

- All pupils will be provided with high quality teaching that is differentiated to meet the wide range of needs for all learners
- Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.

The quality of classroom teaching provided to pupils with SEND is monitored in a number of ways that includes:

1. Classroom observations by the Headteacher, Deputy Head and SENCo,

2. On-going assessment of progress made by pupils with SEND,
3. Work sampling and scrutiny of planning to ensure effective matching of work to pupil need,
4. Regular meetings, including at the beginning and end of the academic year, between SENCo and class teams(class teacher/teaching assistant) to exchange information and provide advice and guidance on meeting the needs of pupils with SEND
5. Termly evaluations of the quality and effectiveness of interventions provided.

- All pupils have individual national curriculum targets, set in line with national outcomes, to ensure ambition. Parents are informed of these via the reporting system and also at termly Parent's Evenings.
- Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in half termly progress meetings that are undertaken between class teams, Headteacher, Deputy Headteacher and SENCo.
- Additional action to increase the rate of progress will then be identified and recorded that will include a review of the impact of the differentiated teaching

being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil

- Where it is decided, during early discussion, that special educational provision is required to support increased rates, parents will be informed that the school considers child may require SEN support and their partnership sought in order to improve attainments.
- Action relating to SEN support will follow an **ASSESS, PLAN, DO** and **REVIEW** model:

1. **ASSESS:** Information on the pupil held by the school will be collated by the class teacher in order to make an accurate assessment of the pupil's needs. Parents will always be kept informed and invited to this early discussion to support the identification of action to improve outcomes
2. **PLAN:** If review of the action taken indicates that 'additional to and different from' will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence based interventions

identified recorded and implemented by the class teacher with advice from the SENCo

3. **DO**: SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include challenging and relevant academic and developmental targets that take into account parents' aspirations for their child. Parents and the pupil will be consulted on the action they can take to support the attainment of the desired outcomes. This will be recorded and a date set for reviewing attainment

4. **REVIEW:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.