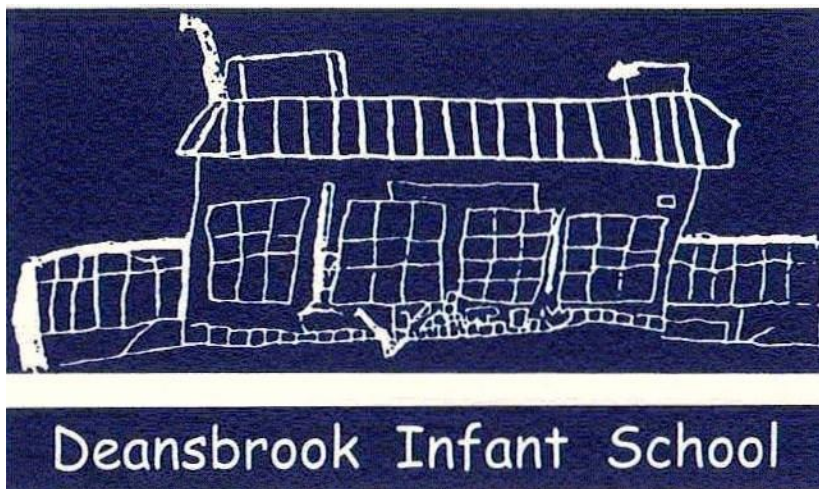


Deansbrook Infant School



Special Educational Needs and Disability Policy

Reviewed and ratified by the Governing Body: November 2023

Review Date: November 2024

The Special Educational Needs Coordinator (SENCO) is Caroline Griffiths. She is a qualified teacher and is also a member of the Senior Leadership team (SLT) and is also the Inclusion Leader.

Mrs Griffiths can be contacted via the school office or by phone:
0208 959 2152

The governor responsible for SEN is Penka Georgieva Mihov

COMPLIANCE

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability (SEND) Code of Practice 0 – 25 (July 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (Jan 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions December 2017
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2014
- Deansbrook Infant School Safeguarding and child protection Policy
- Deansbrook Infant School Accessibility Plan
- Teachers Standards 2012

RATIONALE

At Deansbrook Infant School we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected.

Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed. We recognise that children may have special educational needs during their school life and we aim to identify and support children's individual needs enabling them to be fully included within the school community. In doing this we work within the SEND Code of Practice 0 - 25 (2015) framework and take account of all relevant LEA and Government directives.

We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act of 2010. Every teacher is a teacher of every child including those with special educational needs. Together we take pride in making a positive contribution to our school and the wider community.

AIM

At Deansbrook Infant School we aim to raise the aspirations of and expectations for all pupils with special educational needs and disabilities in order for them to become confident individuals and achieve their best. Our school provides a focus on the outcomes for children with special educational needs and disabilities and not just hours of provision.

OBJECTIVES

- To provide a happy, secure and challenging environment where all children will develop confidence, self-esteem, a desire for learning and will achieve their personal best.
- By providing a stimulating, broad and balanced curriculum, through which children are actively learning and individuals are equally valued, we seek to develop positive and appropriate attitudes towards learning, life and society. We encourage children to have respect for themselves, each other and their environment.
- To implement the Special Educational Needs and Disability Code of Practice 0 – 25 (2015) and all other relevant Government and LEA directives.
- To identify and monitor pupils' special educational needs at the earliest possible stage and make provision for them so that their attainment is raised and they achieve the best possible outcomes
- To ensure pupils with special educational needs have full access to the Foundation Stage and National Curriculum. To have high expectations and to provide a differentiated curriculum appropriate to the individual's needs and ability taking account of equal opportunities issues.
- To fully involve parents/carers and pupils as directed by the SEND Code of Practice
- To provide support and advice for all staff working with pupils who have SEND
- To regularly review the intervention for each child to assess the impact on the child's progress and to involve all those associated with the intervention.
- To ensure there is liaison with services involved with pupils with special educational needs to support a multi-disciplinary approach.
- To liaise with pre-school educational placements and schools that children transfer from, and to, to facilitate effective transition.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Defining SEN

