



# SEN Information Policy

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## Introduction

This document sets out how Oakwood Primary School provides support to ensure that children and young people who have special educational needs and/or disabilities can access an education which is inclusive and responsive to their individual needs. It describes our graduated response to providing support, which will enable all our pupils to succeed and have high aspirations.

It describes the national requirements introduced by The Children and Families Act 2014 and how the school will meet the requirements through the funding made available to us through our budget and through other funding streams. It also sets out under what circumstances we would refer to the local authority for an Education, Health and Care needs assessment.

## Background

### The Children and Families Act 2014

The Children and Families legislation is wide ranging, but this document is linked only to the areas which are about children and young people who have special educational needs/disability (SEND). The Act sets out a new context for ensuring that children and young people who have SEND are supported to access and benefit from the range of educational opportunities that are available, so that they are enabled to have fulfilling lives as members of their community. The Act is supported by statutory guidance, 'Special educational needs and disability code of practice: 0-25'. It is this guidance to which all local authorities, all publically funded early years and education settings, including academies and free schools, and a range of national and local NHS bodies must 'have regard'.

The Children and Families Act has introduced a new statutory plan called an Education Health and Care plan which will replace Statements of SEND. All new statutory assessments fall under the new regulations and existing Statements must be transferred to Education, Health and Care plans by summer 2017. The Act also introduces a single pre statutory stage called 'SEND Support' and this is relevant at all age levels and educational settings.

### What are schools required to do?

Schools and governing bodies have responsibilities to ensure that they plan on the basis that, at all times, some individuals and groups of children/young people will be experiencing difficulties with learning. At our school we follow the advice of the Code of Practice to ensure that we follow a cycle of 'assess, plan, do, review' which leads to an ever increasing understanding of needs and how to address them. This is known as the 'graduated response'. In addition, there are specific duties on us and our governing body to:

- Publish information on the school website about the implementation of the governing body's policy for pupils with SEND
- Identify pupils with SEND, ensure parents are informed and provision is made in line with SEND and Disability Code of Practice and comply with Children and Families Act 2014 legislation
- Publish the SEND policy and the school's Local Offer (in conjunction with parents, pupils and the Local Authority) on the school website and review regularly
- Publish information on SEND funding and provision and monitor expenditure
- Appoint a SEND governor and Special Educational Needs Coordinator (SENCO) (*see SEN Regulations 2014*)
- Maintain a current record of number of pupils with SEND

- Ensure SEND provision is integrated into the School Improvement Plan
- Monitor progress of SEND pupils and ensure provisions specified in Statements/Education, Health and Care plans are in place
- Ensure **all** policies take SEND into account through the Equality Impact assessments • Keep under constant review the arrangements for pupils present and future with a disability
- Willingly admit all pupils who meet admissions criteria, whether or not they have SEND.

## The link between special educational needs and disability

Many children and young people who have special educational needs may also have a disability. The Equality Act 2010 defines disability as '...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities'. In this context, 'long term' means over a year and 'substantial' means 'more than minor or trivial'. This definition includes long term health conditions such as asthma, diabetes, epilepsy, cancer and sensory impairments. Many children and young people who have these medical/health conditions will not have special educational needs and their safe and full access to learning and progress will be covered by the duties set out in The Equality Act, including the requirement on all public bodies to make reasonable adjustments.

This means that, where a child or young person has a disability, the way in which their needs are met will depend on the impact the disability has on their access to education. If, with the appropriate non-discriminatory practices and reasonable adjustments, they can access education and make progress commensurate with their peers by accessing the resources 'normally available' to their educational setting, there will not be a need for them to be protected by an Education, Health and Care plan. Some of these children and young people with long term health conditions should have a Health Care Plan which addresses their safety, health and wellbeing whilst in the early years, school or college setting. The Department for Education (DfE) have published new guidance, 'Supporting pupils at school with medical conditions' which can be found at:

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

We have used this guidance to develop our policy in school.

## Meeting special educational needs

### What needs can the school meet?

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. The Code of Practice (2014) has the following definitions in paragraphs xiii to xvi.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xiv when they reach compulsory school age, or would do if special educational provision was not made for them

The Code of Practice defines special educational provision in paragraph xv as follows:

Special educational provision for children aged two and over is educational provision that is additional to or different from that made generally available for other children or young people of the same age by mainstream schools, maintained nursery schools, and mainstream post 16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

National figures continue to suggest that as many as 1 in 5 children and young people are, at some stage, considered to have special educational needs. This means that mainstream schools, in particular, will always be employing a range of strategies to stimulate the learning of individual or groups of children.

