

Good Apple SEND Policy

Section A – Principles & Objectives

Background

A child with special educational needs or disability (SEND) is one who may not be able to gain full access to the curriculum offered to the majority. Reasons may include:

- Physical disability, including visual or hearing impairment.
- Specific learning disorders, such as dyslexia or aspects of memory function.
- Motor skill difficulties (fine and gross)
- Oral and/or written expression limitations .
- Emotional or behavioural difficulties.
- Illness and long-term absence

National figures indicate that around 20% of young people of school age will be affected by some type of specific learning difficulty. Generally, they will exhibit a discrepancy between expected performance and actual performance. Irrespective of their intellectual ability, specific challenges may inhibit their ability to work to their potential.

This policy clarifies the approach we take to accommodating pupils with SEND challenges and supporting them in maximising their potential.

Legal framework

This policy is provided in accordance with the Children and Families Act 2014, as well as other legislation and associated regulations relating to children and young people with special educational needs (SEN) and disabilities (D). These include:

1. SEND Code of Practice: 0-25 years (January 2015)
2. The Special Educational Needs and Disability Regulations 2014

3. The Special Educational Needs (Personal Budgets) Regulations 2014 in relation to Education Health and Care Plans
4. The Children Act 1989
5. Equality Act 2010
6. The Special Needs and Disability Act 2001
7. Education Act 1993

Definition of Special Educational Needs and Disabilities (SEND)

We consider a child as having SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for them because they:

- have a significantly greater difficulty in learning than the majority of children of the same age,
- have a disability, which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Needs can be categorised in four key areas, as detailed in the SEND Code of Practice 2015:

7. Communication and interaction
8. Cognition and learning
9. Social, emotional and mental health difficulties
10. Sensory and/or physical needs

A pupil will not be regarded as having a learning difficulty solely because their home language is different from that in which they are taught. We may recommend that some children, whose first language at home is not English, receive support in English as an additional language (see our EAL policy).

We recognise that many pupils will have additional needs at some time during their educational career, which may not be deemed to be ongoing and may only be short term. It is also recognised that some pupils will have long-term additional needs. We believe that by implementing this policy their needs may be appropriately supported in order for them to achieve to the best of their abilities.

The following acronyms are used in this document:

- SENDCO – Special Educational Needs and Disability Coordinator (details of role & responsibilities can be found in the Appendices)
- ILP – Individual Learning Plan
- AfL – Assessment for learning
- DSL – Designated Safeguarding Lead
- EHC – Education, Health and Care

Admissions policy for SEND

We are firmly committed to inclusivity and to giving every child the best possible start in life. Irrespective of their special educational needs or disability, we consider all children for admission to the school/college who have the ability and aptitude to access an academic curriculum. Pupils whose SEND are suited to the curriculum are welcome provided that we have the appropriate resources and facilities to provide them with the support that they require.

Before a place is offered at the school/college (and preferably prior to application):

1. Parents must disclose to the school/college any known or suspected circumstances relating to their child's health, development, allergies, disabilities and learning difficulties. The school/college reserves the right to subsequently withdraw any place offered based on incomplete disclosure of known or suspected SEND circumstances.
2. Based on such disclosure, the school/college will confirm whether or not it is able to fully meet the needs of the child.

Where a child's SEND is identified, or develops, after the child has started at the school/college, we will endeavour to continue support the child as long as:

1. we have the appropriate resources and facilities to provide them with the support they require,
and,
2. we believe it is in the best interest of the child and of the school/college community to remain at the school/college.

Where, in our judgement, either of these conditions no longer apply, we reserve the right to withdraw a place at the school/college. In such circumstances, we will use our reasonable endeavours to support parents in finding alternative arrangements.

Principles and aims

We aim to

- ensure that all pupils have access to a broad and balanced curriculum
- provide learning which is differentiated according to the needs and abilities of the individual
- promote sensitivity and responsiveness to SEND throughout the school/college
- encourage pupils with SEND to take as full a part as possible in all school/college activities
- educate pupils with SEND, whenever possible, alongside their peers within the mainstream curriculum
- provide effective communication with the parents regarding their child's progress and attainment, and to recognise and encourage the vital role played by parents in supporting their child's education
- stimulate and maintain curiosity, interest and enjoyment for pupils with SEND in their own education, setting themselves aspirational personal targets, and ensuring that they are involved, where practicable, in decisions affecting their future SEND provision

