



# Learn-AT

Learning ~ Fellowship

## Special Educational Needs and Disability (SEND) Policy

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Reviewed by: SEND Professional Team  
Approved by: School Improvement Committee  
Next Review: September 2026

Unless there are legislative or regulatory changes in the interim, this policy will be reviewed annually. Should no substantive changes be required at that point, the policy will be moved to the next review cycle.

## Academic Year 2025/2026 Key Contacts:

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Link to School SEN Information Report (SIR):	see SEN section of website
Link to the Local Offer:	<a href="#">Local Offer</a>

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## 1. Introduction

- 1.1. The policy is underpinned by the Trust's core purpose – *learning* - and its core value – *fellowship* It sets out our vision and aims for children with special educational needs and disability (SEND). At Learn AT, we believe that meeting every pupil's needs is a shared responsibility. We are committed to ensuring that all of our pupils, regardless of their needs or abilities, receive an excellent education and an inclusive curriculum which prioritises their wellbeing and ensures they make good progress.
- 1.2. At Learn AT, we are passionate about all pupils receiving the best possible education and reaching their full potential, in line with their individual needs and abilities. We provide a positive and nurturing environment in which pupils can flourish. We aim to identify and provide for pupils with SEND, focusing on the specific needs of the individual and we endeavour to achieve maximum inclusion of all pupils. Strong partnerships with parents / carers are key to ensuring appropriate and effective SEND provision.
- 1.3. We aim to ensure that each pupil is fully included in all aspects of school life. Fundamental to this aim is the belief that each pupil has a right to access a broad, balanced, relevant and ambitious curriculum appropriate to their individual needs, along with full access to all extra-curricular activities on offer.

## 2. Legislative Compliance

- 2.1. This policy is a working document that is fit for purpose, represents the Trust ethos, enables consistency and ensures quality across all Learn-AT schools. This policy complies with all statutory requirements and, in particular, is related to the following legislation:
  - Children and Families Act 2014
  - Equality Act 2010
  - Special Educational Needs and Disability Regulations 2014
- 2.2. The Trust also follows the statutory guidance within the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015).
- 2.3. The Trust reinforces Standard 5 of the Teachers' Standards (2011) which states that all teachers must 'adapt teaching to respond to the strengths and needs of all pupils' and that they must have a clear understanding of the needs of all pupils, including those with special educational needs; those with high ability; those with English as an additional language; those with disabilities, and be able to use and evaluate distinctive teaching approaches to engage and support them.' The Trust also emphasises Standard 5 of the ECT framework (2019) which outlines Adaptive Teaching expectations including

point 7 which states ECTs must learn that 'Pupils with special educational needs or disabilities are likely to require additional or adapted support' and that working closely with colleagues, families and the pupils themselves is essential to 'understand barriers and identify effective strategies'.

- 2.4. As providers of education services to all children and young people, including those with SEND, each school contributes to their local authority SEND Local Offer and commits to working with their local authority in developing and reviewing its local offer, linked in key contacts above, and in a school's SEND information report. These Local Offers are designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families that have a child with an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

### **3. Aims and Objectives of this Policy**

- 3.1. The aims of our policy and practice are to:
- provide equitable curriculum access for all
  - secure high levels of achievement for all
  - meet individual needs through a wide range of provision
  - attain high levels of satisfaction and participation from pupils, parent/carers and ensure parents/carers and pupils are at the centre of all decisions
  - map carefully provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention leads to good learning outcomes
  - ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
  - work in co-operative and productive partnership with their local authority (LA) and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners
  - "promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society and prepare pupils at the school for the opportunities, responsibilities and experiences of later life." (National Curriculum, 2014)
  - work within the guidance provided in the SEND Code of Practice, 2015
  - operate a whole school approach to the leadership, management and

provision of support for pupils with special educational needs.

- 3.2. This policy should be viewed in conjunction with Learn Academies Trust and/or individual school's Safeguarding Policy, Pupils' Mental Health Policy and Accessibility Policy. It will be reviewed annually and updated with amendments in light of national, local, Trust and school changes.