Although the needs of children and young people often cross more than one 'area of need', the COP uses four main categories of need:

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

At Oakwood Primary we will ensure that we meet the needs of all our pupils through the provision we have available, the advice and support of other specialist professionals and practitioners and by ensuring that we have the resources available. We can meet the following needs:

- Hearing Impairment
- Visual Impairment
- Cognition and Learning Difficulties
- Speech, Language and Communication Difficulties • Autistic Spectrum Disorders
- Dyslexia.

### **How we identify pupils who are having difficulties with learning and/or special educational needs**

The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils.

The school assesses each pupil's current skills and levels of attainment on entry through baseline and standardised screening tests (e.g. CAT tests, reading tests), building on information from previous settings and key stages where appropriate. At the same time, the school considers evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

Parents, the class teacher or other professionals, within or outside the school, may also express concerns which trigger an assessment. These may refer to a child's difficulties in coping with the normal demands of the school with regard to: attendance; punctuality; social concerns; medical concerns; speech and language; learning; behaviour; and possible neglect or abuse.

Class and subject teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. These seek to identify pupils making less than expected progress given their age and individual circumstances.

The school is also alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Where there are long lasting difficulties, the school will consider whether the pupil has SEN.

When identifying SEN, the school is mindful of the following:

- Slow progress and low attainment do not necessarily mean that the child has SEND
- Attainment in line with chronological age does not mean there is no learning difficulty or disability • Pupils with English as an additional language who require support should not be regarded as having SEN unless assessment shows that they have learning difficulties in addition to second language support
- Persistent disruptive or withdrawn behaviours do not mean that a pupil has SEND.

In deciding whether to make special educational provision, the teacher and SENDCO should consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, schools should have arrangements in place to draw on more specialised assessments from external agencies and professionals.

Code of Practice 6.38

In line with the CoP 'graduated response', the school develops a personalised approach involving support and intervention for those pupils who may not achieve expected progress. If pupils do not make adequate progress as a result of quality-first teaching, then pupils are assessed to identify their individual needs as the first stage in the 'assess-plan-do-review' cycle.

Where it is decided that a pupil does have SEND, the pupil is added to the SEND Register and parents are formally informed that the school has decided to provide SEND support.

### Involving parents in their child's education

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.

Parents are key partners in their children's education. Evidence shows that children make most progress when their key adults work together. The school demonstrates this by:

- always discussing any concerns we have with the pupil's parents at the earliest point
- listening, and hearing, what parents say
- identifying any outcomes to be achieved with parents
- planning any interventions with parents
- meeting with parents to review their child's interventions and progress
- being honest, open and transparent about what we can deliver • making sure parents know who to contact if they have any concerns.

Where children and young people are 'looked after' by the local authority we have an additional role as we are all corporate parents. National figures show that children who are looked after are significantly over represented at school support stages and through statutory needs assessments. In order to ensure that we are responding appropriately we:

- do not make assumptions based on a pupil's care status
- monitor the progress of all our children who are looked after termly
- have an up to date Personal Education Plan which is easily understood by everyone involved
- ensure close working with the specialist services who support children who are looked after including the LAC nurse, social worker and Virtual Headteacher
- normalise life experience wherever possible
- ensure our children who are looked after, especially those with SEND, are fully included in the activities available, accepting that sometimes this will mean additional arrangements to allow them to take part in activities.

### **Arrangements for consulting children and young people with SEND and involving them in their education**

The Children and Families Act is clear that:

- all children and young people need to be supported to develop aspirations for their future lives as active members of their community
- all children and young people have the right to have their voice heard
- all children and young people should be involved in discussions about their learning, progress and how provision is made.

The school ensures all pupils are encouraged and supported to make their views known. Strategies we use include written comments, talking to a preferred adult, friend or mentor, drawing etc.

All pupils are also encouraged to monitor and judge their own progress in a positive and supportive environment. Any interventions or strategies are fully explained and discussed with pupils.

Pupils whose learning is vulnerable and who require individualised support, are supported by a Pupil Support Plan which identifies the areas of need, the outcomes which need to be achieved and the provision which will be required to meet those outcomes. All plans use a person-centred approach which puts children, young people and their families at the centre and advocates that everyone has

the right to exercise choice and control in directing their lives and support. When writing a Pupil Support Plan, we discuss the individual targets on the plan with pupils and identify their achievements and areas for development from the work they have done in class or otherwise.

