



Special Educational Needs and Disabilities (SEND) Policy

Primary person responsible for this policy: Miss Annette Elstob

Job title: Headteacher

Last review date: July 2022

Next review date: July 2023

Relevant ISI coding (if applicable)

Circulation: This policy has been adopted by the governors, is addressed to all members of staff and volunteers, and is available to parents on request. It applies wherever staff or volunteers are working with children.

Please note: 'School' refers to Rolfe's Nursery School; 'parents' refers to parents, guardians and carers.



Contents

Section A – Principles & Objectives

- Background
- Legal framework
- Definition of special educational needs and disability (SEND)
- Admissions policy for SEND
- Principles and aims
- Procedural objectives

Section B – Implementation & Monitoring

1. Identification, assessment and provision
2. Resources
3. Professional development
4. Roles and responsibilities
5. Communication & collaboration – Partnership with parents/carers
6. Record-keeping and evaluation of success of the policy

Appendices

- I. The role and responsibilities of the SENDCO
- II. Checklist for early detection of SEND in Early Years
- III. EYFS SEND categories and levels within categories
- IV. The 4-Part Cycle: Assess; Plan; Do; Review
- V. Smart Targets



Rolfe's Nursery School offers a first-class education, preparing children to flourish at top London schools. Our reputation is founded on our excellent standards and facilities, but also on the warm atmosphere throughout the school. We believe in an environment that is that is welcoming, warm and most importantly safe. We work to make each family in the school feel special and unique, cared for and valued.

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.
- Sensory
- Specific learning disorders, such as dyslexia or aspects of memory function.
- Motor skill difficulties (fine and gross)
- Oral and/or written expression limitations¹.
- Social, emotional and mental health needs.
- Illness and long-term absence
- Communication and interaction
- Cognition and learning

National figures indicate that around 15% 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 children 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 A child **must not** be regarded as having a learning difficulty solely because the language or medium of communication of their home is different from the language in which they are (or will be) taught.



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. Equality Act 2010
5. Mental Capacity Act 2005
6. Early Years Foundation Stage Statutory Framework 2017

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.

Special Educational provision is educational or training provision that is additional or different from that made generally for other children or young people of the same age.

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 may 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/ GLP – Individual Learning Plan/ Group Learning Plan
- DSL – Designated Safeguarding Lead
- EHCP – Education, Health and Care Plan
- EYFS - Early Years Foundation Stage
- LSA – Learning Support Assistant



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 Rolfe's Nursery school who have the ability to access the curriculum. Children who have SEN are welcome, provided that we have the appropriate resources and facilities to provide them with the support that they require.

At Rolfe's Nursery School we believe that all children should experience a high quality early years education. We will endeavour to make reasonable adjustments to insure all children reach their full potential within an inclusive curriculum.

Before a place is offered at the Rolfe's Nursery School (and preferably prior to application):

1. Parents must disclose to the school any known or suspected circumstances relating to their child's health, development, allergies, and disabilities and learning difficulties. The school 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 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, 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
2. we believe it is in the best interest of the child and of the school community to remain at the school.

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

Principles

We aim to

- ensure that all children 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
- encourage children with SEND to take as full a part as possible in all school activities
- educate children 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 children 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

Aims and Objectives

- To work within the guidance provided in the SEND Code of Practice (2015)
 - A designated person (SENDCO) is responsible for coordinating and overseeing the SEND provision within the educational environment
 - A child's SEND needs will be identified as early as possible. We believe early intervention is paramount to children's long term educational outcomes
 - We will provide an appropriate and stimulating curriculum that supports the needs of every child.
 - Details regarding the SEND of children will be treated with appropriate levels of discretion and confidentiality
 - The SENDCO, teacher, child 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
 - Build good relationships and work collaboratively with outside agencies
 - Resources will be managed to ensure such needs can be appropriately met
 - Appropriate training, support and advice will be provided for all staff working with children with SEN and disabilities.
 - Support children and families with the transition to their next school
-

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 children.