#### **4. Definition of special educational needs and disabilities**

- 4.1. The SEND Code of Practice states that a pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:
- A significantly greater difficulty in learning than the majority of others of the same age, or
  - 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.
- 4.2. Special educational provision is additional to, or different from, any provision made generally for other children or young people of the same age by mainstream schools. A child with a disability is covered by the SEND definition if they require special educational provision.
- 4.3. Children with SEND may need extra help or support because of a range of needs. These are defined under the SEND Code of Practice broad areas of need:
- Communication and interaction;
  - Cognition and learning;
  - Social, emotional and mental health difficulties;
  - Sensory and / or physical needs.
- 4.4. Special Educational Need might be an explanation for delayed or slower progress but it is not an excuse. We make every effort to narrow the gap in attainment between vulnerable groups of learners and others. We focus on individual progress as the main indicator of success.
- 4.5. English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated support and individual learning opportunities are provided for pupils who are learning EAL as part of our wider provision for vulnerable learners.
- 4.6. We strive to make a clear distinction between "underachievement" – often caused by a poor early experience of learning - and special educational needs. Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these

pupils catch up.

- 4.7. Other pupils will genuinely have special educational needs, and this may lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and make progress in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the school's notional SEND budget.
- 4.8. The Equality Act requires early years' providers, academies, schools, colleges, other educational settings, and local authorities to:
- Not directly or indirectly discriminate against, harass, or victimise disabled children and young people;
  - Under the reasonable adjustments duty, make reasonable adjustments, including the provision of extra aid services (for example, tactile signage or induction loops), so that disabled children and young people are not disadvantaged. This duty is an 'anticipatory' duty.

## 5. Roles and Responsibilities

This policy applies to all education staff, as well as professional services staff when considering reasonable adjustments, funding and provision for learners with SEND.

### 5.1. The Headteacher

5.1.1. The Headteacher or equivalent has responsibility for the day to day management of all aspects of the school's work including provisions for pupils with special educational needs. On behalf of the local governing body, they will appoint a Special Educational Needs Co-ordinator (SENCO) who will work with the Headteacher to ensure the SEND Policy is implemented effectively. The Headteacher or equivalent keeps the Governing Body (GB) informed of the effectiveness of the SEND Policy whilst working closely with the school's SENCO.

### 5.2. Local Governing Body

5.2.1. The Local Governing Body must:

- Appoint a member of the LGB with specific oversight for the school's arrangements for SEN and disability. The local governor with responsibility for SEND is responsible for reporting regularly to the Local Governing Body on the effectiveness of the policy
- Do their best to ensure that the necessary provision is made for any pupil who has special educational needs.

- Ensure that teachers in the school are aware of the importance of identifying and providing for, those pupils who have special educational needs.
- Consult the Board of Trustees and the local governing bodies of other schools when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.
- Ensure that a pupil with special educational needs joins in school activities together with pupils who do not have special educational needs, so far as that is reasonable, practical and compatible with the learning needs of the pupil receiving the special educational provision. (Section 317, Education Act 1996)

### 5.3. **The SENCO**

- 5.3.1. The SENCO is responsible for reporting regularly to the Headteacher, parents/carers and the governor with responsibility for SEND on the ongoing effectiveness of this policy.
- 5.3.2. Alongside the Headteacher, the SENCO is responsible for determining the strategic development of the SEND Policy and provision within the school. This involves the day- to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have Education, Health and Care (EHC) plans. It also includes regular review and adoption of interventions according to the needs of the individual.
- 5.3.3. The SENCO, with the support of the Headteacher, is responsible for providing support, advice and training for all staff working with pupils with special educational needs.
- 5.3.4. The SENCO must be a qualified teacher working at the school and, where they have not previously been the SENCO at that or any other relevant school they must successfully complete the NPQ SEND course within three years of appointment. If a staff member was designated as the SENCO, and was working prior to September 2024 NPQ SEND course starting, they must have completed the National Award for Special Educational Needs Coordination within three years of taking up their post or be enrolled in the NPQ SEND course from September 2024 onwards.