Pupils who have Statements of Education or Education or Health and Care Plans are also consulted through the pupil advice paperwork in preparation for their SEND Interim and Annual Reviews and are also present at the meetings.

Any reviews undertaken are always outcome focussed, where outcomes reflect what is important to, and for, the pupil.

### **How we assess and review progress**

In supporting pupils with SEND, the school follows a cycle of 'assess, plan, do, review' which leads to an ever increasing understanding of needs and how to address them. This is known as the 'graduated response'.

#### **Assess**

- The class teacher carries out a clear analysis of the pupil's needs, supported by the school's SENDCO.
- The analysis includes data on progress, attainment, approaches to learning, the views of the pupil and their parent/carers and advice from any other support staff (including external agencies where necessary). **Plan**
- We notify parents formally that the school has decided to provide a pupil with SEND support.
- We plan provision which can remove the barriers to learning for the pupil using evidence based and effective teaching approaches, appropriate equipment, strategies and interventions.
- All those working with the pupil are informed of their individual needs, the support that is being provided and any teaching strategies that are required.
- Where behaviour is an area of concern we use a behaviour support plan which draws on an analysis of Antecedents, Behaviour and Consequences.
- We draw up a Pupil Support Plan.

#### **Do**

- We provide support which may include differentiation, additional programmes, small group and/or individual support.
- The class teacher retains the responsibility for the learning of the pupil even if the pupil is receiving support away from the rest of the class, for example, in a small group.
- Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising on the implementation of effective support is provided by the SENDCO.

#### **Review**

- We review pupil's progress and development at least termly as part of the Pupil Support Plan Review and decide on any changes to be made in consultation with the pupil and their parent/carers.
- The progress of children with a statement of SEND/Education, Health and Care Plan is formally reviewed at an Annual Review with all adults involved with the child's education.



- Where progress is limited, we take advice from external specialists/practitioners and discuss their input, advice and support with parents and all staff involved.
- Where assessment indicates that specialist services are required, we make referrals promptly.

### **Preparing for transition**

Transition is ever present in our planning for pupils as we are constantly aware of the skills pupils will need in order to access the next part of their learning. When that learning is to take place in a new setting or phase, transition planning for this is a key task.

In order to ensure a smooth transition to the school:

The SENDCO attends review meetings at primary schools for the new intake of pupils who have Statements of Special Educational Needs, Individual Pupil Resourcing Agreement (IPRA) or Education, Health and Care Plan.

- There is close liaison with the SENDCO and the Learning Support Assistant from the pupil's primary school to ensure pupils' needs are fully understood prior to them arriving in school.
- Meetings are held and a transition visit is booked with parents and the pupil: a tour is given and any concerns/queries addressed.
- Further transition meetings take place with the primary school Learning Support Assistant bringing the pupil into school to meet with the new Specialist Support Assistant. The pupil is able to ask questions and the team reassures the pupil.
- The pupil takes part in some lessons experiencing the beginning of some lessons, the end of other lessons, break and lunchtimes and an assembly.

The School has high aspirations for all pupils with SEND, and supports them in preparing for the next phase of education or training and beyond into adult life. Preparing for adulthood, and the outcomes which will support independence and choice making, involves the graded development of skills. These skills begin at the earliest ages with opportunities to practice those skills at age and stage appropriate levels. We provide opportunities for all pupils to practice developmental and transferable skills which will prepare them for life as members of their community.

Pupils with SEND also receive independent and impartial advice about all of the mainstream education, training and employment opportunities on offer, regardless of their individual circumstances. They are also given information on the full range of specialist provision that is available and the support available to help them access the provision.

All documentation about special needs included in a pupil's record is transferred between schools when required.

### **The approach to teaching children and young people with SEND and how adaptations are made to the curriculum and learning environment**

The school recognises that children with SEND are entitled to a broad and balanced curriculum. A highly personalised and rigorous curriculum delivery model ensures that the pupils who attend the school access and engage successfully in the curriculum.

Most children's learning needs are met through quality first teaching where class teachers use a range of differentiation. Staff are aware of the learning difficulties of the SEND pupils and follow the guidelines and strategies provided by the SENDCO. Common Lesson Planning pro-forma, quality

assured by the SENDCO, ensure teachers' planning details the support strategies for targeted pupils, including those with SEND. Classroom organisation and management ensure that children are given opportunities to take part in a range of learning contexts with appropriate support (e.g. whole class work, mixed ability and ability groupings).

Where additional support is provided in class, it is deployed thoughtfully and sensitively to promote children's independence and to avoid them becoming dependent and passive as learners. Support is used to assist the child in achieving the best they can do and to provide opportunities for overlearning to promote confidence and raise self-esteem.