Procedural objectives

- A designated person (SENDCO) is responsible for coordinating and overseeing the SEND provision within the educational environment
- A pupil's SEND needs will be identified as early as possible
- Details regarding the SEND of pupils will be treated with appropriate levels of discretion and confidentiality
- The SENDCO, teacher, pupil and parents will form a working partnership to ensure that appropriate support is established and maintained
- Provision and progress will be monitored and reviewed regularly
- Outside agencies will be involved when appropriate
- Resources will be managed to ensure such needs can be appropriately met

- Appropriate training will be provided for staff and volunteers

Section B – Implementation & Monitoring

Identification, Assessment and Provision

We recognise the importance of early identification of SEND. Evidence shows that early intervention and response improves the long-term outcomes for pupils.

Skills and attainment will initially be assessed via PIPS Baseline Assessment. At the same time, we will consider whether a child has a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made and whether we can reasonably accommodate and support these needs effectively.

High quality teaching, differentiated for individual pupils, is the first step in responding to those who have or may have SEND. Additional support cannot compensate for the lack of good quality teaching. Reviews of the quality of teaching will include teacher's understanding of strategies to support SEND pupils.

Identification and Assessment

Identification and provision will be determined through the school's 'Wave' system, as set out in the Appendices.

The needs of pupils are evaluated through a range of indicators:

- The outcome of annual, end-of-year PIPS assessments
- The outcome of internal school/college exams
- Concerns raised by class or specialist teachers
- Observations made by the SENDCO
- Concerns raised by parents, the pupil and outside agencies and to take account of any information that they provide (for example Educational Psychologist, Occupational Therapist or Speech and Language reports).
- Behaviour data.

- Regular in-class and/or subject assessments. Class and Subject teachers will make regular assessment of all pupils and identify those who are making less than expected progress. An in-class 2-cycled approach will be used to support the pupil before considering a SEND response.
 - o The first response to any pupil who falls into this category will be highly targeted teaching at the area of weakness by the subject and/or class teacher with high quality differentiation and scaffolding strategies to support learning tasks and activities.
 - o Following this, if there is no improvement, the subject and/or class teacher will review their own practice still further - reflecting on alternative ways in which to support the pupil via visual representations, chunking information, presenting vocabulary prior to learning, over-learning techniques, paired learning with a higher level pupil, practical activities to consolidate learning and so on.
 - o If the pupil is still not making progress after this 2-cycled process, evidence will be gathered (lesson plans demonstrating evidence of the above process and strategies employed, class test results, quality of independent work, views of the pupil and parents regarding homework).
 - o In addition a Causing Concern Form should be completed and sent to the SENDCO for consideration (advice, observation and/or an intervention proposal).

NOTE:

Persistent disruptive or withdrawn behaviour do not necessarily mean that a child has SEND. If there are concerns, a brief out-line assessment will be made by the SENDCO and the school/college team working with the child, to try to determine if there are causal factors such as undiagnosed learning, communication or mental health difficulties. Parents will be consulted on whether an additional investigation through a specialist assessment is required. In any instance, it may be that a multi-agency approach might be most appropriate and therefore considered.

SEND provision will be based on all information received, but initially through our own in-school pupil progress data and teacher views or concerns, via the Causing Concern document. Additional information, such as private assessments, will not be the main data used, as this is not available for all pupils, but will be used in conjunction with our own data.

Once the appropriate assessments have taken place, a decision will be made whether a pupil has SEND, based on the SEND Support Frameworks (see Appendices) in one or more of the 4 ‘broad areas of need’ as outlined above:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory or Physical Needs

Finally, a pupil’s level of SEND need will be recorded on the SEND Register, accessible to all teachers. The SEND Register records pupils at Wave 2 and 3. There is also a record of reasonable adjustments given to children at Wetherby. The Register is a working document that is updated termly with consultation between the SENDCO and Class teachers.

Provision

Special Educational Provision means:

- Educational provision which is additional to, or different from, the educational provision made generally for children of the same age... (1993 Education Act, section 156)

Where a pupil is identified as having SEND, action will be taken to remove the barriers to learning. This SEND support will take a four–part cycle, known as the ‘graduated approach’. The four parts to the cycle are: Assess, Plan, Do, Review (SEND Code of Practice 2014 – See Appendices).

If any additional support, over and above that of the normal curriculum, is to be provided, parent/carers will be informed.

SEND Provision may take a number of forms that are specifically appropriate to support the identified individual needs of a child. See Appendix 9 (The Parent SEND information leaflet, to follow 2015-16).

