

Identification and Assessment

Most children and young people will have their special educational needs met in mainstream schools through good classroom practice. This is called **Quality First Teaching**.

At Woodham Academy, we follow a graduated support approach which is called "**Assess, Plan, Do, Review**".

This means that we will:

- **Assess** a child's special educational needs
- **Plan** the provision to meet your child's aspirations and agreed outcomes
- **Do** put the provision in place to meet those outcomes
- **Review** the support and progress

As part of this approach, we will produce a SEN Support Plan that describes the provision that we will make to meet a child's special educational needs and agreed outcomes. Parents and carers will be fully involved in this process.

A small percentage of children and young people with significant learning difficulties might need an assessment that could lead to an Education, Health and Care Plan. Full details can be found on the Local Offer website.

You can find details of how we adapt the curriculum and make it more accessible for pupils with SEN below:

- A supportive curriculum – including an integrated literacy and numeracy based curriculum at KS3.
- The appropriate use of rewards and consequence sanctions.
- Mentoring as appropriate to individual need.
- Assessment procedures that emphasise pupils' strengths and achievements.
- Applications to examination boards to obtain access arrangements as appropriate.