



Extract from

SEN Information Report 2023-24

Ranvilles Junior School

### SEND Identification

We closely monitor and track the progress of all children through our school's assessment system from the beginning of their learning journey in Year 3 to the end in Year 6. All children are monitored and assessed on a regular basis through the use of standardised tests in reading, writing and maths. These assessments are analysed in Pupil Progress meetings where children who may require additional support are identified and discussed with the SENDCo. The class teacher and SENDCo 2 analyse SEND pupil performance to assess progress and attainment in relation to their starting point. This process is rigorous in evaluating the impact of learning and identifying further need. The impact of intervention programmes is analysed through work samples, monitoring and test outcomes. What children can achieve independently informs subsequent provision. Children who are identified as having special educational needs may also be tested using a range of diagnostic tests to further identify specific areas where they may be struggling. These tests are administered according to the specific difficulty of the child and may include, but are not limited to:

- The Salford Sentence Reading Test to measure a child's reading age
- The Vernon Spelling Test to measure a child's spelling age, highlight gaps in phonic knowledge and identify spelling patterns a child needs to learn.
- Sandwell Early Numeracy Test to measure a child's maths age and identify gaps in knowledge and understanding.
- Rapid and Less screening to identify specific areas of need
- BPVS (British Picture Vocabulary Scale) to assess a child's language development.
- Internal teacher assessments to measure core skills.
- Diagnostic tests used by outside agencies, for example, Educational Psychologists.

As well as termly assessments, pupil progress is also closely monitored and observed throughout the academic year. This continuous assessment is implemented by the class teacher and/or teaching assistant and includes scrutinising children's work, having in-depth conversations with children to assess levels of understanding, observations, whole school moderation and year group moderation of children's work.

Children may also require individual social, emotional or behaviour support for a wide range of different reasons. If the class teacher has concerns about a child in this area, discussions with the SENDCo would initiate a period of further assessment to identify how that child could be supported.

If a parent/carer has concerns about their child this would be discussed with the class teacher or SENDCo to identify how their child can be further supported by the school. Children may be removed from the SEND register if they have made sufficient progress academically so that they are attaining within age related expectations. If this happens then parents/carers will be informed. Ranvilles Junior School has a dedicated SEND Governor who meets regularly with the SENDCo to discuss SEND provision, progress and attainment. The effectiveness of SEND provision is discussed at each full governing body meeting. The SEND Governor also makes regular visits to the school to observe SEND children working either in class, in small groups or on a one-to-one basis.