



Assess, Plan, Do and Review

Assess	
These are some of the ways we assess the children before making a decision to move them to SEN Support:	
Teachers' assessment and experience of the pupil.	Pupil progress, attainment and behaviour. (This is likely to be done though the termly Pupil Progress meetings with class teachers, Senior Leaders and Governors)
The individual's development in comparison with their peers.	The views and experience of parents.
The pupil's own views	Advice from external support services.
Formal investigations may need to be carried out such as standardised tests, assessments and checklists.	Profiling tools, for example for behaviour and speech, language and communication
Explore further the precise gaps in the pupil's learning and development and to clarify what the barriers to learning may be	

PLAN	
Once the need for SEN Support has been identified, the Code is quite clear that the first step in responding to a pupil's identified need	
The child will have their own provision map to detail interventions and the progress they are making.	If there are complex needs then the child will also have an Individual Target Plan, which will be reviewed and new targets set termly
Training is provided for all staff involved in delivering and monitoring targeted provision.	The time and place for targeted provision to take place are established and adhered to regularly.
Skills learnt during targeted provision are practised back in class.	Time and a system for feedback from staff delivering targeted provision to class/subject teachers are planned for.
Time is available to prepare resources linked to targeted support.	Teachers ensure that they seek and are provided with regular feedback on pupils' learning/progress with targeted provision
Parents understand and agree on the intervention and support and the expected impact.	Staff make sure that pupils are clear as to the key aspects of learning they will be working on during this provision.

DO	
<p>The SEND Code of Practice places the teacher at the centre of the day-to-day responsibility for working with all pupils, including those with identified SEN, whether receiving SEN Support or with an EHC plan, even where interventions and targeted provision involve group or one-to-one teaching away from the class. The imperative is that teachers work closely with any teaching assistants or specialist staff involved to plan and assess the impact of targeted interventions</p>	
Teachers should continually reflect during their lessons, and when marking and planning afterwards, on where students are in their learning, where they are going and how best to enable them to get there.	Ensure that the child or young person is participating as fully as possible in decisions and being provided with the information and support necessary to enable participation in those decisions.
We support pupils to gain a better awareness of the way they best learn and enable them over time to participate fully in decisions about their own life, particularly in review of their progress, assessments of their support needs and in decisions about their transition to adult life.	

REVIEW	
This will be regular, but will also be tracked and reviewed termly and this will be reported to parents.	There will be discussions around progress but also evidence of progress and attainment can be taken from a variety of sources, including: observation, work scrutiny, assessed work, and use of tests (where appropriate).
Pupil progress meetings will focus on these children and see what progress they have made and whether the interventions have been successful, if not a plan of action will be discussed, which will involve the SENDCo.	If progress has not been made, then the SENDCo may further advise and work with the class teacher. It may be necessary to seek the support of external agencies.