GRADUATED APPROACH - PARENTS

QUALITY FIRST TEACHING

All children are assessed in every lesson across the curriculum using day to day formative assessments, low-stakes quizzes and diagnostic assessments. The curriculum is personalised and builds upon prior knowledge. This information is used to track the progress of all pupils – do they know more and remember more?

If a class teacher has any concerns regarding a child's attainment and progress, they arrange a meeting with the SENDCO. A discussion will take place about what extra support may be needed to address gaps in learning in school and at home. If the concerns continue despite in-class interventions, the teacher will meet parents to discuss next steps.

As a part of this, children will undertake standardised tests in order to support the identification of any difficulties.

Parents who have concerns can raise them firstly with the class teacher and where appropriate the SENDCO.

The child is placed onto the SEND register. An Individual Support Plan (ISP) is created with the child, teacher and parent outlining their targets for the term. Children will then receive a small group or 1:1 intervention dependent on their need. Progress is measured and reviewed over the 10-week intervention.

At the end of each term, SEND reviews will take place with the SENDCO and class teacher. They will discuss the impact on progress, development and behaviour.

Adaptations will be made to the ISP, the school's Provision Map and interventions for the following term. The class teacher will meet with the child and parent to share the new ISP.

In some cases, children may be referred to outside agencies such as: Speech and Language Therapists; specialist advisors from the Local Authority and Educational Psychologists to work in partnership with the school to be able to address the needs of the children.

If required, the school may also start the Education, Health Care Plan consultation and assessment.