### 5.4. **Class Teachers**

- 5.4.1. Within our trust, every teacher is a teacher of every pupil, including those with SEND, therefore we believe it is paramount to create an inclusive environment for all pupils within the educational setting. All teachers know they are therefore responsible for the progress and development of every pupil in their class. Their role will involve identifying, assessing and making provision for pupils with special

educational needs, liaising with the SENCO as and when appropriate to the needs of the pupil. They are also responsible for completing relevant documentation and paperwork under the direction of the SENCO.

- 5.4.2. **All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners and all leaders are leaders of SEND** – specifically, *all teachers are teachers of pupils with special educational needs*. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

## Identifying Special Educational Needs

- 6.1. In our trust, identification is a thorough process, involving the views of the teachers, parents/carers, SENCO and in some cases, where appropriate, external specialists. This ensures that all areas are considered in order to determine if the pupil has special educational needs or whether the impact on progress and attainment is as a result of other factors, for example:
- Disability
  - Attendance and Punctuality
  - Health and Welfare
  - English as an Additional Language
  - Being in receipt of Pupil Premium Funding
  - Being a Looked after Child
  - Being a child of a Serviceman/woman.
- 6.2. As a trust we feel it is extremely important to consider not just the external presentation of behaviour as an area of need, but to look beyond this for an underlying reason. Information regarding the Trust's approach to behaviour can be viewed in Learn Academy Trusts' Behaviour Frameworks. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. Persistent mental health difficulties may lead to pupils having significantly greater difficulty in learning than the majority of those of the same age. Schools should consider whether the child will benefit from being identified as having a special educational need (SEN).

## 7. A Graduated Approach to SEND Support

- 7.1. We believe it is fundamental that all pupils are provided with appropriate support

to enable them to achieve, and we adopt the graduated approach to SEND support in line with the SEND Code of Practice. By adopting a graduated response, each school recognises that support should take the form of a four-part cycle during which earlier actions and decisions are reviewed and refined in accordance with a growing understanding of a pupil's needs and what support is necessary to ensure they make good progress. This process is referred to as Assess, Plan, Do, Review (APDR). See Appendix 1 for further detail.

## **8. Quality First Teaching**

- 8.1. All pupils within the academy receive quality first teaching within the classroom under the responsibility of the class or subject teacher. The teacher is directly responsible for the progress and development of the pupils within their class and will adapt teaching strategies and approaches in order to ensure this for the pupils. We will engage in research to develop this solid foundation for all pupils' learning whether additional intervention or support is needed. We pride ourselves on Quality First Teaching and regularly review and update teachers' understanding of strategies to identify and support vulnerable pupils.
- 8.2. See Appendix 2 for Education Endowment Foundation- High-quality teaching for pupils with SEND

## **9. Identification**

- 9.1. Pupils' progress is regularly reviewed on a termly basis by the class teachers and overseen by members of the senior management and senior leadership team. Progress and attainment is shared with parents/carers throughout the academic year and there are regular opportunities for teachers and parents/carers to jointly review the pupil's learning.
- 9.2. If pupils are not making expected progress in line with their peers after an adapted curriculum and booster intervention, then their needs will be explored further to determine if there is an underlying special educational need that is affecting their progress and performance.
- 9.3. Pupils are identified as having SEND in a variety of different ways, taking account of:
  - concerns raised by parents/carers, teaching staff, previous schools or the young person themselves
  - pupil progress and attainment data
  - changes in the pupil's behaviour or poor self-esteem which impacts on their learning
  - liaison with external professionals
  - a medical diagnosis (where this impacts on their learning).

