



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

We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. Assessments are made against the expectations set out within the National Curriculum and the Early Years Foundation Stage Framework. Class teachers regularly assess the progress of all pupils and identify those whose progress:

- Is significantly slower than expected from their individual starting point
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap
- Widens the attainment gap

This may include progress in areas other than academic attainment, for example social, communication or emotional development.

Slow progress and/or low attainment does not automatically mean that a pupil is recorded as having SEND.

We believe that identifying difficulties early is important and strive to do so by making informed decisions based upon formative and summative assessment, desired outcomes, expected progress and attainment, the views and wishes of the pupil and any concerns raised by parents or carers.

As a school, we believe it is important to consider the needs of the whole child and not simply a particular area of need. The following are not considered to be special educational needs, although appropriate support may still be provided to children and families where necessary:

- Short-term lapses in progress and learning
- Attendance and punctuality
- Health and welfare
- Housing difficulties
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium funding
- Being a Looked After Child