High quality teaching, differentiated for individual children, 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 Key People's understanding of strategies to support SEND children.

Identification and Assessment

Identification and provision will be determined through the SEND Support Frameworks for each of the four categories of need and will use a Levelled Approach as set out in the Appendices.

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

- Concerns raised by parents, the Key Person and outside agencies and to take account of any information that they provide (for example Educational Psychologist, Occupational Therapist or Speech and Language reports).
- Classroom observations, internal tracking and individual profiles or reports
- When a Key Person identifies an issue, they raise it with the SENDCO and a Concern Sheet is completed jointly with outcomes and recommendations.
 - 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.
 - Following this, if there is no improvement, the class teacher will review their own practice still further - reflecting on alternative ways in which to support the child, delivering first quality teaching.
 - If the pupil is still not making progress after this 2-cycled process, evidence will be gathered by the key person through observation and assessment.
 - In addition a concern sheet should be completed and sent to the SENDCO for consideration (advice, observation and/or an intervention proposal).



PLEASE NOTE: Persistent disruptive or withdrawn behaviour does 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 team working with the child, to try to determine if there are causal factors such as undiagnosed learning, communication or mental health difficulties.

Parent 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 child progress data and teacher views or concerns, via the Concern Sheet. Additional information, such as private assessments, will not be the main data used, as this is not available for all children, but will be used in conjunction with our own data.

Once the appropriate assessments have taken place, a decision will be made as to whether a child 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 child's level of SEND need will be recorded on the Inclusion Register, accessible to all teachers, records are also held on SIMS (data input by SENDCO). The Inclusion Register records children at Level 2 to 5, providing an overview of each child's needs and current support in place. The Register and individual learning plan is a working document that is updated with consultation between the SENDCO and Key People. Weekly team meetings include updates and shared information on all children and our SENDCO has non-contact time to support and observe children and staff.

Special Educational Provision

Special Educational Provision means:

Section 21 of the Children and Families Act 2014 states:

"Special educational provision", for a child aged two or more or a young person, means educational or training provision that is additional to, or different from, that made generally for others of the same age.

Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less



Where a child 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 2015 – See Appendices).

If any additional support, over and above that of the Early Years Foundation Curriculum, is to be provided, parent/carers will be informed.

All ILPs are stored on the shared network and a hard copy is kept in the child's profile. ILPs are attached to the SIMS records.

Children 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 child is deemed to be Level 4-5, against the SEND Support Framework, and is receiving 1:1 support from a teacher targets will be detailed within an Individual Learning Plan. This is a working document, amended termly and discussed as often as needed with parents and all staff. During the early years, children can make significant progress in various time frames, therefore we have agreed to complete our ILP's every term.

ILP meetings will be led by the Key Person and SENDCO, with their good knowledge and understanding of the child. The meeting will review progress and set clear targets to move forward. Parents/carers will be included in the ILP review meeting to gain a holistic view of the child and support will be given to help the child achieve the targets and identify the responsibility of the parent, child and school. SMART Targets will be used:

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

The new ILP will be made available to all staff working with the child via their SIMMS record or on the Teachers shared site and also given to parents.

Any child 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 Headmistress, 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.

The consistent handling approach will be used as a strategy throughout the Nursery School.



All children are supported through transition to 'Big School' by direct contact from the Headmistress, Key Person and where necessary the SENDCO.

Involving Specialists

Where a child 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 nursery school if specialist provision is sought privately.

Equal Access

The school has wheelchair accessibility and we are able to offer children with a physical disability a place.

All teaching and non-teaching staff are responsible for ensuring that all children, 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 SIMS and the Teachers Shared site. The SENDCO will ensure that when an external report is received, a language accessible summary is provided for the teaching staff of that pupil, with practical suggestions where possible.

