

Identification, assessment and review of special needs.

In one sense, every member of staff at Notre Dame is part of the SEN team. The whole staff has a responsibility to monitor the well-being and progress of each of our students. In the classroom, our subject teachers have a particular responsibility to monitor students' academic progress and to identify any areas of additional need. The same is true of our Departmental Assistants and Learning Support Assistants (LSAs).

As we withdraw very few children from lessons, it is most likely that those needs will become apparent in the classroom. They may also come to light or be confirmed as teachers mark and assess students' work.

If a child has a special educational need, this will become apparent across a range of subjects and, therefore, post-academic monitoring reviews conducted by the relevant Head of Year and the SENco also serve as key points in identifying patterns of need.

However, the most significant contribution to the identification, assessment and review of special needs comes from our students themselves. Our students are encouraged to share any concerns they have relating to possible SEN and to contribute to the planning of effective provision. In most cases this will involve the student concerned helping to write his/her support plan. It is also quite common for parents to contribute to the development of effective support, particularly where this involves specific input at home. The views of students and their parents/carers are also sought when reviewing the effectiveness of any interventions.

In the first instance, if needs are identified either within or across subjects, consultations between the student, his/her teachers and the SENco take place as to the best first response. Parents are also consulted. This will often involve agreed strategies to support the student in overcoming his/her particular difficulty.

After an agreed period of time, a review will consider whether the intervention has been successful and no further action is necessary or, if the expected progress has not materialised, should the intervention be continued or a different intervention tried.

If interventions continue to have little effect, the decision will be made whether or not to formally assess the student. These assessments are carried out within the SEN department. Results will be used to inform planning of the appropriate support and, where appropriate, application for access arrangements. **N.B. the School does not have the facility to provide a formal diagnosis of 'dyslexia'.** Following assessment, results are shared with the student and parents/carers. Where results suggest specific interventions are needed, the student and his/her parents/carers will be encouraged to participate in the development of an appropriate plan of response. When complete, this will be shared with teaching staff. To ensure standardisation, the Local Authority's 'Sheffield Grid' is also used to assess the level of need.

It is also possible that parents/carers or the student him/herself might identify what may be a special educational need. In the case of a parent or carer, the SEN department should be contacted for further discussion, although if the concern relates to a specific subject, in the first instance, it should be addressed to the child's subject teacher, who will liaise with the SEN department where necessary. In the case of the student, concerns should be addressed to subject teachers or form tutors, who will pass on information to the SEN department as necessary.

The effectiveness of provision for students with SEN across the whole school is reviewed each autumn following the publication of exam results. We also ask for and receive feedback from parents and children at parents' evenings and during reviews of individual provision. Most importantly, we regularly consult our students as to the effectiveness of our provision both for themselves as individuals and for our students in general.