pupils with SEN is a priority. The academy will use appropriate screening and assessment tools to ascertain pupil progress through:

- Transition data/information provided by previous school/schools
- Evidence obtained by teacher observation/assessments
- Their performance when judged against the appropriate National Curriculum level descriptions (also including PIVATS etc)
- Standardised screening or assessment tools
- External support services may also play an important part in helping the school identify, assess and make provision for pupils with SEN