Where there is spare capacity for in-class support (for example from a TA or Support Teacher), the SEND Support Framework will be used to decide where the in class support is best allocated.

Support Teacher's plans and/or an Individual Learning Plan (ILP), will be available to all staff via the Teachers' Shared Site.

Pupils on the SEND register and receiving additional support or intervention, will have their progress monitored within the targets of their group or individually. This is over and above the school-wide progress tracking.

Individual Learning Plans

If a pupil is deemed to be Wave 3, and is receiving 1:1 support from a teacher, targets will then be detailed within an Individual Learning Plan (henceforth referred to as ILP, see Appendices). This will be shared twice yearly at a meeting with parents/carers. A child friendly version of these targets will be shared with the pupil.

The meeting will be led by the SENDCO and/or the Class Teacher. The meeting will review progress, set clear targets to move forwards, discuss the support that will be given to help the pupil achieve the targets and identify the responsibility of the parent, pupil and school/college. SMART Targets will be used:

- Specific – target a specific area for improvement.
- Measurable – quantify or at least suggest an indicator of progress.
- Assignable – specify who will do it.
- Realistic – state what results can realistically be achieved, given available resources.
- Time-related – specify when the result(s) can be achieved.

The new ILP will be made available to all staff working with the pupil via the Teachers Shared Site area and a copy will also given to the parents/carers.

Any pupil with an Education Health and Care Plan (EHCP) will have the recommendations within the plan followed. Additionally, an annual Review will be held between the Head Teacher, SENDCO, parents, Local Authority representative and any other specialists to assess progress and current needs in order to ensure their welfare and the continued successful provision of their education.

Reasonable Adjustments for Examinations

We believe in best practice. Therefore, the Joint Council for Qualifications (JCQ) guidelines for the implementation of reasonable adjustments is followed within our school/college and for all our internal exams.

In practice this means that whilst advice and recommendations may be given in external specialist reports, it may not always be possible to follow these if the assessment results data does not fall with the limits set down by the JCQ. However, we will enforce all reasonable adjustments in

examinations, as recommended by a specialist report (e.g. Educational Psychologist), that are supported by the evidence of standardized data, which fall within the JCQ guidelines.

Involving Specialists

Where a pupil continues to make less than expected progress due to SEND, despite the use of an evidence based approach and well matched interventions, we may recommend consultation, assessment and support from outside agencies (for example Speech and Language or Occupational Therapy). Equally, parents/carers are advised to involve the school/college if specialist provision is sought privately.

Equal Access

Wetherby School has no wheelchair accessibility due to the confines of the building. This restricts our ability to offer children with mobility problems a place. However, each case will be considered individually.

All teaching and non-teaching staff are responsible for ensuring that all pupils, irrespective of ethnic origin, sexual orientation and social circumstances have access to the whole curriculum and the opportunity to make the greatest progress possible in all areas of the curriculum while at our school.

All teachers should be aware of the individual and differing needs of the pupils, and have access to individual records via Teachers Shared site. The SENDCO will ensure that when an external report is received, a copy of the report is circulated to all relevant members of staff to read.

Resources

The overall level of funding for SEND is delegated to the school by the Alpha Plus Group and is identified in the school budget statement. This amount is not ring-fenced.

The responsibility for determining the amount of resource for SEND lies with the school Senior Leadership Team who will seek advice from the SENDCO.

The resources for SEND are used to provide teaching assistants, specific training on SEND and specialist resources. The costs of the SENDCO are met from the main school budget.

The SENDCO has the key responsibility for determining the allocation of these resources in consultation with the Senior Leadership Team and may also consult the rest of the staff regarding areas of need within the classroom.

SEND Professional Development

All staff in the school will be provided with general or specific training or information on meeting the needs of SEND within their classroom.

The SEND department should be given the appropriate opportunities to attend external courses to keep abreast with current expertise and thinking in order to best address SEND issues and support SEND pupils.

The SENDCO should be aware of relevant courses relating to SEND which staff can request access to and the SENDCO can advise as necessary. All staff have access to training, including teaching assistants. Attendance on courses is usually planned in relation to staff need and decisions about staff development are based on this.

Occasionally, specialized training will be necessary to support the needs of a particular pupil. This will be provided to those staff most directly involved with the pupil.

There is an expectation that staff who receive training will disseminate their knowledge to others to benefit all working with SEND pupils.

Roles and Responsibilities

The Head has overall responsibility for the management of SEND provision. On a day-to-day basis, this responsibility is delegated to the SENDCO who keeps the Head and SLT fully informed.