## **10. SEND Support and Managing Pupils' Needs on the SEND Register**

- 10.1. If pupils are identified as having special educational needs, parents/carers will be formally advised of this and they will be placed on the SEND Register in school under SEN Support. The class teacher, with support from the SENCO, will then create an individual plan of support in consultation with the pupil and the parents/carers. Such documentation is school-specific but should detail strategies for helping the pupil with their learning, celebrating the pupil's strengths and detailing the desired outcomes and the provision that will support the pupil in achieving these outcomes. Any long-term outcome takes account of the long-term aims for the individual pupil in relation to their area of need. Short-term outcomes then change on a termly basis at the review stage in order to inform short term aims for the pupil, also in relation to their area of need.
- 10.2. This is part of the Assess/Plan/Do/Review approach suggested in the SEND Code of Practice (2015). All stages of the process are conducted through discussion with both parents/carers and the pupils. This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions and strategies which are the most effective in supporting the pupil to achieve good progress and outcomes. See Appendix 1 for further information about the Assess, Plan, Do, Review cycle. Occasionally, a pupil or family may need more specialist support from an outside agency. If the advice of an external professional is required, parents'/carers' consent will initially be required for the needs of the pupil to be discussed with experts from the specialist teaching service or sector.

## **11. High Needs Funding and Education, Health and Care Plans**

- 11.1. In a minority of cases if, after the involvement of specialist external support and the school's own provision, the school is still unable to meet the needs of a pupil, the school can apply to the local authority for extra funding from the Element 3 funding provision. This will be applied for with full discussion and approval from the parents. The application includes details of the pupil's needs as well as demonstrating how advice given by external agencies has been implemented and the impact this has had. Evidence also has to be submitted showing the Plan/Do/Assess/Review cycle.
- 11.2. For a small minority of pupils with very complex needs, their needs might be best met through an Education, Health and Care (EHC) Plan.

## **12. EHC Plans**

- 12.1. Where a school believes it is necessary, a request for an EHC Plan will be made once support has already been put in place and the services available through

the Local Offer have been accessed. The school will work in full partnership with the parents/carers throughout all stages of this process.

- 12.2. The decision to make a referral for an initial EHC Needs assessment will be taken at a progress review. The application for an EHC Needs Assessment are made through discussions between the school, home setting and where appropriate, health services. Applications made by a school will combine information from a variety of sources including:
- Pupil
  - Parents/Carers
  - Teachers and other school staff
  - SENCO
  - Education professionals
  - Social Care, where appropriate
  - Health professionals, where appropriate
- 12.3. Information will be gathered relating to the current provision provided, actions that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the pupil is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

### **13. The Issue of an EHC Plan**

- 13.1. Following Statutory Assessment, an EHC Plan may be issued by the local authority, if they decide that the pupil's needs are not able to be met by the support that is ordinarily available. The school and the pupil's parents/carers will be fully involved in developing and producing the plan.
- 13.2. Parents/carers have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the plan if it differs from their preferred choice.
- 13.3. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed annually by staff, parents/carers and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

### **14. Criteria for exiting the SEND register**

- 14.1. The SEND register is a document that changes and responds to the needs of the pupils within the school. If a pupil has made good progress and they no

longer have needs that are significantly different to those of the majority of others the same age as them, or their needs are being met through quality first teaching provision, then a pupil may be removed from the SEND Register. Before this happens, a meeting will be set up with parents/carers to analyse achievements and discuss the overall progress that the pupil has made. With agreement between the parents/carers, pupil and teacher, the pupil then may be removed from the SEND register. The pupil's progress will continue to be monitored and tracked closely by the class teacher and senior leadership team.

## **15. Supporting pupils and families**

### **15.1. Working in partnerships with parents/carers**

15.1.1. Learn-AT believes that a close working relationship with parents/carers is vital in order to ensure:

- early and accurate identification and assessment of SEND leading to appropriate intervention and provision.
- continuing social and academic progress of pupils with SEN.
- personal and academic targets are set and met effectively.

15.1.2. In cases where more frequent regular contact with parents/carers is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents/carers of pupils with SEN to the local authority SEND Information Advice and Support Service (SENDIAS) where specific advice, guidance and support can be sought.