A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind

generally provided for others of the same age in mainstream schools.
(2015 SEND Code of Practice: 0 to 25 Years)

The SEND Code of Practice describes 4 broad categories of need
(Appendix 1)

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

The purpose of identification of pupils with SEN is to work out what action the school needs to take to support the pupil, not to fit the pupils into a category. We identify the needs of pupils by considering the needs of the whole child which will not just include the SEN of the pupil. We recognise that a range of factors other than SEN can impact on a pupil's progress and attainment including:

- Disability (the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality legislation - these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Behaviour as a need is no longer an acceptable way of describing SEN. Any concern relating to pupil's behaviour is now considered as an underlying response to a need.

The SEND Code of Practice suggests that pupils are only identified as having SEN if they do not make adequate progress once they have interventions/adjustments and good quality personalised teaching (Section 6.37 onwards).

Teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from teaching assistants or specialist staff. Quality first teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.

Deansbrook Infant School regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

Additional support or interventions may be put in place for children making slower than expected progress or who are underachieving before a special educational need is formally identified.

Parents and carers are informed of teacher's concerns through a range of methods including face to face meetings, letters and phone calls.

When the class teacher has a concern about a pupil and feel they may have special educational needs the following process should be followed:

- Discussion with the SENCo**
- Discussion with parents to develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps. A brief record of this meeting will be made and a copy given to parents.**
- Additional scaffolding and support within the classroom is the first step in responding to pupils who have or may have SEN**

A GRADUATED APPROACH TO SEN SUPPORT

Identifying children at SENS (SEN Support)

Children with SEN are identified by one of three assessment routes, all of which are part of the overall approach to monitoring progress of all pupils:

- 1. The progress of every child is monitored through half termly data and at termly pupil progress meetings. Where children are identified as not making progress in spite of quality first teaching they are discussed with the class teacher, Headteacher, Deputy Headteacher and Inclusion leader. A plan of action is agreed.**
- 2. Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2015 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:**
 - is significantly slower than that of their peers starting from the same baseline**
 - fails to match or better the child's previous rate of progress**
 - fails to close the attainment gap between the child and their peers**
 - widens the attainment gap**
- 3. Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate**

them all. Frequently, the concern can be addressed by quality first teaching or some parental support.

The SENCO can undertake formative assessments to add to and inform teachers' own understanding and assessments of a child.

With parents permission the school may also engage with a range of external agencies including the Educational Psychologist, Speech and Language Therapist and the Advisory teaching team to assist with the identification of pupils needs.

A Graduated Response

Where a pupil is identified as having SEN, the child is entered on to the School's Register as SEN Support (SENS). Parents will be formally informed and the support for meeting the desired outcomes discussed. The school applies the Assess Plan Do Review cycle detailed in the SEND Code of Practice (Appendix 2). This support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised. Through this cycle a growing understanding of the pupil's needs develops as well as of what helps the pupil to make good progress and secure good outcomes. This is known as the graduated approach.

MANAGING PUPILS' NEEDS ON THE SEN REGISTER

At Deansbrook Infant School children identified as having special educational needs will have outcomes identified and included as targets on an individual education plan (IEP). Provision to achieve these targets will be additional to or different from the differentiated curriculum plan that is in place as part of normal provision. Individual Education Plans are the responsibility of class teachers and they will update them at the end of each assess, plan, do, review cycle which will normally be at the end of each term. The review will be overseen by the SENCo. If, during the cycle, or at the end of the cycle evidence gathered through teacher and intervention assessment shows that the pupil is not making expected progress then outside agency support may be sought with parental agreement and discussed with the child where appropriate.

The IEP will be written by the class teacher with the support of the SENCo. Parents will be informed and the strategies for meeting the desired outcomes discussed including support that can be given at home. Parents will be asked to sign the IEP and record their views. The IEP will be shared with the child and their views recorded too.

- The class teacher remains responsible for working with the child on a daily basis through short term planning and will adapt any curriculum areas and assess on a daily basis.
- The class teacher will carry out reviews formally on a termly basis. Parents are invited to meet with the teacher to discuss

their child's progress. The outcomes of the review will determine the next course of action.

