

1 PRINCIPLES



SEN identification at SJBC is systematic, evidence-based and regularly reviewed. The school uses a range of screening tools, assessment data, teacher observations and professional judgement to ensure that students with Special Educational Needs are identified as early as possible and receive appropriate support.

All processes are recorded and accessible for internal monitoring and external review.

SJBC follows the framework set out in the SEND Code of Practice, identifying needs across the four broad areas of SEND:



Cognition and Learning



Communication and Interaction



Social, Emotional and Mental Health (SEMH)



Sensory and/or Physical Needs

While these four areas remain the statutory framework, SJBC also recognises the increasing national emphasis on early identification and inclusive classroom practice. Identification is therefore not based solely on formal diagnoses or categories of need, but also on the barriers that affect a student's ability to access learning and participate fully in school life.

In line with the direction set out in the Government White Paper “**SEND Reform: Putting Children and Young People First**”, the school places a strong emphasis on:

- early identification of need
- inclusive support within mainstream classrooms
- providing timely intervention so that difficulties do not become long-term barriers to learning

The approach reflects the national focus on ensuring that children and young people receive the right support at the right time within mainstream education wherever possible.

Decisions about SEN identification are made based on a holistic picture of the student, including attainment data, behaviour, engagement in lessons, teacher observations and screening outcomes.

Parents play an important role in the identification process. The school maintains open communication with parents and carers, sharing relevant information about student progress and any concerns regarding learning or development. Parents are informed when a student is placed

on the SEN register and are encouraged to work collaboratively with the school to support their child's progress.

As part of the transition process, the school also maintains communication with previous schools in order to gather relevant information about students' prior attainment, learning needs, previous interventions and any existing support arrangements. This helps ensure a smooth transition into SJBC and supports the early identification of students who may require additional support.

These processes ensure that SEN identification at SJBC is transparent, collaborative and focused on early support for students who may face barriers to learning.

2 — YEAR 7 SEN IDENTIFICATION PROCESS

2.1 Transition and Baseline Data

Area	Process	Outcome / Action
KS2 Data Review	SEN team analyses KS2 Reading and Maths data for all Year 7 students.	Students with low attainment are identified for further review.
Threshold for Review	Students scoring below 95 in both Reading and Maths are reviewed carefully.	Consideration for SEN Register (K Code).
Both Scores Below 95	Student would normally be considered for placement on the SEN Register unless evidence suggests otherwise.	SENCO reviews all available evidence.
One Score Below 95	Case reviewed individually, considering score gap and wider evidence.	Further monitoring or assessment may follow.
Teacher Feedback	Subject teachers provide information on classroom performance, engagement and difficulties.	Helps build a holistic picture of need.
Record Keeping	Documentation and spreadsheets stored on OneDrive.	Accessible for monitoring and external review.

2.2 Literacy Screening

Area	Process	Outcome / Support
Spelling Assessment	All Year 7 students complete the Helen Arkell Spelling Test during English lessons.	Identifies students with spelling difficulties.
Late Admissions	Students joining later in the year are assessed on entry.	Ensures consistent identification procedures.
Annual Review	Spelling assessment repeated annually.	SEN register remains accurate and up to date.
Literacy Intervention	Students with low spelling scores receive targeted literacy support.	Improves spelling and literacy skills.
Wandle Programme	Structured literacy intervention focusing on phonics, reading fluency	Supports students with literacy difficulties.
Staffing	Interventions delivered by trained Teaching Assistants.	Consistent delivery of intervention programmes.
Collaboration	SEN team works closely with Literacy Lead.	Progress is monitored effectively.
Additional Support	Homework Club may be offered where appropriate.	Reinforces literacy development outside lessons.

2.3 Reading Assessment

Area	Process	Outcome / Support
Reading Assessment	Reading age assessed using Bedrock during PPE periods.	Identifies students with low reading ages.
Follow-Up Support	Students may be referred to Wandle reading intervention or additional literacy support.	Targeted reading intervention provided.
Data Analysis	Reading data reviewed alongside spelling and literacy assessments.	Builds a comprehensive literacy profile.

2.4 Cognitive Screening

Area	Process	Outcome / Support
Screening Tool	All Year 7 students complete Lucid LASS screening.	Identifies indicators of dyslexia and learning difficulties.
Areas Assessed	Working memory, reasoning, phonological processing, reading and spelling development.	Helps identify underlying learning needs.
Administration	Conducted in small groups supervised by Teaching Assistants in the library.	Ensures consistent testing conditions.
Use of Results	SEN team analyses results.	Students may receive further assessment or targeted support.

2.5 Handwriting Screening

Area	Process	Outcome / Support
Handwriting Task	Students copy sentences in their neatest handwriting.	Assesses handwriting fluency and presentation skills.
Areas Assessed	Letter formation, spacing, line awareness, legibility and fluency.	Identifies handwriting difficulties.
Intervention	Students may use the All-In-One Print Handwriting Workbook.	Supports handwriting development.
Skills Developed	Letter formation, pen control, fine motor skills, spacing and neatness.	Improved handwriting accuracy and fluency.
Additional Resources	Cursive workbook, worksheets, colouring activities and writing practice.	Reinforces fine motor and handwriting skills.