The SENDCO will take a strategic overview of all forms of support designed to ensure that children with special educational needs achieve success. The full responsibilities of the SENDCO are set out in Appendices.

All teachers have a key role in ensuring that pupils' needs are identified and met. They are responsible for the progress, development and attainment of all SEND pupils in their classes, including where pupil access support from teaching assistants or any other specialist staff. Teaching Assistants and Intervention teachers are a valuable part of the support for pupils with SEND. The Head of Teaching and Learning / SENDCO maintains overall responsibility for all teaching assistants and intervention teachers.

Communication and Collaboration – Partnership with Parents/Carers

We will ensure that all parents/carers are fully informed of any SEND their child may have.

Partnership with parents/carers plays a key role in promoting a culture of co-operation. This is important in enabling pupils with SEND to achieve their potential.

Parents/carers hold key information and have a critical role to play in their child's education. They have knowledge and experience to contribute to the shared view of a pupil's needs. We actively seek to work with parents and value the contribution they make.

Parents/carers may be expected to:

- Recognize and fulfil their responsibilities playing an active and valued role in their child's education by in supporting their child's SEND needs.
- Alert the school to any concerns they have about their child's learning or provision.
- Fulfil their parental obligations to their child. This will usually be done through: Parent Consultations/Meetings (informal or formal); ILP reviews and Annual Statement reviews.

Parents/carers may expect to:

- Be informed by the school of their child's placement within the SEND Wave system
- Be informed what support their child is receiving
- Be informed of their child's progress via parent-teacher meetings, school reports, exam results and more informal communications such as email or direct conversation
- Be involved in formulating their child's targets for their ILP, if necessary

- Have the opportunity to make their views known about how their child is educated during ILP review meetings, at parent/teacher consultation evenings or via direct communication with the child's class teacher or SENDCO.

Pupil Participation

For children with SEND, we aim to involve the pupil in understanding their difficulties and what is needed to overcome them. We also encourage students with SEND to make choices about targets and other elements of the SEND process, facilitated by an adult when necessary. Therefore as part of the student's SEND provision the school should listen to the views of the pupil.

Parental Concerns regarding SEND

If any Parent/Carer has concerns, or wishes to make a complaint regarding their child's Special Educational Needs these procedures should be followed:

- Raise initial concerns with the Class or Subject teacher. Usually any problem can be dealt with at this stage.
- Arrange a meeting with the Class or Subject teacher.
- Raise the issue with the SENDCO
- Arrange a meeting with the SENDCO - if it involves a conflict which cannot be resolved, the Head should be involved.
- Arrange a meeting with the Head/Principal

For further details of formal complaints, refer to our Complaints Procedure (available on our website).

Record-keeping and evaluating the success of the policy

Records are kept of the progress of SEND pupils and this policy is reviewed on an annual basis to assess how we are doing. The process of review will involve the SENDCO and the SLT. Review of the policy will take into account:

- Any legislative changes
- The progress made by pupils with SEND at Wetherby
- The success of the school at including pupils with SEND

- Any recommendations from internal governance reviews and external inspections

Appendix I - The Role of the SENDCO

The SENDCO is responsible for:

- The implementation of the SEND policy and the monitoring of its effectiveness
- Ensuring that SEND records are properly kept
- Assessment and screening of pupils
- Co-ordinating SEND provision
- Overseeing the writing of ILPs, in collaboration with other staff and specialists.
- Where appropriate, teaching pupils with SEND
- Liaising with outside agencies to support pupils with additional support strategies
- Liaising with colleagues and advising on differentiation
- Liaising with parents; providing feedback and involving them in implementing a joint learning approach at home and at school.
- Supporting and liaising with any Learning Support Assistants
- Ensuring that provision is made for special dispensations for exams, such as extra time, the use of laptops or scribes (where such action has been recommended by a relevant expert/agency)
- Sourcing and ordering resources for SEND provision.
- Ensuring that there is support for those who are learning to touch-type or need assistance with handwriting; providing additional reading support to weaker readers.
- In the event of a pupil applying for statutory assessment, the SENDCO must collate all the necessary paperwork required by the local education authority. If the pupil has an EHC plan, the SENDCO would be responsible for co-ordinating the provision and organising the Annual Reviews.
- Their own professional development – e.g. keeping up to date with knowledge of the Government's changing policies in regard to SEND, as well as attending relevant courses

- Liaising with commissioners and collaborative partners to ensure SEND policy is accurate and up-to-date, both in practice, and in regulatory compliance.

