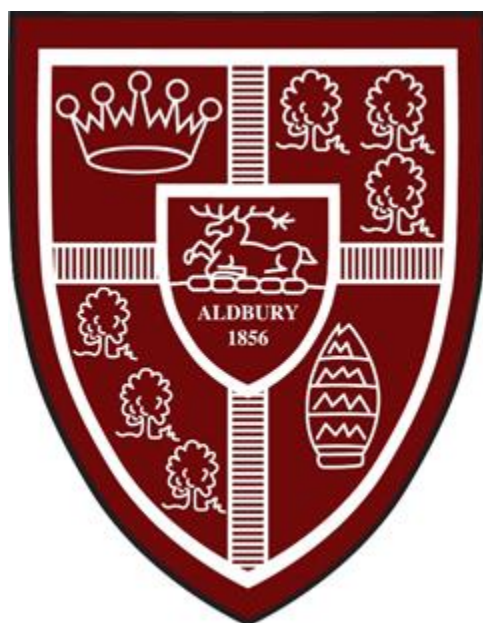


Aldbury C of E Primary and Nursery School



Special Educational Needs and Disabilities (SEND) Policy

'To live life in all its fullness' (John 10:10)

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| Approved by: FGB | Date: March 2025 |
| Last reviewed on: March 2025 | |
| Next review due: March 2026 | |



Introduction

This document supports the stated ethos of the school:

'A community of learning where all are valued, challenged and inspired to fulfil their potential.'

Our vision for Aldbury, is to enable all children to achieve their full potential in a safe, welcoming and happy learning environment. We will strive to create responsible citizens who are independent and confident lifelong learners equipped to meet the challenges of a changing future. This will be achieved within an inclusive school that values every individual and celebrates the diversity of our community. Every teacher is a teacher of every child or young person including those with Special Educational Needs and disabilities (SEND).

Our SEND policy and SEND Information Report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and Disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Who was involved in creating the policy and how?

The policy was written by the school SENDCo (Mrs K. Reid).

Statutory legislation

This policy is written in line with Aldbury School's ethos and current legislative requirements, guidance and responsibilities:

- SEND code of practice 0-25 (2015)
- Equality Act 2010
- The Special Educational Needs and Disabilities Regulations 2014
- Children and Families Act 2014
- Schools SEN Information Report Regulations 2014
- Statutory Guidance in Supporting Pupils at School with Medical Conditions, April 2014

School's objectives

Based upon our vision, our objectives are to:

- Enable every pupil to experience success
- Provide a high-quality education which has equal academic ambition for all pupils whilst avoiding narrowing or reducing the child's access to the National Curriculum.
- To make reasonable adjustments to adapt provision to meet the needs of individuals.
- To ensure early identification of SEND.
- Promote individual confidence, self-esteem, positive attitudes and opportunities across the school so that every child feels equal.



- Ensure pupils who have SEND acquire the knowledge and cultural capital they need to succeed in life.
- Give pupils with SEND equal opportunities to take part in all aspects of the school's provision
- Remove the barriers to learning of children with SEND wherever possible.
- Identify, assess, record, and regularly review pupils' progress and needs.
- Involve parents/ carers in planning and supporting at all stages of their child's development.
- Work collaboratively with parents/careers, other professionals and support services.
- Ensure that the responsibility held by all staff and governors for SEND is implemented and maintained.

Definition of Special Educational Needs and Disabilities (SEND)

A child or young person has Special Educational Needs and Disabilities (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for them, over and above reasonable adjustments being made within normal classroom practice. A child of compulsory school age or 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

A child under compulsory school age has special educational needs if they fall within the definition at a) or b) above or would do so if special educational provision was not made for them (Children and Families Act 2014).

There are four broad areas of Special Educational Need. See appendix 1 for more details of each need.

The SEND Code of Practice 2015

The SEND Code of Practice accompanies The Children and Families Act 2014. More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website: www.education.gov.uk/schools/pupilsupport/sen

Equality and inclusion

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is “... a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities”.