Wherever possible, Specialist Support Assistants work with children within the classroom. Any arrangements for withdrawal are discussed with the SENDCO and agreed by the Senior Leader responsible for the Curriculum – such decisions are consistent with the Pupil Support Plan, Statement, Education, Health and Care Plan for the particular pupil.

Where additional intervention outside the classroom is provided, sessions aim to:

- emphasise key concepts and skills required for attainment in that subject
- clarify difficult concepts and misconceptions covered recently in those subjects
- pre-teach difficult concepts ahead of quality first provision
- allow learners to demonstrate learning and reinforce it through application and assessment for learning
- instil self-confidence of learners in the subject and equip them with the skills to increase learning in that subject
- allow learners to enhance capability and performance in internally assessed components.

Focused, robust and timely intervention in English and Maths for pupils with SEND, aims to enhance literacy and numeracy levels so that pupils can access all aspects of the curriculum as soon as possible.

For further details about our approach to meeting the needs of pupils with disabilities, see our Accessibility Plan on the school website.

### **The local offer**

To support children, young people and their families, the Children and Families Act requires all local authorities to set out a local offer. The Local Offer is a description of support and services which are available to children and young people who have SEND, and their families, how services can be accessed and any criteria for accessing them. It is the opportunity to bring together in one place, information about provision, including how this can be accessed from a wide range of statutory and non-statutory providers including voluntary organisations.

## **The expertise and training of staff to support children and young people with SEND, including how specialist support will be secured**

### **The role of our SENDCO**

The Legislation requires that:

- The SENDCO must be a qualified teacher working at the school.

- Any newly appointed SENDCO must be a qualified teacher and, where they have not previously been the SENDCO at that or any other relevant school for a total period of more than twelve months, they must achieve a National Award in Special Educational Needs Co-ordination within three years of appointment.
- A National Award must be a postgraduate course accredited by a recognised higher education provider.
- Schools should satisfy themselves that the chosen course will meet these outcomes and equip the SENDCO to fulfil the duties outlined in this Code. Any selected course should be at least equivalent to 60 credits at postgraduate study.

Our SENDCO has responsibility in school for:

- Working with the head teacher and governing body to determine the strategic development of SEND policy and provision in the school.
- Day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND.
- Providing professional guidance to colleagues and working closely with staff, parents and other agencies.
- Being aware of the provision in the Local Offer and working with professionals to provide a support role to families to ensure that pupils with SEND receive appropriate support and quality first teaching.
- Liaising with the relevant Designated Teacher where a pupil who is looked after has SEND.
- Advising on the graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with parents of pupils with SEND.
- Liaising with early year's 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 pupil and their parents are informed about options and a smooth transition is planned.
- Working with the head teacher and school 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 school keeps the records of all pupils with SEND up to date.

In order to carry out these duties effectively, as a school we ensure that the SENDCO has sufficient time and resources to carry out these functions. This includes providing the SENDCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within a school.

The SENDCO is: Sheerin Ramjan

Contact details: s.ramjan@oakwoodprimary.co.uk

## Training

We see training and professional development as key to effective SEND support. The school ensures all staff, including the Headteacher, receive professional development and are equipped with the skills and knowledge so that they can identify when a pupil may have a special educational need which requires additional and different resources to those which have already been applied.

## Evaluating the effectiveness of our provision

### Accountability

There is a chain of accountability by which the progress of pupils from all groups vulnerable to underachievement, including those with SEND, and all individual pupils whose progress is below expected levels, is maximised.

A Link Trustees takes responsibility for reporting to the governing body on pupil progress with a specific focus on vulnerable groups, including those with SEND. This Link Trustee ensures:

- The record of pupils with SEND, held centrally on the 'at risk' register, is updated regularly and communicated appropriately to all staff. This incorporates best practice relating to the use of provision management and a graduated response.
- Teachers are provided with appropriate guidance, support, and training in effective practices for teaching pupils with SEND, for putting in place interventions, for identifying learning needs and for assessing and tracking progress.
- The appropriateness and quality of SEND provision is regularly reviewed as part of the school's self-evaluation system.
- Funding allocated to the school for the purposes of supporting pupils with SEND is used appropriately, efficiently and its impact will be judged according to pupil outcomes.
- There is regular and effective consultation with the local authority and other schools about effectiveness of SEND provision.

