

2. How does Christ Church identify and assess pupils with SEND?

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Assessments are made against the National Expectation set out in the National Curriculum for each year group and the Early Years Foundation Stage Guidance. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline. It is important to note that the school will never compare or discuss a child's progress in relation to their peers within the cohort. Reference is always made to the national expected standards.
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than academic attainment, for example, social or communication needs. Slow progress and/or low attainment will not automatically mean a pupil is recorded as having SEND.

We believe that it is important to identify difficulties early and will strive to do so by making informed decisions based on formative and summative assessment, desired outcomes, including the expected progress and attainment, the views and the wishes of the pupil and any areas of difficulty or challenge raised by the parent.

As a school, we feel it is important to consider the needs of the whole child and not just the particular special/additional educational need/s. The following are not identified as a special educational need, but other appropriate support may be provided to children and families.

- Short term lapse in progress and learning
- Attendance and punctuality
- Health and welfare
- Housing difficulties
- English as an additional language
- Being in receipt of Pupil Premium
- Being a Looked After Child