# How we identify children with special educational needs

**Our principles**:

- We work closely with parents—they know their children best
- We use a graduated response to identification of SEN
- We monitor the progress of our children regularly
- We monitor interventions to assess how effective they are in narrowing the gap
- We don't assume that just because a child is achieving below their age or making slower progress, that they have a special educational need
- We use an 'Other Factors' matrix to determine whether progress is being influenced by other life experiences or events
- We consider the holistic progress of our learners
- Together, we review the provision within the classroom before deciding if the identification process of SEN is appropriate
- If a potential SEN need is identified, we will carry out more detailed assessment, more frequent reviews, we will consult with those with expertise and create a more personalised program of learning
- Effort is taken into account as well as achievement
- We have high aspirations for all of our learners so that they learn inclusively and meaningfully alongside their peers

**"Inclusion is not giving each child the same thing. Inclusion is giving each child what they need to succeed."**

.