### **15.2. Admission arrangements**

15.2.1. Parents/carers are welcome to make an appointment to visit the school and see it in operation at any time.

15.2.2. Learn Academies Trust is the admissions authority for all schools in the Trust.

15.2.3. Children with EHC Plans naming the school will be given priority for admission at the normal entry point. through consultation with the Local Authority and a place given, subject to the school's agreement that the outcomes and specified provisions outlined in Section E and F can be met within the funding allocated. Other admissions will be in accordance with the school's Admissions Policy.

### **15.3. Access arrangements**

15.3.1. In order to support pupils with SEND in statutory assessments at the school, the SENCO considers appropriate access arrangements in consultation with teachers and parents/carers.

- 15.3.2. A small number of pupils may need additional arrangements so they can take part in statutory tests and assessments. Access arrangements must be considered before the tests are administered.
- 15.3.3. Access arrangements should be based primarily on normal classroom practice for pupils with particular needs. They must never provide an unfair advantage; the support given must not change the test questions and the answers must be the pupil's own.
- 15.3.4. Access arrangements may be appropriate for a pupil:
- with an Education Health and Care Plan
  - for whom provision is being made using the SEND Support system aspect of the SEND Code of Practice and whose learning difficulty or disability significantly affects their ability to access the tests;
  - who requires alternative access arrangements because of a disability e.g. if they are unable to sit and work for a long period because of a disability or because of social, emotional or mental health difficulties.

#### 15.4. **Transition**

- 15.4.1. The relevant class teachers liaise with the feeder schools/nurseries; the SENCO also liaises with the SENCO from the main feeder schools/nurseries for a complete transfer of information. They also attend any review meeting that is deemed relevant by the feeder school, thus ensuring that the needs of all pupils can be met immediately on entry to the school/nursery. Information will be passed on to the school prior to the end of term, therefore ensuring the pupil's SEND file is set up. Extra SEND visits are also arranged for higher level needs pupils in addition to the main transition days. This provides further opportunities for familiarisation with the school layout and routines as well as also meeting key members of the school staff including, if possible, any staff that will be supporting them in the upcoming academic year. If further transition opportunities are needed, this will be discussed and agreed with parents/carers and feeder schools/nurseries.
- 15.4.2. Similarly, with pupils who are leaving the school to transition to a new school or their secondary school, a full hand over of information is completed. All pupils with an Education Health Care Plan will have a transfer review to ensure placement is best to meet their needs. Meetings are also arranged with the SENCO from the secondary school to ensure best practice is shared and that schools are fully informed about the pupil's needs. These meetings will be arranged for any pupils needing extra support during the transition process. Both parents/carers and pupils are invited to contribute to these meetings. Additional

transition days are offered by a number of secondary schools and visits from staff at these schools are welcome with flexible transition plans devised in conjunction with the SENCO from the next school and parents/carers.

15.5. **Supporting pupils at the academy with medical conditions**

**15.5.1.** Information regarding how pupils with medical conditions are specifically supported is detailed in individual school policies, 'Supporting Pupils with Medical Conditions'.

## **16. Monitoring and evaluation of SEND**

- 16.1. In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents/carers and pupils throughout the year. This may be done through discussions with parents/carers and pupils, progress meetings with parents or questionnaires.
- 16.2. SENCOs will monitor the progress of their SEND Development Plan in line with the school improvement and evaluation cycle.

## **17. Accessibility**

- 17.1. As a Trust we actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for all our pupils, and this, of course, includes pupils with disabilities.
- 17.2. We will endeavour to improve provision for disabled pupils and staff by developing a school's physical environment, within the constraints of the resources available.
- 17.3. We use teaching strategies to enhance learning and participation in a broad and balanced curriculum. We find ways in which all pupils can take part in sport, music and drama. We endeavour to plan our out-of-school activities and trips in such a way that pupils with disabilities can participate.
- 17.4. We seek to respond to guidance from the parents/carers and pupils. We also welcome advice from external agencies.
- 17.5. Information normally provided in writing (lesson content, texts, library resources and information about school events) will be made available in alternative formats that are clear and user friendly if required.