We understand that these factors affect the well-being of children and can impact on their learning and attainment and so a highly personalised education is required. Our setting is committed to promoting equality of opportunity and valuing diversity for all children and families and the school will comply with its duties under the Equality Act 2010. The school complies with all relevant accessibility requirements. Please see the Accessibility Plan, Equality Policy and objectives, which can be found on the school's website, for more details.

Supporting Pupils with medical conditions

Pupils with medical conditions are supported in school. Individual healthcare plans specify the type and level of support required to meet the medical needs of such pupils. Some pupils with medical conditions may also have Special Educational Needs and Disabilities (SEND) and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed. The school follows the statutory guidance in 'Supporting Pupils at School with Medical Conditions' (2014).

Please refer to Aldbury's 'Supporting Pupils with Medical Conditions Policy'.

Roles and Responsibilities

Provision for children with special educational needs and disabilities is a priority matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEND in his/her class and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.

The Head teacher has responsibility for:

- The management of all aspects of the school's work involving the provision for pupils with SEND
- Keeping the Governing Body informed about SEND issues
- Work with the SENDCo and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Working closely with the Special Educational Needs Coordinator (SENDCo) within the school
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils.
- With the SENDCo, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development.
- With the SENDCo and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

The governors have a legal responsibility for:

'To live life in all its fullness' (John 10:10)



- Monitoring the policy and provision for pupils with SEND. It maintains a general overview and has appointed a representative governor (the SEND governor), who takes particular interest in this aspect of the school.

In addition all governors will ensure that:

- They are aware of their role and responsibilities with regard to the SEND Code of Practice (2015).
- The SEND Governor is appointed and has an oversight of the school's provision for pupils with SEND and ensures that all governors are aware of SEND.
- SEND provision is an integral part of the school development plan.
- The SEND Governor will monitor the inclusivity of the school.
- They are informed about SEND issues so that they can play an integral role in the self-evaluation process.
- The quality of SEND provision is regularly monitored.
- They are involved in the development and monitoring of this policy.

Role of the SEND Governor

The SEND governor at Aldbury School is Corinna Haenschel.

They will:

- Meet regularly with the SENDCo to monitor and discuss the school's arrangements for SEND provision
- Help to raise awareness of SEND issues at governing body meetings
- Participate in the review of the school's policy on provision for pupils with SEND
- Ensure that the school website publishes the school's SEND Information report in accordance with the new Code of Practice (2015)

Role of the SENDCo

- The SENDCo will hold the National Award for SEND Coordination.
- The SENDCo has day-to-day responsibility for the operation of the SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have Educational Healthcare plans (EHCPs).
- The SENDCo provides professional guidance to colleagues and will work closely with staff, parents and other agencies.
- The SENDCo is aware of the provision in the Local Offer and will be able to work with professionals providing a support role to families to ensure that pupils with SEND receive appropriate support and high quality teaching.

The key responsibilities of the SENDCo include:

- Overseeing the day-to-day operation of the school's SEND Policy
- Helping staff to identify pupils with SEND
- Carrying out assessments and observations of pupils with specific learning difficulties
- Coordinating provision for pupils with SEND
- Advising on the graduated approach to providing SEND support
- Liaising with parents of pupils with SEND so that they are aware of the strategies that are being used and are involved as partners in the process



- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, particularly the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the headteacher and Governing Body to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school.
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- Ensuring that the school keeps the records of all pupils with SEND up to date

Class teachers are responsible for:

- Including pupils with SEND in the classroom, and for providing an appropriately differentiated curriculum.
- Liaising with the SENDCo for advice on assessment and strategies to support inclusion, including the use of the graduated approach.
- Making themselves aware of the school's SEND Policy and procedures for identification, monitoring and supporting pupils with SEND.
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents' concerns and agree their aspirations for the pupil
- Writing support plans for children identified with barriers and partaking in interventions, ensuring that the children and parents are involved in this process.
- Tracking all children receiving additional support, on a class Provision Map giving feedback to parents of pupils with SEND.
- Attending meetings with outside agencies.
- Taking part in training to support a pupil who may have a specific need.