Resources

The overall level of funding for SEND is incorporated in our Educational Materials budget and is delegated to the school by the Alpha Plus Group. 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 SENDCO is a budget holder receiving an annual allocation of the overall budget. 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/college 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.

Alpha Plus Group offers advice and assistance to our SENDCO, and holds termly SEND forums for all SENDCO's. Rolfes Nursery School is also supported by Royal Borough of Kensington and Chelsea early years intervention team.



SEND Professional Development

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 children.

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. Attendance on courses is usually planned in relation to staff need and decisions about staff development are based on this.

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

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

Roles and Responsibilities

The Headmistress, in conjunction with the SENDCO, 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 staff have a key role in ensuring that children's needs are identified and met. They are responsible for the progress, development and attainment of all SEND children in their key groups, including where child will access support from all staff or external therapists.

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 children 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 child's needs. We actively seek to work with parents and value the contribution they make.



Parents/carers may be expected to:

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

Parents/carers may expect to:

- Be informed by the school of their child's placement within the SEND framework
- Be informed what support their child is receiving
- Be informed of their child's progress via parent-teacher meetings, school reports and more informal communications such as email or direct conversation
- Be involved in formulating their child's targets for their ILP (if an ILP is 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 key person or SENDCO.

Child Participation

For children with SEND, we aim to involve the child in understanding their difficulties and what is needed to overcome them and will always explain why extra or repetitive activities or exercises are in place.

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 Key Person. Usually any problem can be dealt with at this stage.
- Arrange a meeting with the Key Person and SENDCO as deemed necessary by the School or as requested by the parent.
- Arrange a meeting with the Headmistress.

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 children 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 children with SEND at the nursery school using the 4-Part Cycle of SEND Practice (see Appendices)

- The success of the school at including children 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 observation of children
- Co-ordinating SEND provision
- Overseeing the writing of ILPs, in collaboration with other staff and specialists.
- Where appropriate, supporting with SEND
- Liaising with outside agencies to support children 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.
- Sourcing and ordering resources for SEND provision.
- In the event of a child applying for statutory assessment, the SENDCO must collate all the necessary paperwork required by the local education authority. If the child has an EHC plan, the SENDCO would be responsible for co-ordinating the provision and organising the Annual Reviews. The process would be completed in conjunction with the headmistress.
- 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 (Alpha Plus, Local Borough and National courses)
- Liaising with the Alpha Plus Group Head of Compliance Office to ensure the SEND policy is accurate and up-to-date, both in practice, and in regulatory compliance.

Appendix II - Checklist for Early Detection of SEND

Name of child:

Criteria	✓
Is working at a developmental matters band below chronological age	
Tracking shows progress not being made within development band	
Has a known difficulty or impairment that may impact on his/her learning	
Is showing withdrawn or anxious behaviour and/or a lack of self confidence	
Is having difficulty in making relationships and interacting appropriately/meaningfully with others	
Has difficulty in sequencing events and tasks	
Appears not to listen/respond to questions or instructions	
Has limited use of spoken language to communicate meaning	
Finds it difficult to learn within a group that is age/stage appropriate	
Finds it challenging to learn when activities are unstructured	
Has difficulty in following instructions or joining in activities that are dependent upon hearing	
Has difficulty in seeing fine work, e.g. picking out detail in pictures	
Has difficulty in managing his/her body to move confidently	
Has difficulty in using hands for fine motor movements	
Has a need to seek or avoid sensory stimuli that impacts on his/her own or others' learning	

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

Key Person:

Date:

Appendix 111 SEND Support Frame work (4 Key Areas)