Appendix II - Checklist for Early Detection of SEND

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Name of pupil:

Teacher:

The observations below are of a nature that a teacher would identify quite early.

| Criteria | ✓ |
|--|---|
| Significant discrepancy between oral and written performance | |
| Persistent difficulties with spelling easy or common words | |
| Erratic spelling- has good and bad days | |
| Difficulty getting ideas down on paper | |
| Problems putting things in sequential order | |
| Written work fails to express the student's understanding, ideas or vocabulary | |
| Easily misreads or miscopies | |
| Loses place easily when reading or following instructions | |
| Has difficulty seeing errors- cannot proof-read | |
| Finds reading new words difficult | |
| Handwriting may be messy, poorly constructed or immature | |
| Shows left / right confusion | |
| Finds it difficult to memorise / remember new facts, new words, and new instructions | |
| Has trouble generalising or acquiring and applying new rules | |
| Does not seem to learn by ordinary teaching methods | |
| May be described as a quick forgetter rather than a slow learner | |

NB: Not every pupil with SEND shows all these difficulties, but when a number of difficulties are manifested simultaneously further investigations should be made.

A clear and defined system for identifying and acting upon SEND is set out below.

1) Initial Action

The class teacher/ tutor / TA has the initial responsibility for identifying pupils who may have Special Educational Needs; the most important and effective method of assessment in all areas of the curriculum is teacher observation. Teachers who have concerns about pupils complete a concern form and discuss it with the SENDCO. They may also raise their concerns in meetings with senior management. The SENDCO will observe the pupil in the classroom and look through his classwork. In conjunction with the class teacher the SENDCO will then decide if a pupil needs monitoring (stage 2) or go onto stage 3 and have additional support.

2) Monitor Stage (2)

Before a child is placed on stage 2 parents are informed of the class teacher and SENDCO concerns and are informed that their son is being monitored. A discussion will take place with the parents and the parents will be asked for their views and input. The pupil will then benefit from some smaller interventions with qualified teachers at a ratio of no more than 1:3. Parents will be kept up to date through informal meetings and at termly Parents' Evenings. Pupils being monitored are discussed regularly at the SEND meeting and with the class teacher. The pupil's assessment and test results are tracked.

If it is decided in the future that a pupil needs individual support from a SEND teacher then his parents will again be contacted and asked in for a meeting. During the meeting appropriate support for the pupil is discussed and decided by the SENDCO and the parents. At this stage, the child is put on the school's SEND register.

3) Individual Support (3)

Pupils listed on the SEND register are supported within the school by the Specialist Educational Needs staff supplied from an external agency. Each pupil on the register has either an ILP (Individual Learning Plan) which include a list of SMART targets. These are drawn up by the SENDCO in consultation with the class teacher and parents. These include practical suggestions for teachers to help pupils in class. Copies of all ILPs and SMART targets are kept by all those teachers, who teach the pupil, in their teachers' planning folders. Further copies are available on the staff shared area

and in the SEND folder. A pupil's ILP or SMART targets is also sent to the parents at the start of each term.

Pupils are withdrawn from class to work in a small group or on a one to one basis with one of the teachers which might include the SENDCO. The frequency of this support is recommended by the SEND team. We have a variety of resources at school and order new materials to support the needs of pupils as required.

Any change to the existing provision, or alternative suggestions for new provision are discussed with SENDCO first. The parents will then be informed about this.

Educational Health Care Plan (EHCP)

If a pupil has an EHCP the school will take responsibility for ensuring that all staff working with the pupils have read and understood the EHC plan and any specialist reports. We will ensure a clear range of strategies and approaches to support differentiated day-to-day teaching is agreed by all those involved, based on specialist advice. The school will target provision to address the pupil's needs and ensure that agreed outcomes and review points are in place. Teachers, with the support for the SENDCO, will monitor progress towards meeting agreed outcomes regularly, adjusting planning where needed and the SENDCO will monitor and oversee progress at least once a term with all relevant staff, parents/carers and pupils.

Outside Agencies

Some pupils will need more support than can be offered by the school. In these cases external agencies will need to be consulted. The school will contact parents in order to suggest further investigation by an

- Educational Psychologist
- Speech and Language Therapist
- Occupational Therapist
- Physiotherapist
- Paediatrician
- Behavioural Psychologist
- Behavioural Optometrist

- or any other relevant professional.