Teaching Assistants and Specialist Support Assistants

Assistants work as part of a team with the SENDCo and the teachers in supporting pupils' individual needs ensuring inclusion of pupils with SEND within the class. They play an important role in implementing targets, assessments and monitoring progress. They contribute to review meetings and help pupils with SEND gain access to a broad and balanced curriculum. In addition, assistants may sensitively work with pupils in small groups or individually to deliver additional interventions and support children in reaching targets identified in target plans or through Pupil Progress Meetings. The class teachers, in liaison with the SENDCo, set the work and oversee timetables and records of progress. Assistants are responsible for:



- being fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND.
- using the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.
- liaising with the SENDCo to report progress made by pupils taking part in interventions
- supporting individual children or groups within the class setting as required
- taking part in training in order to support a pupil with a specific need

School's approach to identification

A pupil is identified as having SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

All those involved with the pupil, including parents, teachers and other agencies are responsible for identifying students with Special Educational Needs and Disabilities and, in collaboration with the SENDCo, will seek to ensure that those pupils requiring different or additional support are identified as early as possible. Refer to our SEND Information Report for details on how we identify SEND.

If a child is identified as having difficulties in one or more areas of their learning, the class teacher will alert the SENDCo to their concerns and then seek to monitor the child's progress. During this period of monitoring; high quality teaching, differentiation, adaptations within the classroom and observations will help to support the child and better establish a clear picture of their needs. A meeting will be arranged with the child's parents/carers where information will be gathered, in order to seek their views and discuss any aspects of need at home. We will also meet with the child to discuss their views on how they feel they are doing and what support they would like

Early identification of SEND is supported by liaison with Children Centres, pre-school placements, previous schools, Nursery and Reception Baseline assessments and by regular assessments of pupil progress. Concerns about progress and the needs of pupils can be raised by the parent, class teacher, SENDCo or head teacher.

Every Teacher is a teacher of SEND. At Aldbury, we take a Graduated Approach to managing SEND. Refer to Appendix two for details of this approach.

SEND Support

Those that are identified as having SEND will be added to our SEND register. The aim of formally identifying a student with SEND is to help the school ensure that effective provision is put in place and to remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan



- Do
- Review

Please see Appendix three for details of the assess, plan, do, review procedure. This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Where additional intervention outside the classroom is provided, sessions aim to:

- emphasise key concepts and skills required for attainment in that subject
- clarify difficult concepts and misconceptions covered recently in those subjects
- pre-teach difficult concepts ahead of quality first provision
- allow learners to demonstrate learning and reinforce it through application and assessment for learning
- instil self-confidence of learners in the subject and equip them with the skills to increase learning in that subject
- allow learners to enhance capability and performance in internally assessed components.

Assistive technologies are also utilised to enhance provision and ensure access. Learning aids are deployed to specific pupils with SEND.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment process so the Local Authority (LA) can determine whether it needs to make provision for the child in accordance with an Education Health Care (EHC) Plan. This assessment is usually requested by the school but can be initiated by a parent. The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care, and, as they get older, prepare them for adulthood.

For further information about EHC plans, please see the SEND Code of Practice Chapter 9 or speak to the school's SENDCo.

Schools approach to teaching pupils with SEND

The school recognises that children with SEND are entitled to a broad and balanced curriculum. Most children's learning needs are met through high quality teaching where class teachers adapt their lessons to meet all needs. This involves changing the content, delivery, or methods of learning to ensure every child learns in a way that's suitable for them. Lessons are planned carefully to allow all pupils in every class to reach the objectives of the lesson through use of, for example, scaffolds, concrete resources and guided support.



Classroom organisation and management ensure that children are given opportunities to take part in a range of learning contexts with appropriate support (e.g. whole class work, mixed ability and ability groupings). Staff use pupils' 'One Page Profiles' to gain an understanding of pupils' needs, which feeds into lesson plans. An Inclusive Classroom checklist is followed to ensure that we provide the best learning environment for particular needs.

