



Implementation of Special Educational Needs

Every half term the progress of every child is discussed. During this discussion if a child is identified as not making progress they are given additional support through differentiation and/or intervention group work. If the child fails to make progress after this they are brought to the attention of the SENCo and Senior Leaders.

Information is gathered from all sources to build up a holistic picture of the child to date. This helps to identify if there is an underlying problems e.g. Communication, Interaction, Cognitive, Learning, Physical, Sensory, Behaviour, Emotional or Social.

If a problem is identified the child will be given individual targets to support them. These targets are written in the form of a support plan and are discussed with parents/carers and are reviewed each half term with the class teacher. Parents receive the outcome of these targets each half term and an end of year report on their child's achievements.

Each half term the child's progress is reassessed. If progress is still causing concern, following discussion with parents, outside agencies will be asked to assess the child and offer advice and support in writing and monitoring targets. Parents meet with the outside agencies to discuss the outcome of the assessment.

These outside agencies offer advice and guidance, a child who still fails to make progress will be considered for assessment by an educational psychologist. This can lead to the child being considered for statutory assessment which may lead to an Education Health and Care Plan.