- Copies of any letters sent to parents and records of other contact will be kept by the SENCO in individual children's records.
- The SENCo will identify any further assessments that are required and will arrange for these to be completed.
- The class teacher will be given advice on strategies that can be used within the classroom as well as on any interventions that may be implemented
- Where necessary, the advice and services of other agencies may be sought to support with the needs of the child.

The Special Educational Needs Inclusion Register

All teaching staff have access to a copy of the SEN Register. This is confidential. The register is updated and analysed regularly by the SENCo.

An Educational Health Care Plan (EHC plan)

If, after considerable advice and support, it is felt that the needs of the child remain so substantial that the school cannot meet them, then this concern will be brought to the attention of the local authority (LA) in the form of a request for an Education, Health and Care Plan.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

When making a request for an EHC plan, the SENCo will provide the local authority with:

- How and when the child's needs were first identified and the steps that have been implemented to support these needs
- National Curriculum levels/Pre-key stage standards / engagement model
- Educational and other assessments, for example from Educational Psychologist
- A pen portrait of the child and the needs that they display within school
- Involvement of other professionals
- Any involvement of Social Care or education welfare service.

- Whilst the assessment is being pursued the child will continue to receive the support already provided under the previous stage.
- Parents should be informed and given the contact details of SEND Information and Support Service (SENDIAS) formerly the Parent Partnership Service who will give them independent advice and support.
- Once a child has received an EHC plan, an annual review meeting is held to consider whether the EHC plan should be maintained. Everyone who is involved with the child is invited by the SENCo to the review meeting or asked to produce a report. The targets set for the past 12 months are reviewed and assessed, any new concerns are expressed and the views of parents and others are noted and discussed. New long term targets for the next 12 months are considered. The SENCo completes the appropriate annual review form and sends originals to the LA.

Short term targets which feed into the long term targets are also set for children with an EHC plan. These are reviewed termly so that progress is closely monitored.

CRITERIA FOR EXITING THE SEN REGISTER

Pupils receiving SEN Support are rigorously monitored and their support is continually assessed. Based on evidence accrued through this process the teacher and SENCo will make a joint decision on when to exit a pupil from the SEN Register.

SUPPORTING PUPILS AND FAMILIES

The SEND Local Offer in Barnet aims to provide parents with the information they may need, or want to know, about resources, services, support, activities and events for Barnet's children and young people with Special Educational Needs and/or Disabilities and their families. Information is arranged according to age from pre-school through to early adulthood. It can be found at the following link:

[Barnet local offer](#)

Deansbrook Infant School SEND Information Report can be found on the school's website, this provides parents with information on what support is in place for pupils with SEN.

The local SENDIAS can provide independent support to families and their information in on the Local Authority Local Offer website or contact telephone number 0208 359 7637 Email address SendIASS@barnet.gov.uk

Admission Arrangements

Children enter school at the beginning of the Autumn term of the year in which they are five. We follow the Local Authority's admission policy. Many of the children will have spent some time in the Nursery and the staff

will have identified and begun planning for children who have Special Educational Needs. Should any child in Nursery be placed on the SEN Register, this information will be passed on to relevant staff as they move through the school.

Transition Arrangements

Additional support is provided to pupils with SEN in preparing for transition. At the end of each academic year teachers will pass on any SEN or medical information to the new class before the new academic year begins.

When children with SEN transfer to Junior school the class teacher and SENCO will liaise with the staff and hand over all SEN documentation prior to the new term beginning. The Junior school staff are invited to final EHC review meetings of the year 2 pupils.

Where children with SEN transfer to another primary school SEN records will be forwarded within 15 days of the child ceasing to be registered at our school.

If a child transfers into Deansbrook Infant School during the academic year the school will endeavour to obtain the child's records from their previous school as soon as possible.

