



Richard Challoner School

Identification and Assessment of pupils with Special Educational Needs

Cognition and Learning	Communication and Interaction	Social, Emotional & Mental Health needs	Sensory and/or Physical Needs
<p>Low general attainment levels and difficulty in acquiring basic skills of literacy and numeracy. There may also be immature social and emotional development. Pupils are likely to be attaining well below the National Curriculum levels within which most children are expected to work. There may be early signs of particular difficulties with one or more of the above areas. Richard Challoner School aims to work closely with primary schools, professionals and parents to understand as much as possible prior to the student starting in year 7.</p>			
<p>Pupils with a reading age a year behind their chronological age on entry to Richard Challoner are usually considered for interventions. This is monitored periodically throughout the year. Despite targeted teaching, little progress has been made by a student in one or more core subject areas. Grouping arrangements and additional support in the classroom are used flexibly to promote independent learning. Use of appropriate differentiation and modification, ensuring access to the curriculum.</p>	<p>Significant difficulties are noticed in relation to the way a pupil communicates or interacts with peers or staff. Pupil is not responding to the normal methods employed by the school. Comments on Cloudschool may relate to poor social awareness and might be shown as inappropriate behaviour. This is usually flagged up by a Year Leader/Form Tutor or by a number of staff who work closely with a young person. This can escalate quickly if there are significant underlying needs.</p>	<p>The pupil's strengths and weaknesses in emotional and social development may be analysed through observation by experienced staff and pastoral teams. Baseline recording of significant new challenging behaviours could be identified using an Strengths and Difficulties Questionnaire (SDQ). As well as SDQ school staff familiar to the student can also run the ABC Analysis that explores potential triggers and can start the plan to reinforce positive behaviour and communication.</p>	<p>Requires some adult assistance with the practical aspects of the curriculum or personal hygiene/dressing/fine motor skills. May exhibit increased fatigue, particularly towards the end of the day which affects classroom performance. Needs may impact on self-esteem and relationships with peers. Grouping arrangements or focused support in the classroom are used flexibly to promote independent learning.</p>
<p>Interventions at a subject level have resulted in inadequate progress. Continuing significant difficulties in underlying skills are causing problems in accessing other areas of the curriculum, despite carefully-planned interventions. Clear marked differences between attainment levels in different areas of the curriculum. There may also be indications of frustration and low self-esteem. There are likely to be additional factors affecting progress, for example, in areas of speech and language and/or motor organisation. At this stage, subject teachers need to raise concerns directly with the Learning Support Team via referral channels.</p>			
<p>Assessment focuses on the reasons for less than adequate progress: how the pupil is learning; more in-depth analysis of strengths / weaknesses; progress in relation to time, peers starting from similar level, and to age expectations. This assessment will include learning styles, self-esteem and arrangements for access to the wider curriculum. Individual SEND Learning plan created with clear outcomes reviewed every half term inline with whole school Attitude to Learning reports (ATLs). Opportunities for individualised and adapted work. Some students may benefit from increased access to The Learning Support area for some at break/lunch, but especially Homework Club. Support may be offered by outside agencies such as speech and language therapists.</p>	<p>Despite having received an individualised programme and support through quality first teaching, the pupil has continuing speech and language or communication and interaction difficulties which cause significant barriers to learning and impede the development of social relationships. There will be low rates of progress in many areas of the curriculum, particularly literacy, and increasing signs of frustration. There will be access to considerable in-class or individual LSA / teacher support. Some pupils may need regular practice at an individual level to achieve their particular SEND Learning Plan targets.</p>	<p>Further analysis of the pupil's strengths and weaknesses in emotional literacy and or social communication has been raised and continues to offer barriers to learning. Learning Support Mentor might indicate a continuing or widening problems. SEND Learning Plan to identify what support can be available with clear outcomes. Possible need for consultation with external professionals, such as specialist support teachers, EPs, Social Services or the Child and Adolescent Mental Health Service (CAMHS), Education Inclusion Support Service (EISS). Clear supportive plan and package of support could be applied to student if SEMH needs continue to develop and not improve.</p>	<p>There will be access to considerable small group / in-class LSA/teacher support. Some pupils may need access to a base for therapy or special arrangements for toileting. Depending on need, pupils may be invited to take part in physical programme on either a weekly or fortnightly basis. Regular contact is made with in school OT and Physiotherapy teams in Kingston and neighbouring health authorities to ensure this specific physical work is informed by up-to-date medical recommendations. Staff also would remain fully trained and able to support any student with increasing/worsening physical needs.</p>
<p>In spite of purposeful and thorough support and intervention with continuing support from the class teacher and the Learning Support Department (including the direct involvement of appropriate external agencies and services), as described above, the pupil requires specialist resourcing to continue to access the National Curriculum, and has still not developed skills that will allow independence in adult life. As such, the school, in conjunction with parents, will pursue a request for a statutory assessment from the Local Authority,</p>			

Quality First Teaching (T)
Met through quality first teaching by class/subject teachers in conjunction with Learning Support Department

SEND Support (K)
Met through a combination of quality first teaching by class/subject teachers, in-class support, intervention or withdrawal work – led and monitored by the learning support department.
All pupils designated as SEND Support (K) will be assigned a mentor who will own a 'Students Passport' & 'SEND Learning Plan'

EDUCATION HEALTH AND CARE PLAN (E)

Funding agreed as part of the needs assessment and evidence process allows for school to apply for an EHCP. Enabling the setting to implement individualised provision that is funded by the Local authority. The young person is placed at the centre of the planning and all involved legally have to review the plan each academic year. In most cases from start to finish students would not be in receipt of a full and finalised EHC for a year (on occasion longer). This has to be taken into account when discussions are had regarding the application and evidence gathering stage. Once in place, parents will name a school to written on the EHCP requiring the school to provide the listed provision within the plan. Students at Richard Challoner with an EHCP will have a mirrored working document 'SEND Learning PLAN' this document is reviewed every half term. This creates huge amounts of essential working feedback and information that can be discussed by parents and school at the compulsory review meeting held each year called an Annual Review.

When starting in a new setting, it is essential that a minimum of 6 months of evidence is provided before a request for an EHCP is made.