## **18. Complaints**

- 18.1. In our schools, we endeavour to put the needs of the pupils first. Parents/carers are positively encouraged to come into the school to talk about any aspect of their child's education; initial contact is usually made through the child's class

teacher, and in the vast majority of cases, concerns or anxieties can usually be resolved at this stage. If further support is required, the SENCO or a member of the school's senior leadership team will be happy to arrange a meeting to plan any next steps of support.

- 18.2. However, if this fails and a parent wishes to make a formal complaint, Learn AT Complaints Policy details the necessary procedures and stages in the formal complaints procedure.
- 18.3. Any issue relating to statutory SEN assessments should be pursued with the relevant local authority.

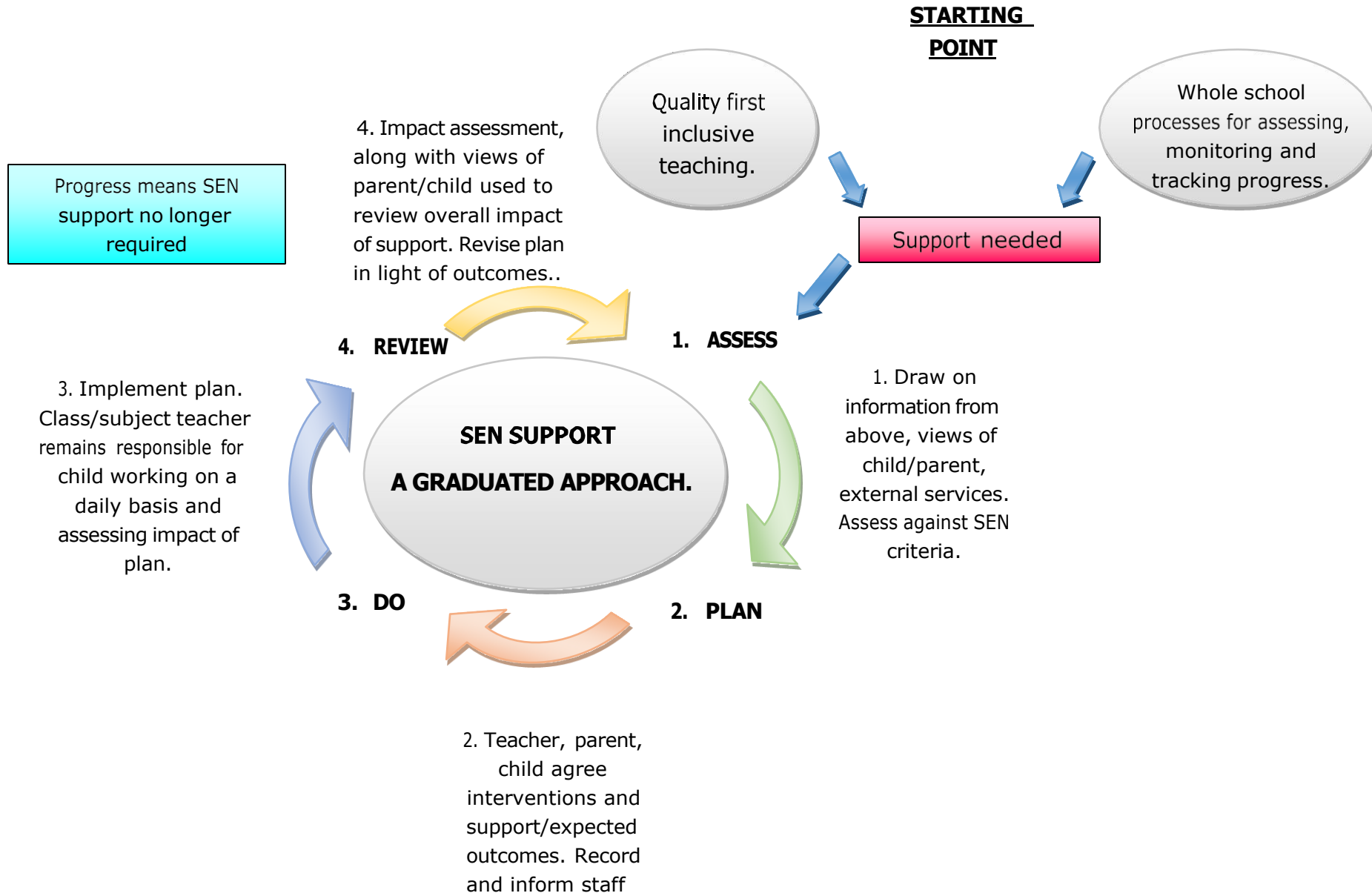
## **19. Safeguarding**

- 19.1. Safeguarding and child protection is paramount, and we are fully committed to ensuring the welfare and safety of all our pupils. We believe that students have a right to learn in a supportive, caring and safe environment which includes the right to protection from all types of abuse; where staff are vigilant for signs of any student in distress and are confident about applying the processes to avert and alleviate any such problems.
- 19.2. If any behaviour is a concern in relation to safeguarding, the procedures detailed in Learn AT's Safeguarding Policy will be followed.

## **20. Links with other policies and documents:**

- 20.1. This policy links to the following Learn-AT policies and documents:
  - Learn-AT Equality and Diversity Policy and Objectives
  - Learn-AT Behaviour Framework
- 20.2. This policy links to the following school policies and documents:
  - SEN Information Report and Local Offer;
  - Accessibility Plan;
  - Supporting Pupils with Medical Conditions Policy;
  - Equality and Diversity objectives;
  - Behaviour policy;
  - Teaching and learning policies

## APPENDIX 1 – THE GRADUATED APPROACH



- **Assess:** The pupil's needs will be assessed, taking into consideration the needs of the whole child. Assessment will identify the desired long-term outcomes and aspirations, including the expected progress and attainment, and the strengths, views and wishes of the pupil, teachers and parents/carers. This is then broken down into small step targets for the coming term, which are measurable, specific and achievable. During the Assess phase it may be appropriate for a school to use some screening tools, such as observations, to assist in deciding on the level of support a child or young person might need.