SUPPORTING PUPILS WITH A MEDICAL CONDITION

Deansbrook Infant School recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some pupils may also have SEN and may have a statement, or Education, Health and Care (EHC) plan 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 puts in place the necessary adjustments to meet the needs of pupils with medical conditions. This includes:

- Facilities to store and give prescribed medicines.
- Provision of a space for therapy treatments
- Adjustments to the building and provision of specialist equipment for pupils with physical conditions

The Supporting Pupils with Medical Conditions Policy can be found on the school website under policies. The school endeavours to meet the needs of all pupils with a medical condition.

MONITORING AND EVALUATION OF SEND

We aim to provide a variety of approaches in order to maximise the achievement of all pupils with SEN and disabilities. This should enable them to have a broad and balanced curriculum. Teachers' planning and approaches should be flexible in order to recognise the needs of all these

children to ensure that work is well matched and adapted to the specific needs of individuals. The SENCo will monitor planning and teaching at regular intervals to ensure that the needs of pupils with SEN are being met. Book monitoring and learning walks also take place on a regular basis.

Monitoring the effectiveness of intervention strategies is an integral part of the review process. Time is allocated to monitor the delivery of interventions to ensure they remain focused on the needs of the child.

Children with special educational needs are set 'small step' targets against which progress can be measured. We would expect children to be making steady progress against these targets. Teacher assessments and intervention results are used to measure the progress individual children and groups of children with SEN make. This aims to identify the strengths in practice as well as the areas that continue to require development.

Progress for children with special educational needs may also be measured using the pre-key stage standards or engagement model.

Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils

TRAINING AND RESOURCES

Training

Training needs of staff are identified through performance management and INSET. Training is then planned throughout the year for teaching and non-teaching staff using in house expertise and outside agencies. Staff also access local and national training.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development independently as well as attending school INSET sessions

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The SENCo regularly attends the LA's SENCo network meetings and national events and conferences in order to keep up to date with local and national initiatives in SEND. The school has NASEN membership, (National Association of Special Educational needs).

Resources are purchased to match the identified needs of pupils.

Funding

All mainstream schools are provided with resources to support those with additional needs, including pupils with SEN and disabilities. Most of these resources are determined by a local funding formula. Within the overall

school budget, a proportion of funding is allocated called the notional SEN budget. A provision map of intervention funded through this budget is kept for each year group. This is reviewed regularly and progress of children receiving intervention is monitored closely.

For children who have an EHC plan or statement the school is not expected to meet the full costs of more expensive special educational provision from their core funding. Schools are expected to provide additional support which costs up to a nationally prescribed threshold per pupil per year. The local authority provides additional top-up funding where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold.

ROLES AND RESPONSIBILITIES

The role of the SENCo:

- overseeing the day-to-day operation of the SEN policy
- co-ordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the delegated budget and other resources to meet children's needs effectively
- liaising with parents of children with SEN
- 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, especially the local authority and its support services
- liaising with potential next providers of education to ensure a child and their parents are informed about options and a smooth transition is planned
- working with the Headteacher and governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the records of all pupils with SEN are kept up to date
- implementing the SEND Code of Practice (2015)
- ensure children with SEN are making progress through the use of pupil tracking and data analysis

- liaise with co-ordinators of other curriculum areas to ensure that children with SEN have full access to their curriculum area.
- attend CPD relevant to the development of the role and feedback relevant information when necessary.
- make staff aware of the training relevant to their own role in the development of SEN.

The Role of the Governors

The governing body of the School is “expected to use their best endeavours to meet the needs of the children with SEN.” (Section 29 Children and Family Act 2014)

The governing body must:

- do its best to ensure that the necessary provision is made for any pupil who has special educational needs
- ensure that, where the ‘responsible person’ – the Headteacher or the appropriate governor – has been informed by the LA that a pupil has special educational needs, those needs are made known to all who are likely to teach them.
- ensure that teachers are aware of the importance of identifying, and providing for, those pupils who have special educational needs.
- consult the LA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.
- use their best endeavours to make sure that a child with SEN gets the support they need –this means doing everything they can to meet pupils SEN
- ensure that pupils with SEN engage in the activities of the school alongside pupils who do not have SEN
- designate a teacher to be responsible for co-ordinating SEN provision
- publish an SEN information report containing information of the education of disabled children

STORING AND MANAGING INFORMATION

All documents relating to a pupils SEN and Disability are stored securely and information contained in them is regarded as confidential.