Where additional support is provided in class, it is deployed thoughtfully and sensitively to promote children's independence and to avoid them becoming dependent and passive as learners. Support is used to assist the child in achieving the best they can do and to provide opportunities for overlearning to promote confidence and raise self-esteem.

The school does not have any specialist teachers but individual teachers and Teaching Assistants have experience of working with pupils with specific learning difficulties (SpLD), moderate learning difficulties, (MLD), on the autistic spectrum and with speech and language difficulties and have received appropriate training.

The school may involve specialists at any point to advise them on early identification of SEND and effective support and interventions.

The school has access to the following services Speech and Language Therapy; Communications and Autism Advisory Service; Hearing Impairment Team; Visual Impairment Team; DSPL, (Delivering Special Provision Locally); DESC, (Dacorum Education Support Centre); school nurse, and Woodfield outreach.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, Aldbury School will consult with parents for other flexible arrangements to be made.

Working in partnership with parents

Aldbury School believes that a close working relationship with parents is vital in order to ensure:

- Parental views are valued and considered
- Early and accurate identification and assessment of SEND leading to appropriate intervention, provision and outcomes
- Continuing social and academic progress of children with SEND to enable personal success
- Personal and academic targets are set and met effectively.

We offer regular meetings to share the progress of children with SEND.

Parents may receive formal and informal communication about their child as and when necessary, through phone calls, letters, Class Dojo, meetings and annual reports. The SENDCo provides support to teaching staff throughout the school in their communication



and meeting with parents upon request. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.

The SENDCo may also signpost parents of pupils with SEND to the local authority SENDIASS or Extended Schools services if specific advice, guidance and support is required. If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

School's approach to actively listening to pupils' views

Aldbury School seeks to establish a love of learning through a purposeful and engaging approach. Pupil voice is undertaken regularly. When One Page Profiles are put in place, children are met with to seek their views on the provision that works for them; this is updated annually.

Record keeping, monitoring and data management

All children have their achievements and progress recognised and the school's curriculum reflects the different levels of attainment likely to be achieved. All teachers monitor and review pupil progress using the school's assessment procedures.

Pupil progress is monitored and reviewed termly and is discussed at Pupil Progress Meetings. These meetings are used to identify any pupils at risk of underachieving and to plan for targeted interventions.

The progress of children on the SEND register is reviewed regularly and next steps are planned for. Targets are discussed with parents and Support Plans sent home.

Children with EHCPs are assessed using CAPPs small step progress, a system used in a local SEND specialist school. This enables us to provide a highly personalised curriculum in which progress is seen.

The SENDCo holds details of all SEND Support records such as the SEND Register, provision maps, reports from external agencies and records of meetings with parents. The SEND register and provision maps are updated termly.

Working together with others including health and social care and other outside specialists

Aldbury has strong working relationships and links with external support services in order to fully support our pupils with SEND and aid inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEND provision. Our SEND Information Report details how we support children with SEND and the specialist services/professionals from whom we seek advice or support.



In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safe-guarding issues.

Transition

Transition planning is in place for all children, including those with SEND who will be moving year group or key stage:

Pupils with EHCPs have next phase destinations and transition arrangements discussed at plan review meetings.

Accompanied and additional visits to other providers may be arranged as appropriate. For more details on transition, please refer to our SEND Information Report.

Children in specific circumstances

No child will be refused admission to Aldbury School on the basis of his or her special educational need and/or disability. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. Please refer to the information contained on our school website and Admissions policy.

Looked After Children with SEND are supported in the same way as all children in school with SEND through the Graduated Response and the Assess, Plan, Do, Review cycle. Support Plans will be put in place to meet specific targets for the child. See the Children Looked After (CLA) policy for further details.

Training and expertise of staff

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development.

We aim to keep all school staff up to date with relevant training and developments in relation to the needs of pupils with SEND.