Record Keeping	Initial and follow-up handwriting samples scanned to OneDrive.	Allows monitoring of progress.
Further Support	Touch-typing intervention or laptop use may be considered if difficulties continue.	Alternative recording methods provided where appropriate.

2.6 Numeracy Screening and Intervention

Area	Process	Outcome / Support
Collaboration	Screening completed with Numeracy Lead and Head of Maths.	Shared approach to identifying numeracy needs.
Identification Sources	KS2 Maths data, department assessments, teacher observations and Functional Skills assessments.	Students with numeracy difficulties identified.
Assessment Focus	Addition, subtraction and multiplication skills.	Establishes foundational numeracy ability.
Scoring Above 70%	Student not considered to require ELC support.	No intervention required.
Scoring 50–70%	Student entered for ELC2.	Additional numeracy support provided.
Scoring Below 50%	Student entered for ELC1.	More intensive support required.
Intervention Delivery	Teaching Assistants trained by Numeracy Lead deliver interventions.	Structured support for identified students.
SEN Numeracy Intervention	Structured programme developed with a dyscalculia specialist.	Supports students with significant numeracy difficulties.
Intervention Content	Addition, subtraction and multiplication through practical activities and games.	Builds confidence and understanding of numeracy concepts.
Target Group	Mainly Year 7 students already identified with SEN needs.	Early intervention for students with greatest need.

2.7. Speech, Language and Communication Needs (SLCN) Screening and Progression Tools

Area	Process	Outcome / Support
Progression Tools	Used to support early identification of SLCN.	Helps identify communication difficulties early.
Areas Assessed	Understanding spoken language, vocabulary, sentence structure and social interaction.	Builds understanding of communication strengths and needs.
Purpose	Tools are not diagnostic but support monitoring and referral decisions.	Identifies students who may need specialist assessment.
Identification Routes	Teacher referral, screening or classroom observation.	Students with possible SLCN are assessed.
Assessment Team	SEN department works with subject teachers and Speech and Language Therapist (SALT).	Collaborative approach to assessment and support.
Monitoring	Language development tracked over time.	Progress and intervention effectiveness reviewed.
Inclusive Practice	Supports planning of interventions and classroom strategies.	Promotes inclusive learning environments.

3 ADDITIONAL IDENTIFICATION ROUTES

3.1 Teacher Referral

Teachers play a key role in identifying potential SEN needs.

Staff are encouraged to record concerns using CPOMS, which allows observations to be shared directly with the SENCO.

Concerns may relate to:

- learning difficulties
- communication and interaction needs
- social or emotional development

- sensory or physical needs
- behavioural observations

Teacher observations are extremely valuable in identifying students who may require additional support, even where no previous SEN identification exists.

3.2 Monitoring and Assessment

Some students may initially be placed on a Monitoring List before being placed on the SEN register.

During this period the school may:

- complete additional literacy assessments
- carry out an early SEND assessment
- analyse assessment data including PPE results and classwork
- review behaviour and engagement including CPOMS/Arbor records
- carry out lesson observations

Evidence is collected to determine whether the student should receive targeted interventions, remain under monitoring or be placed on the SEN register.

3.3 Mid-Year Admissions

Students joining the school mid-year are also screened where possible using the same processes.

This may include:

- literacy screening
- numeracy assessment
- cognitive screening

Applying the same screening procedures ensures that all students receive consistent identification and support regardless of their point of entry to the school.

4 — SEN REGISTER (K CODE) PROCEDURES

4.1 Placement

Decisions to place a student on the SEN register (K code) are made by the SENCO based on:

- screening results
- KS2 data
- internal assessment data including PPEs
- teacher feedback
- professional judgement

4.2 Support Following Identification

Students placed on the SEN register may receive support such as:

- targeted interventions
- access to Homework Club
- additional in-class support
- an assigned key worker where appropriate

Support decisions are made collaboratively between the SENCO, subject teachers, Heads of Department and parents.

4.3 Parental Communication

Parents are informed when their child is placed on the SEN register.

This usually involves a letter/ email explaining that a review of assessment data indicates that the student may require additional support.

Parents are informed about available support, including interventions and Homework Club, and are encouraged to engage with the school to support their child's progress.

5 — YEAR 12

- For Year 12 students, previous schools are contacted to gather information on prior attainment, support strategies, and any existing exam access arrangements
- All external Year 12 students are additionally screened using Lucid Exact to identify potential learning needs and determine whether exam access arrangements may be required or need to be put in place

6 — REVIEW AND REMOVAL FROM SEN REGISTER

The SEN register is formally reviewed twice each year, aligned with school Census reporting periods.

During these review points the SEN team analyses:

- PPE assessment data
- Arbor behaviour and attendance records
- CPOMS records
- teacher feedback
- involvement in interventions
- support from external agencies where applicable

If a student no longer demonstrates significant SEN needs and is no longer receiving targeted support, the SENCO will liaise with parents before removing the student from the SEN register.

This ensures that the SEN register remains accurate and reflects students' current needs.