



1. How do we identify SEND?

At different times in their school career, a child or young person may have a special educational need and/or a disability. The Code of Practice defines SEND as:

“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age: or**
- (b) 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 or mainstream post-16 institutions.”**

If a learner is identified as having SEND, we will provide provision that is ‘additional to or different from’ the normal differentiated curriculum, intended to overcome the barrier to their learning.

Learners can fall behind in school for lots of reasons. They may have been absent from school, they may have attended lots of different schools and not had a consistent opportunity to learn. They may be worried about different things that distract them from learning. At Ravenor Primary School, we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

A **Child** who is **Looked After (CLA)** by the Local Authority and may have SEND needs will have the same opportunities and support as any other child with SEND needs.

Our SEND profile for 2015-16, as at 20th July 2016 of the total population of the School (including nursery), shows that we have:

- 11.5% of children identified as having SEND
- 1.4 % of those have an Education Health and Care Plan
- 44% are linked to Communication and Interaction
- 28 % are linked to Cognition and Learning
- 6 % are linked to Social/Mental and Emotional
- 21 % are linked to Sensory and Physical