Once an outside assessment has been carried out and the report shared by the parents with the school, the report will be read by the, class teacher and the Head Teacher and any other member of staff that teaches the student. A meeting will then take place between the parents, Student welfare, SEND teacher, class teacher and, if necessary, Head Teacher. An appropriate plan of action will be discussed with the parents.

The recommendations of the outside professional are included in an ILP. Any pupils receiving support outside school will also be placed on the SEND register. On occasions it is decided that a student would benefit from spending between one and four mornings per week having specialist 1:1 teaching in English and maths at a specialist teacher, this decision is made in conjunction with the parents, referrers and with the students' best interest in mind.

Appendix IV - The 4-Part Cycle of SEND Practice

We operate a holistic approach for assessing, tracking and monitoring progress. It builds on frequent review in successive four stage cycles: Assess; Plan; Do; Review:

1. Assess (Teacher, SENCO, and External where appropriate)

Pupils who are not making expected progress will be referred to the SENCO using the checklist for early identification of SEND

Classroom teachers should communicate any initial concerns about the student to the SENDCO. These concerns can include:

- Behaviour or ability to socialize
- Reading and/or writing
- Concentration levels
- Physical needs or impairments

With parental approval, an educational psychologist or other appropriate specialist may be recommended in assessing the pupil for SEND. The results of which will be communicated to school by parents and shared with all relevant teachers by the SENCO.

2. Plan (Teacher, SENCO)

We recognise that differentiation is essential to meet the diverse range of abilities within any class. Class teachers will plan levels of activities so that more able pupils are stretched whilst others can still cope with lessons and understand the concepts taught. For those pupils who may not necessarily need their own learning intervention programme, teachers plan and deliver differentiated material or modify teaching styles and resources used according to individual pupil's needs. Support and interventions are agreed upon by the SENCO, teacher, parent and pupil.

Where an ILP is required it is written and circulated by the SENCO to provide guidance to classroom teachers. Lessons should be differentiated appropriately based on the ILP. Additional adults/teaching assistants in class should mirror the support that the classroom teacher has put in place. There will be frequent communication between the teaching assistant and classroom teacher in order to ensure that the support provided outside of lesson time is meaningful and suitable. The SENCO communicates to parents about SEN. Where appropriate, the SENCO communicates with the CPO regarding any sensitivities surrounding SEN and repercussions on welfare and wellbeing, particularly where cultural attitudes towards SEN may be detrimental to the pupil's welfare.

The ILP will provide details and guidance, including:

- Pupil name, class,
- Strengths and areas for improvement
- Intended outcomes
- Interventions e.g. LSA support
- Access arrangements, if applicable

Available access arrangements include:

- Extra time allowance as suggested by assessment
- Supervised rest breaks/movement breaks
- Use of a scribe, transcript or reader depending on need
- Use of a word processor
- Large print papers/reasonable adjustments

3. Do (Teacher)

The classroom teacher remains central to ensuring that the intentions of the ILP are carried through in the classroom on a daily basis. Teachers should use the ILP to:

- Focus on the intended outcomes for the pupil
- Continuously evaluate the quality of support provided
- Contribute to whole school improvement
- Have high aspirations for every pupil
- Involve any additional adult/teaching assistant in planning process as appropriate

Teachers should encourage all students to become independent learners. AfL should be used effectively to increase participation and engagement of pupils with SEN; suitable support will help improve intended outcomes.

The teaching specialists will ensure that the schemes of work and resources provided are appropriate to a range of abilities and learning styles.

It must be noted that ensuring correct provisions are made for students with SEN is a whole school responsibility. Provisions are pupil-centred and may change often, in accordance to information revealed from reviews. Staff must be vigilant in keeping up to date with the requirements and intended outcomes for each pupil with SEN.

4. Review (Teacher, SENCO)

The purpose of the review is for the classroom teacher and SENCO to discuss whether a pupil is making adequate progress. Reviews will be frequent and will draw on evidence such as the teacher's assessment and experience of the pupil, information on pupil behaviour, and their development compared to their peers. The views of the pupil and parents will also be taken into account.

The Head or teaching specialists will conduct observations for pupils with SEND to make sure that they are utilising the strategies which have been suggested to them by the teacher and SENDCO. Feedback from these observations will be discussed with SENCO and teacher and will inform the review process.

Assess, Plan, Do, Review is a whole school approach to ensuring outstanding progress for pupils with SEND. Pupils are central to this approach, and review should be frequent in order for the support to remain effective, personalised and up-to-date.