The school makes targeted use of its data monitoring and tracking systems, and internal and national data sets to ensure that pupils at risk of underachievement, including those who have SEND, are making expected progress

## Inclusive practice

We ensure that all our pupils, but particularly those with SEND, are fully included in the activities available, accepting that sometimes this will mean additional arrangements to allow them to take part in activities. The social and emotional development of our pupils

The social and emotional well-being of our pupils is paramount to us as a learning organisation. Though we treat all our pupils as individuals who at various times will have additional support needs, we recognise that those pupils who have SEND are more vulnerable.

The school has developed a unique pastoral support package designed to foster strong values and character within our pupils.

### Child protection

The school has clear policies and procedures to safeguard and promote the welfare of young people at the school.

All of our staff, trustees and volunteers are checked by a Government agency (Disclosure and Barring Service) before they can work at the school.

We ensure staff have the skills, knowledge and understanding necessary to keep children safe through provision of regular training on child protection issues. A qualified Designated Senior Person (Child Protection Officer) within the school provides support to staff members to carry out their safeguarding duties and liaises closely with other services such as children's social care.

As part of the school's safeguarding measures, we also ensure our pupils are not exposed to inappropriate political or controversial messages. Through our pursuit to develop exemplary citizens, we promote fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. In line with this, we ensure all expressed views and actions contrary to these values are challenged.

### Prevention of bullying

Ours is a 'No Bullying' school. We support the victims of bullying, so that they feel confident about reporting their concerns, have the care and guidance to deal with any problems and once again find school a happy and peaceful place in which to learn.

We deal with bullies positively to demonstrate to them the harmful effects of their actions and how it is against the ethos and values of good human beings as well as against the school's STAR values and ethos. We use strategies to hold the perpetrator to account for their actions but also allow opportunities to put right their behaviour.

Older pupils are also trained in peer mentoring techniques and linked to Year 7 pupils to support them as they settle into a new school. They also help to prevent and identify bullying. Such schemes provide pupils with SEND the opportunity to share their concerns and worries within a safe relationship.

Parents support us in these important areas by being positive role models, and by challenging any stereotyping or abusive messaging at home.

More details can be found in the Anti-bullying policy on the school website.

### Working with other professionals and practitioners

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.

Code of Practice 6.47

The school is committed to working with other professionals and practitioners to maximise the learning opportunities and well-being of our pupils. We ensure that we always seek the expert advice

of education and health professionals to ensure the maximum impact of our interventions whilst minimising duplication and disruption for pupils, families and practitioners.

In order to do this we:

- Listen to parents to ensure we know which services they use and are valued by them.
- Ensure that we contact all practitioners working with our pupils to invite them to relevant meetings and reviews.
- Use person centred approaches with all our pupils who have SEND to ensure that interventions are coordinated and so add extra value.
- Value the contribution of all.
- Engage with local authority services in a timely and professional way.

## When would the school 'refer to the local authority'?

'Referring a child to the local authority' means that the person who submits the referral believes that the child's needs are so complex that they cannot be met from the resources which are normally available to a school. These children may require an Education, Health and Care needs assessment which may result in an Education, Health and Care plan.

Education, Health and Care plans are required by those pupils:

- where the resources required to meet their special educational needs, **cannot** reasonably be provided from the resources **normally available** to mainstream providers and • who have a significantly greater difficulty in learning than the majority of others of the same age.

Low attainment does not automatically indicate a need for an Education, Health and Care plan needs assessment as the progress made may still represent adequate progress relative to the child/young person's ability.

When they receive a referral all local authorities are expected to consider:

'-whether there is evidence that, despite the early years, school or post-16 institution has taken relevant and purposeful action to identify and meet the special educational needs of the child or young person, the child or young person has not made expected progress.'

Code of Practice (2014) 9.14

In all circumstances the school will ensure that, prior to submitting a referral to the local authority, it has:

- used all the resources available within the last 12 months
- made any appropriate health referrals
- IEPs/provision plans which are relevant to the presenting need. Targets are SMART, reviewed and show progression.
- made provision which is appropriate to the child, young person and specific to them/ their needs

- made provision which has been evidence based and cost effective
- undertaken an assessment of unmet needs where appropriate
- fully and appropriately involved parents
- involved relevant professionals/practitioners in the last 12 months
- evidenced that their advice/strategies being followed and evaluated.

## **Monitoring, evaluation and review**

The guidance will be promoted and implemented throughout the school.

In line with statutory requirements, the Board of Trustees and school will review this information report and policy every year.

The Board of Trustees will monitor the operation and effectiveness of arrangements referred to in this policy at the school.