Level	Possible Indicators				Possible Child Support	Staff Involved
	Communication & Interaction	Social, Emotional & Mental Health	Sensory & Physical	Cognition & Learning Assessed via EYFS Age Bands		
1- Monitoring Level. Not classed at SEND	Minor difficulties with speech Becomes disorientated by change in routine	Withdrawn/ Behaviour issues Poor unkempt appearance Poor self esteem Broken attendance	Hypermobility Mild hearing loss Visual difficulties Fatigue	<i>Within Appropriate age band</i>	<ul style="list-style-type: none"> Support from key person using high quality differentiated tasks and visual / concrete materials Noted on planning and GLP In-class support 	<ul style="list-style-type: none"> Key Person All staff
2 ILP	Minor receptive or expressive language difficulties Agitated and upset by change	Persistence absence Significantly withdrawn Behaviour issues Extremely poor self esteem	Frustration with activities Difficulty with attention/ Concentration Takes longer to complete tasks	<i>Approx. 6 months behind appropriate age band</i>	<ul style="list-style-type: none"> Observations submitted to Sendco for advice, support or notification (evidence of support complete but not successful) ILP drawn up with Key Person and SENDCO & Targets set. <i>SIMS Personal Profile</i> 	<ul style="list-style-type: none"> Key Person SENDCO External therapists/specialists All staff
3 ILP External therapists	Unable to follow an instruction Frequent expressive, word finding and language difficulties Noticeable difficulties with social interaction Maybe socially withdrawn/vulnerable	Progress limited, if at all Limited attendance Behaviour is significantly impacting on learning for the child and the class Poor self esteem	Coordination difficulties Registered as partially sighted Possible use of hearing aids Specific diagnosis - Sensory processing Hypermobility	<i>Approx. 12 months behind Appropriate Age band</i>	<ul style="list-style-type: none"> Record of Concern submitted by Class Teacher Targets agreed with Key Person Outside therapists and recommendations implemented into child's ILP <i>SIMS Personal Profile</i> 	<ul style="list-style-type: none"> Key Person SENDCO External therapists/specialists All Staff
4	Unable to use pronouns Does not understand prepositions Has a diagnosis of ASD Has significant difficulty functioning independently in the classroom Extreme levels of anxiety and need for routine	Progress limited, if at all Limited attendance Behaviour is significantly impacting on learning for the child and the whole class Poor self esteem	Mobility is affected Vision and hearing impaired Use of hearing aids Child specific diagnosis	<i>Approx. 18 months behind Appropriate Age band</i>	<ul style="list-style-type: none"> ILP with targets drawn up with Key person and Sendco In-class support for daily 1:1 intervention programmes Daily notes recorded in diary <i>SIMS Personal Profile</i> EHCP consideration 	<ul style="list-style-type: none"> Key Person Sendco All staff External therapists