- **Plan:** An Individual Support Plan (or other similar school-specific document such as a Pupil Passport) will be written for the pupil, describing the support and/or interventions that are additional to or different from that received by their peers within the same year group in order for them to meet the short-term targets. Some of these may be conducted within the classroom and others may be in a small group outside the classroom. The plan might also detail support such as the use of adapted resources or support at key transition times within the school day.

This document will also include any intervention groups that the pupil will be part of that will take place in addition to the adapted curriculum. These plans are live records which are updated each term and annotated by the teacher to demonstrate the impact of the intervention throughout the term. These documents are the responsibility of the class teacher who records and evidences the progress according to the outcomes described.

Individual adaptations are recorded for each pupil, with the SENCO retaining an overview for provision mapping purposes. Where interventions are taking place, schools, with the support of the SENCO should identify clear aims behind the intervention and the starting point and reasoning behind its use. The interventions are the overall responsibility of the class teacher and are overseen by the SENCO. They are delivered either by teachers or learning support staff within the school.

- **Do:** The strategies and provision will be implemented by the teacher, learning support staff, or where appropriate, other professionals. Allocation of intervention and provision is dependent on the pupil's particular needs and reflects a graduated approach that recognises the continuum of special need.
- **Review:** The impact of the interventions and provision will be reviewed against the short-term targets on the plan by the teacher and will be discussed in a review meeting with the parents/carers and the pupil. The short-term targets are also reviewed at this meeting

and the Assess/Plan/Do/Review process restarts. The successes will be discussed and recorded. Any interventions that have not been as successful for particular reasons will be discussed and addressed. Any new provision for the next term is also decided.