Staff training needs are identified through performance management and these take into account school priorities as well as personal professional development. Our Teaching and Specialist Support Assistants are a skilled and motivated team who, as well as our teaching staff, have all benefited from specialist training in many areas of SEND and intervention provision.

The SENDCo attends relevant SEND courses, Cluster SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

Safeguarding including anti-bullying and e-safety

At Aldbury CE Primary and Nursery School we recognise that children with special educational needs and disabilities (SEND) can face additional safeguarding challenges, as highlighted in the Department for Education Keeping Children Safe in Education document 2020.



All staff are aware of their responsibilities to ensure they are alert to the specific needs of children in need, those with special educational needs and young carers. Our School Designated Safeguarding lead is Miss Jacqueline Moore (Headteacher) and our Deputy Safeguarding Leads are Miss Emma Vardy and Mrs Emma Adams.

As part of our PSHE programme we teach children about anti-bullying and e-safety and all children including those with significant needs and disabilities are included in these lessons. Please refer to our school Safeguarding Policy for further information.

Funding and resources

It is the responsibility of the Senior Leadership Team, SENDCo and governors to agree how the allocation of resources, including Teaching Assistants, are used. Pupil Progress Meetings are used to determine the organisation of additional support to be provided for pupils from within the school's existing budget. Pupils may receive support from TAs in interventions and/or in class.

For pupils with more complex needs, the school may bid for Local High Needs Funding (LHNF) from the Local Authority to provide resources additional to those normally available in school.

SEND Information Report

Further details of our approach to SEND can be found in our SEND Information Report on the school website.

Complaints Process

Aldbury endeavours to ensure that all children with SEND receive the level of support that they require. We firmly believe in and encourage a working partnership with parents. If a parent wishes to express concern about the SEND provision for their child, they should discuss the problem with their child's class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENDCo and/or the Head Teacher.

Please refer to the school's Complaints Policy and SEND Information Report on the school website for further details.



Appendices

Appendix One

Broad areas of need (SEND Code of Practice 2015)

Communication and interaction

6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs.



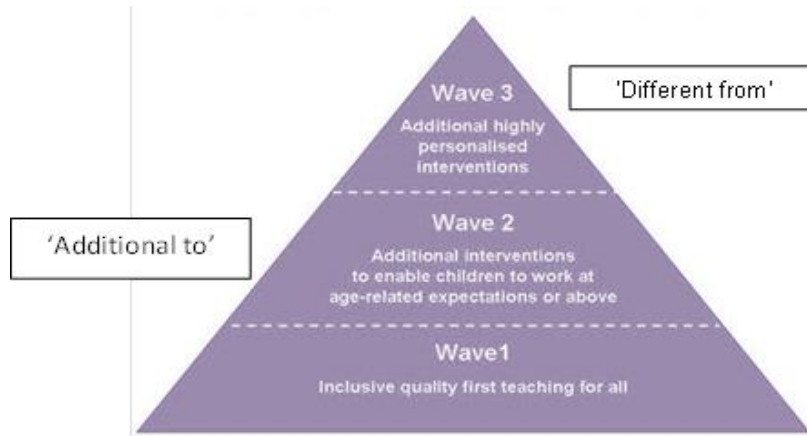
6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.



Appendix Two

A Graduated Approach

'Children are at the centre of all we do'



Tier 1 - Universal

- **Inclusive** high quality first teaching for all - monitored by SLT (learning walks; work scrutinies, observations; pupil voice; Pupil Progress Meetings (PPMs); data analysis)
- Inclusive Classrooms Checklist followed
- Evaluation of Staff CPD needs with training offered and encouraged to develop confidence in teaching of children with specific needs.
- An early support plan may be put in place for a short period of time.
- Class enhancements – differentiation; use of scaffolds including adult support
- Monitoring of overall provision for SEND through using Hertfordshire Schools' SEND Benchmarking & Planning Toolkit

Tier 2 - Targeted

- Reasonable adjustments to provision and additional interventions to enable children to work towards and at age-related expectations – impact monitored by Headteacher and SENDCo (intervention tracking from baselines; learning walks; work scrutinies, observations; pupil voice; PPMs; data analysis)