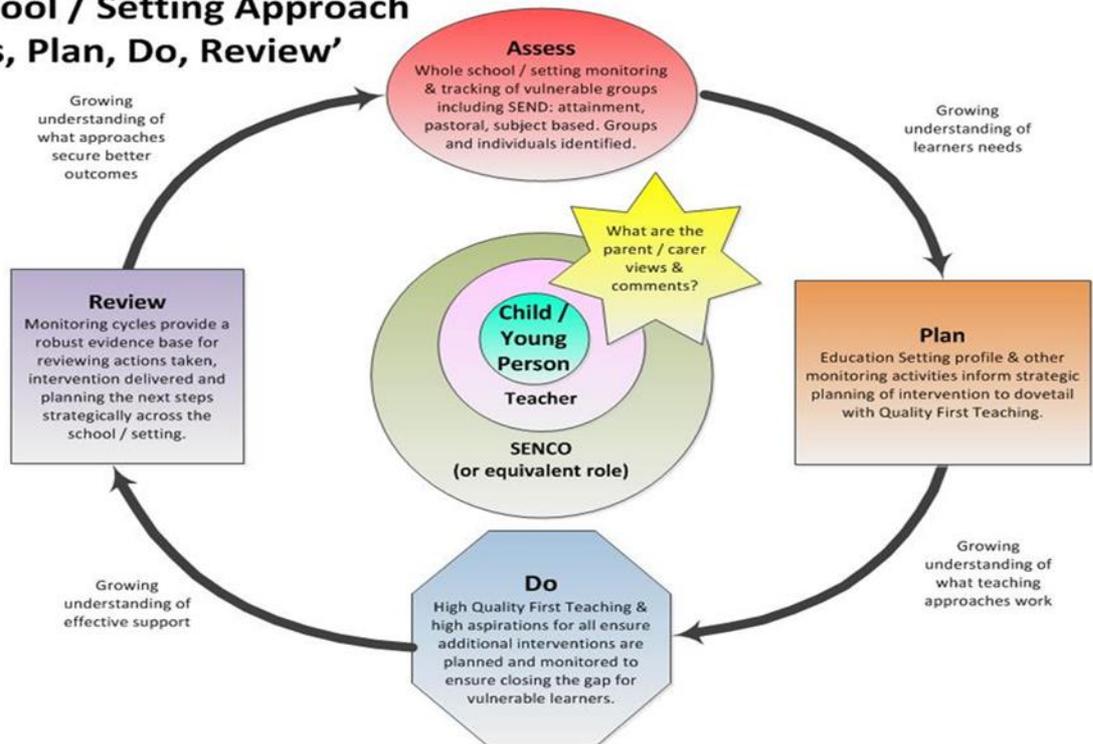


5	Statement (until 2016) or Education Health and Care Plan (EHCP)	<ul style="list-style-type: none"> As detailed in Statement or EHCP 	<ul style="list-style-type: none"> All of the above + Local Authority
---	---	--	--

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:

Whole School / Setting Approach 'Assess, Plan, Do, Review'



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

Children who are not making expected progress will be referred to the SENDCO 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 involved in assessing the child for SEND, the results of which will be communicated to parents and all relevant teachers by the SENDCO.

2. Plan (Teacher, SENDCO)

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 children are stretched whilst others can still cope with lessons and understand the concepts taught. For those children 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 child's needs. Support and interventions are agreed upon by the SENDCO, teacher, parent and child.

Where an ILP is required it is written and circulated by the SENDCO to provide guidance to classroom teachers. Lessons should be differentiated appropriately based on the ILP. LSAs should mirror the support that the classroom teacher has put in place. There will be frequent communication between the LSA and classroom teacher in order to ensure that the support provided outside of lesson time is meaningful and suitable. The SENDCO communicates to parents about SEN. Where appropriate, the SENDCO 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 child's welfare.

The ILP will provide details and guidance, including:

- Child name, class, DOB
- Things the child finds difficult
- Strategies used that help in the classroom
- Things the child likes and is good at
- Extra resources required to support the child/Interventions
- Term goals/ Intended outcomes
- Access arrangements

3. Do

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

- Focus on the intended outcomes for the child

- Continuously evaluate the quality of support provided
- Contribute to whole school improvement
- Have high aspirations for every child
- Involve the LSA in planning process as appropriate

Teachers and key person should encourage all students to become independent learners. Assessment for Learning should be used effectively to increase participation and engagement of children with SEN; suitable support will help improve intended outcomes.

The SENDCO 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 child-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 child with SEN.

4. Review (Key Person, SENDCO)

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

The key person and SENDCO will conduct observations for children with SEND to make sure that they are utilising the strategies which have been suggested within the ILP. Feedback from these observations will be discussed with SENDCO and will inform the review process.

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

Appendix V Smart Targets

S

Specific & Stretch

- Has a clear target: The what
- Is well-defined and easy to understand: The why
- Guides action: The how

M

Measurable

- Can be assessed objectively
- Includes figures/numbers
- Can be seen

A

Achievable but Ambitious

- Is challenging but not beyond reach
- Ensures that the child has the ability to do this

R

Relevant

- Aligns with aspirational outcome
- Is meaningful to the child

T

Time bound

- Has a time scale/end date
- Can be achieved within the allotted time