

How does St Margaret's-at-Cliffe Primary School identify and assess pupils with SEN?

At St Margaret's-at-Cliffe Primary School the Head Teacher and SENCo monitor the progress of all pupils in Key stages 1 and 2 six times a year to review their academic progress. Pupils' progress in the Foundation Stage is monitored four times a year.

In the classroom, pupils' progress and learning outcomes are monitored by the Class Teacher and identification of difficulties are immediately provided for. For a pupil who is struggling with their work and making slow progress, their work will be differentiated, and additional support provided in a more focused setting. If a pupil is still struggling and not making progress, a discussion will be had with the Class Teacher, SENCO and parent regarding the nature of the need and to plan the next steps. Progress will then be monitored by the Class Teacher, and a referral for additional support made if progress is not evident. Referral to an outside agency – In consultation with parents it might be agreed that the nature of the difficulty that the pupil is experiencing warrants a referral to ensure that specialist support or assessments are accessed.

Examples of possible referrals:

- Early Intervention

- Speech and Language

- School Nurse

- LIFT – further access to Specialist Teaching Service support, and Out

- Reach from Specialist schools

- Paediatrician

- Educational Psychologist

- CAMHS (Children and Adolescent Mental Health)