

# How does the school know if children need extra help

In line with the Special Educational Needs and Disability Code of Practice 2014, a child will be identified as having a Disability or Special Educational Needs (SEND) if they have a significantly greater difficulty in learning than the majority of others of the same age or if they have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools

Identification of such needs could occur in a variety of ways:

Upon starting school, all Early Years children and parents/carers are met in advance of enrolment and members of Steyning CE Primary School staff will discuss children with staff from the nursery/pre-school they attended, if they did so.

In both cases, concerns regarding identified or suspected SEN will be discussed with the Steyning CE Primary School Special Educational Needs Coordinator (SENCo).

If children join the school after Early Years, meetings are held with parents/carers, and Steyning CE Primary School staff will consult with previous schools to discuss the child.

If children's needs become apparent as they move up through the school, class teachers will discuss these with the SENCo, and discussions will be held with the child's parents/carers. If the child is found to have needs that meet the criteria in the Code of Practice, the child will be listed on the school's Disability and Special Educational Needs (SEND) Register, and additional provision will be put into place.

