



## **The Graduated Approach**

If a child is not making sufficient progress and shows signs of difficulty the school will place the child at the School Support stage of the school's Record of Need and support which is additional to or different from the provision for all children will be identified in a school based plan.

A child may be experiencing difficulties in the following areas:

- Literacy and numeracy
- Behavioural, emotional and social development
- Sensory or physical problems
- Communication or interaction difficulties

If a child does not make progress despite the school taking the action outlined, advice will be sought from the appropriate support services and the plan will be amended accordingly.

## **School Based Plans**

All children at School Support need to have a plan setting out the child's targets and the additional help, resources and experiences which will help the child to reach the targets.

Plans must be numbered, dated and a review date included.

Class teachers are responsible for ensuring that records are kept of the individual achievement of children in their class.

## **Support**

The plan will outline additional support which may include:

- Modification of teaching methods/materials
- In-class support by teacher/teaching assistant
- Withdrawal for individual/small group work
- Behaviour modification programmes
- Use of specialist equipment, including relevant ICT

## **Resources**

The allocation of teaching assistant time to support children may be influenced by any of the following:

- The number of children with SEN
- Assessments by a Speech and Language Therapist or Educational Psychologist
- Teacher assessments

## **Education Health and Care Plan**

If progress is still not achieved the child may be assessed with a view to initiating statutory assessment of special educational needs under the 1996 Education Act.

The assessment may lead to an Education Health and Care Plan which will give detailed guidance about the child's difficulties and allocate any extra resources which are needed.

The local authority provides funding to the school to support children who are the subject of statements.

### **Liaison**

To support children with SEN regular liaison is maintained with the following external agencies

- Psychological service
- Audiology service
- School doctor and nurse
- Service for the visually impaired
- Speech and language therapy service

Parents will always be informed when an external agency becomes involved with their child.

### **Record Keeping**

Each teacher is required to keep a SEN file for their class. This file should contain records and plans for any child in the class who has been identified as having SEN.

### **Reviews**

The progress of children with special educational needs will be reviewed through formative assessments.

School based plans will be reviewed every term in the following way:

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| <b>Autumn term</b> | The plan written at the end of the summer term will be discussed with parents at parent interviews early in the autumn term and a copy given to them.                          |
| <b>Spring term</b> | The plan will be reviewed with the child's parents at a parent interview and a draft of a new plan will be discussed. When finalised, a copy of the new plan will be sent home |
| <b>Summer term</b> | The plan will be reviewed by the teacher and a new plan written ready to be passed on to the next teacher  |

Some children may need targets to be reviewed and set more frequently, and this will be at the discretion of the class teacher in consultation with the SENCO. Children with an Education Health and Care Plan will also have an annual review of their plan, as required by legislation.

### **Staff Development**

Any training needs will be met through courses or whole staff training.

## **Working with Parents**

The school will actively seek the involvement of parents in the education of their children.

When a child is placed on the Record of Need a meeting will be held with their parents to explain what is happening and to discuss how the child will be supported at school. The parents will be advised about how they can help their child at home.

Parents will be asked to sign plans as a record of their involvement.

Parents will be kept informed about the involvement of LA support agencies with their children, and will be invited to attend any formal review meetings.

## **Monitoring and Evaluation**

### **Weekly monitoring meetings**

Each Wednesday from 10.30 – 11.00 the SENCO will meet with one class teacher to review the special educational needs of children in the class and discuss whether children should be placed on the record of need or be removed from it. It is also an opportunity to identify whether children need to be referred to an external agency. Any teaching assistant who works in the class will also attend the meeting. The SENCO will keep brief notes about the children.

### **Termly monitoring**

Autumn	SEN files will be monitored by the SENCO
Spring	SENCOs will meet with SEN governor to complete an annual self-review of SEN and review the number of children on the record of need and the range of needs. A report will be made to the Spring term governors' meeting
Summer	SEN files will be monitored

The headteacher will include an update on SEN in her report to governors each term.

The success of the policy will be gauged by the achievement of targets outlined in the pupil's plans, progress towards the early learning goals and National Curriculum levels and the number of children removed from the record of need by the end of Year 2.

This policy will be reviewed every three years and updated to reflect the school's evolving practice.