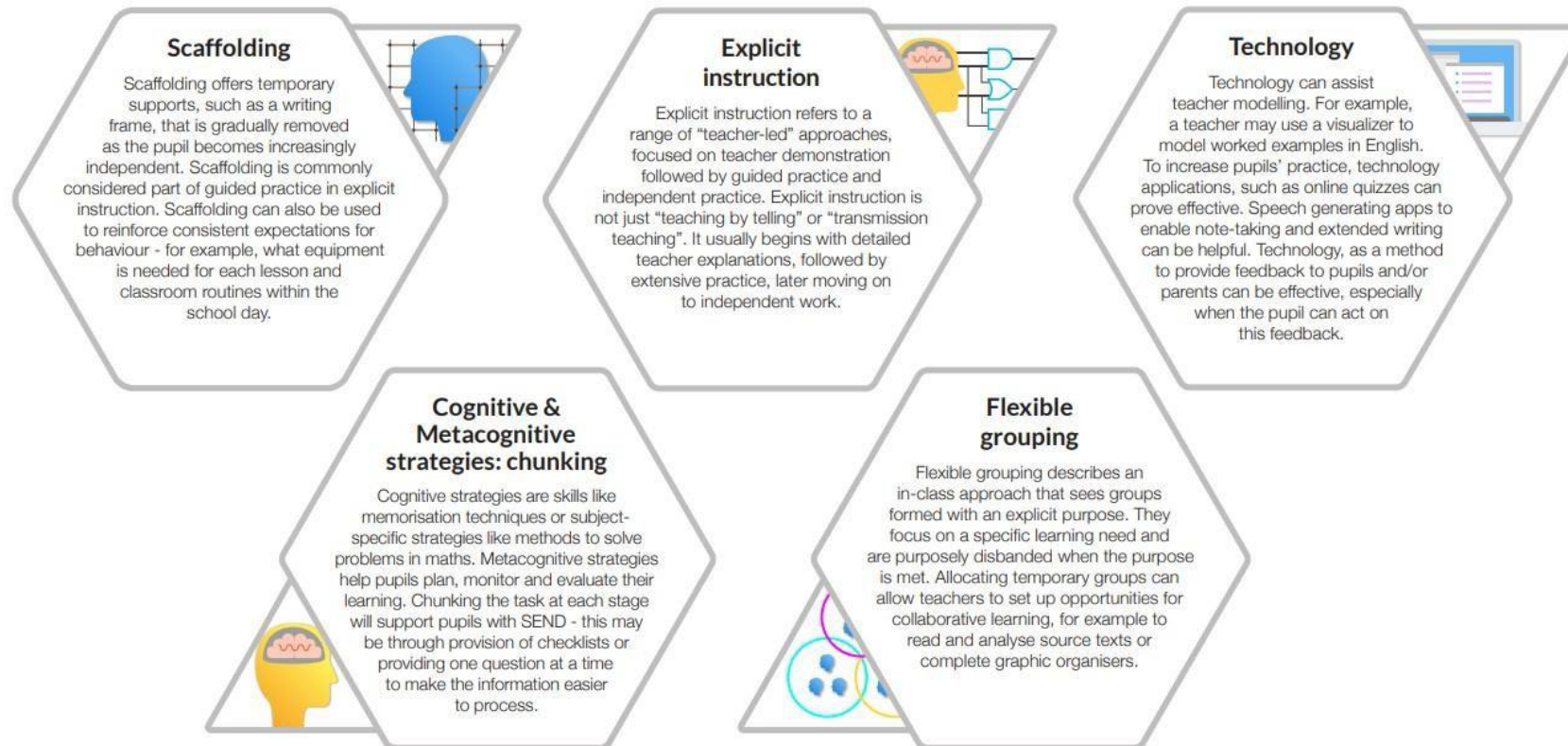
# SPECIAL EDUCATIONAL NEEDS IN MAINSTREAM SCHOOLS

## High-quality teaching for pupils with SEND

The evidence review for this guidance report found strong evidence that improving high quality teaching for all pupils will improve outcomes for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to individual needs and use them as the starting point for classroom teaching for all pupils, including those with SEND.

*“The importance of good quality teaching cannot be underestimated. The SEND Code of Practice is clear that schools should regularly check that high-quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.”*

**Rachel Rossiter, Assistant Head and SENCO in a school in Suffolk**



## Appendix 2

