

## Assessing children with Special Educational Needs at Arunside

### Why?

We believe that every child can make progress from their individual starting points, whether that be accelerated leaps of progress or small steps. Our teachers ensure that they know each child as an individual, so they are able to understand where children are in their learning and can set ambitious yet achievable targets.

### What?

In line with the whole school assessment policy, children with SEND will be assessed using INSIGHT. This electronic tracking software allows progress to be tracked across all National Curriculum objectives. This tracking allows termly judgements to be made against age-related expectations which are nationally set.

Some children may need further assessment within the four areas of special educational need. Within school, we have a range of tools which allow us to assess within:

- Communication and Interaction Needs
- Cognition and Learning Needs
- Social, Emotional and Mental Health Needs
- Sensory and Physical Needs

We also have strong working relationships with local NHS Speech and Language Therapists, Occupational Therapists and other teams within health care and education. West Sussex County Council offers specialised services from teams to support learners with needs, such as the ASCT (The Autism and Social Communication Team).

Some children will be working towards additional individual targets as part of their individual learning plan (ILP.) These are written by class teachers with the aim of planning targets and provision to ensure barriers to learning are removed or lessened. Sometimes, targets will be worked on during whole class lessons, and others will be supported one to one by a teaching assistant. ILPs follow the Assess, Plan, Do, Review cycle to ensure constant progression for learners.

### Keeping Parents involved

Alongside whole school Parents Evenings and school reports, Parents and carers of children with SEND are invited to meet with the school SENCO three times a year. This ensures that children and carers are fully aware of current targets and can celebrate progress made.

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