'To live life in all its fullness' (John 10:10)



- All those involved with the pupils to alert the SENDCo to any concerns about individual pupil's barriers to learning and parents informed of concerns.
- The pupil will be put on the SEND register.
- Observations by SENDCo and advice given for further support.
- Provision maps – monitored by the SENDCo



- Support plans that follow the Assess, Plan, Do, Review cycle are written and monitored.
- Regular meetings with parents to review targets and provision
- External agencies might be contacted for further advice and guidance on supporting the pupil.
- One Page Profile put in place with pupil and parent input

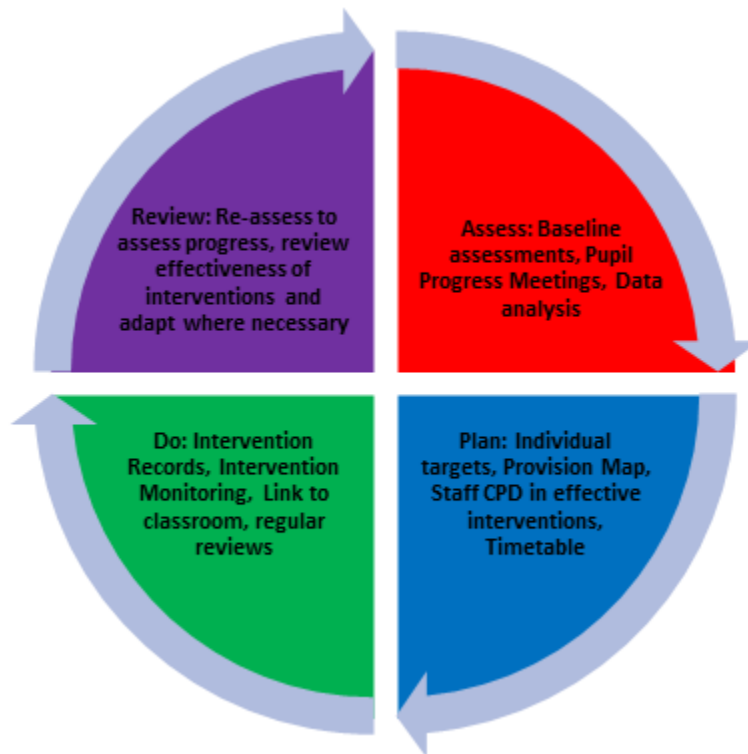
Tier 3 - Specialist

- Educational Health Care Plan needs assessment requested and plans put in place
- Parental involvement in annual reviews and in One Page Profile and Support Plan.
- Additional highly personalised interventions: Assess, Plan, Do, Review (see appendix three)
- Small Step Progress measured through CAPPS Assessment system (Colett school Assessing Pupil Progress Scores System)
- Supported transition for Y6 SEND pupils from KS2 to KS3 settings
- Supported transitions through key stages
- Involvement from outside agencies (EY Advisory Team; SaLT; OT; PT; PNI Team; VI Team; HI Team; DESC; Woodfield Outreach)



Appendix Three

Assess, Plan, Do, Review Cycle



Assess

Assessment involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and, where relevant, advice from external support services will also be considered.

Parental views and concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular reviews to ensure that support and intervention is matched to their need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required.



Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the pupil, parents, teacher, SENDCo and any outside agencies to agree the adjustments, interventions and support that are required, the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the pupil on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching and specialist support assistants to plan and assess the impact of support, interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and needs, problem solving and advising of the implementation of effective support will be provided by the SENDCo.

Review

Pupil progress will be reviewed regularly. The review process evaluates the impact and quality of the support and interventions. It takes account of the views of the pupil and their parent/s. The class teacher, in conjunction with the SENDCo, will revise the support and outcomes based on the pupil's progress and development, making any necessary amendments going forward, in consultation with parents and the pupil. Parents are provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Review meetings are held termly for all pupils on the SEND register.