REVIEWING THE POLICY

This policy will be reviewed annually and in response to need as the legislation surrounding SEN is updated.

Accessibility

The Disability Discrimination Act, as amended by the SEN and Disability Act 2001, places a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Plans to address the issue of accessibility and future plans to reduce barriers to learning can be found in the Accessibility Plan. This can be found on the school's website.

Curriculum

The curriculum is adapted to meet the needs of disabled pupils in school. Appropriate equipment is used e.g. ICT equipment, writing slopes and a range of pencil grips and rulers to reduce and remove barriers to learning.

Environment

Reasonable adjustments have been made to the building and environment to make it as accessible as possible for disabled students, visitors and staff, for example ramps are in place and appropriate toilets and sinks have been fitted. Reasonable adjustments in both curriculum and in the environment are made to ensure that pupils have full access to trips, outings and extra-curricular activities. Where necessary individuals receive additional staff support to ensure full access to the curriculum.

Deansbrook Infant School promotes equality of opportunity through its Equal Opportunities Policy which includes both curriculum and non curriculum areas of school life. It eliminates unlawful discrimination, disability related harassment and promotes positive attitudes towards disabled people through the implementation of the relevant policies and appropriate practices in the school. Disabled pupils are actively encouraged to take a full part in extra curricula activities such as after school clubs and resources such as 1-1 support is provided to enable participation.

DEALING WITH COMPLAINTS

If a parent or carer has any concerns about a child these should be addressed to, in the first instance, the child's class teacher. If a parent or carer has a specific SEN concern about a child the SENCo should be contacted via the school office. If an issue remains unresolved then an appointment should be made with the Deputy Headteacher or Headteacher.

BULLYING

At Deansbrook Infant School we are very aware of the possible consequences of bullying and through policy and practice we strive to address the negative effect that such experiences may have on both pupils and staff within the School taking particular care that the needs of

our most vulnerable pupils are taken into consideration. Details of how we achieve this can be found in our Anti Bullying Policy on the school website.

Bullying allegations can come from a number of different sources including from the child, child's friends, parent/carer or staff member. All allegations will be listened to, taken seriously and acted upon. Allegations can be made face to face e.g. a child reporting directly to a member of staff, or indirectly via the chat box for Year 2, or through our school council. All pupils are actively and strongly encouraged to inform an adult if they have a concern about bullying. We will strive to speak with parents to discuss any concerns immediately. Where this is not possible, contact will be made within 24 hours of a concern being highlighted by a parent to arrange a meeting. Normally, there is a graduated response to a parental concern however throughout the process the right to contact the Headteacher directly is maintained.

Appendix 1 (from the Special Educational Needs and Disability (SEND) Code of Practice 0 – 25 July 2015)

Broad areas of need

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.

6.33

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools – see the References section under Chapter 6 for a link.

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. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health.

6.35

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Appendix 2 (from the Special Educational Needs and Disability (SEND) Code of Practice 0 – 25 July 2015)

SEN support in schools

6.44

Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

Assess

6.45

In identifying a child as needing SEN support the class or subject teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It should also draw on other subject teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. Schools should take seriously any concerns raised by a parent. These should be recorded and compared to the setting's own assessment and information on how the pupil is developing.

6.46

This assessment should be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEN, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.

6.47

In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCO should contact them if the parents agree.

Plan

6.48

Where it is decided to provide a pupil with SEN support, the parents must be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCO should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

6.49

All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's information system.

6.50

The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge.

6.51

Parents should be fully aware of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home. The information set out in 6.39 should be readily available to and discussed with the pupil's parents.

Do

6.52

The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

6.53

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date.

6.54

The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENCO, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

6.55

Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

6.56

Where a pupil has an EHC plan, the local authority must review that plan as a minimum every twelve months. Schools must co-operate with the local authority in the review process and, as part of the review, the local authority can require schools to convene and hold annual review meetings on its behalf. Further information about EHC plan reviews is given in Chapter 9, Education, Health and Care needs assessments and plans.

