
Key document details

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Special Education Needs and Disability (SEND) Policy

Contents

1. Introduction and Policy statement
 2. Aims
 3. Identifying SEN
 4. Stages of SEND
 5. Intervention
 6. Medical conditions
 7. Funding
 8. Staff training and support
 9. Monitoring progress
 10. Partnership with parents/ carers
 11. Pupil voice
 12. Involving specialists
 13. Requesting an Education Health and Care Needs assessment (mainstream schools only)
 14. Evaluating successes
 15. Publishing information : SEND information report
 16. Arrangements for complaints
 17. Academy specific information
- Addendum: Covid 19
- Appendixes

1. Introduction and Policy Statement

This policy was written in line with the 2014 Children's and families act, 2014 SEND Code of Practice and the Equalities Act 2010. Venturers Trust is committed to providing an appropriate and high quality education to all of the children in our community.

We believe that **all** children/ young people should be equally valued and are entitled to a broad, balanced and relevant academic and social curriculum, which is accessible, and inclusive. We work hard to eliminate discrimination and prejudice to create an environment where all children/ young people can develop and grow. Educational inclusion is about equal opportunities for all stakeholders in our community- children/ young people, their families, the community and staff. We recognise every adult is a teacher of every child/ young person including those with SEND.

All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best

- become confident individuals living fulfilling lives, and
- make a successful transition through the phases of their education

Each Academy will make it clear within the Parents Information section the key staff that co-ordinate matters relating to pupils with SEND.

2. Aims

Our aim is to provide equality for all by:

1. Ensuring the 2014 Children's and families act, 2014 SEND Code of Practice and the Equalities Act 2010 are implemented effectively across our Academies
2. Ensuring that the responsibility held by all staff and governors for is implemented and maintained
3. Ensuring equality of opportunity for all, by eliminating prejudice and discrimination against students with SEN and additional needs
4. Continually monitoring the progress of all students, identifying needs as they arise and providing support as early as possible
5. Providing full access to the curriculum through differentiated planning and quality first teaching alongside peers without SEND
6. Providing specific support, matched to individual needs, in addition to differentiated provision
7. Ensuring that our policy of inclusion is positively valued and accessible by staff and parents/carers and the community.

3. Identifying SEN

Venturers Trust have a clear approach to identifying and responding to SEND. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the pupil.

We assess each pupils' current skills and levels of attainment on entry, building on information from parents/ carers, previous settings and key stage. At the same time, we consider evidence that a child / young person may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments need to be made. Teachers and early year's practitioners supported by the middle and senior leadership teams, make regular assessments of progress for all children. They seek to identify children making less than expected progress given their age and individual circumstances- academically, socially or emotionally. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap.

For some pupils, SEN can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. Where a pupil is identified as having SEND, we take action to remove barriers to learning and put effective provision in place. The first response is high quality teaching targeted at their areas of need. Where progress continues to be less than expected the teacher/ practitioner alongside the SENDCo, assess whether the child has SEN. While gathering evidence (including the views of the pupil and their parents/ carers) we do not delay in putting in place extra support to secure better progress, where required.

All children are assessed regularly and data updated. Progress is closely monitored to ensure provision matches need. Data for children with SEND and additional needs is scrutinised and this informs the additional provision that is put into place.

4. Stages of SEND provision

- School Based Support / Early years Support (SBS/ EYS)
- School Based Support + (SBS+)
- Education Health and Care Plan (EHCP)

4.1 School Based Support (SBS) / Early years Support (EYBS)

Involves early intervention that is additional to, or different from the 'normal' curriculum. This is targeted support and can be within the classroom or in the form of interventions. If the interventions planned during SBS/EYS do not enable the child to make satisfactory progress over a period of time then we, in consultation with the parents/carers may seek support from external agencies. Children on SBS/ EYS will have a Personalised Pupil Profile (One page Profile)

4.2 Band Funded (HNB)/ Bristol SEN Support plan (BSSP)

Children with additional SEND funding. These children have a Bristol SEN Support Plan (BSSP) which identifies needs and provisions with targets. There is involvement of professionals from outside agencies. This plan is reviewed at least annually involving the child/ young person, parents/ carers and relevant outside agencies. A Bristol Support Plan can be used to request a statutory needs assessment.

4.3 Education Health and Care Plan (EHCP)

Only a very small proportion of pupils require a EHCP. These pupils are likely to have severe or complex needs that require more specialist advice and support. They will require personalised planning.

When children/ young people join or leave an Academy in Venturers Trust the SENDCo is responsible for liaison between the two settings and ensuring all relevant records are up to date and passed on.

At Venturers Trust we endeavour to make reasonable adjustments for disabled children, to prevent them being put at a substantial disadvantage. Please refer to our Equalities policy.

We achieve this by:

1. Promoting inclusion and enable progress for all across the setting, working alongside parents/carers and outside agencies
2. Legal requirements are adhered to:
 - All staff and governors have a legal responsibility for determining the policy and provision for pupils with SEND and additional needs (these are outlined in roles and responsibilities appendix)
 - The SEND code of practice recognises four areas of need:

Need	Categories
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Communication and interaction (C&I)	Speech, Language and communication Needs (SLCN) Autistic spectrum condition (ASC)
Cognition and learning (C&L)	Specific learning difficulties (SpLD) e.g. dyslexia, dyspraxia Moderate (MLD), severe (SLD), or profound and multiple learning difficulties (PMLD)
Social, emotional and mental health difficulties (SEMH)	Attention deficit disorder (ADD) Attention deficit hyperactive disorder (ADHD) Attachment disorder An anxiety disorder A disruptive disorder
Sensory and/or physical needs (S/PD)	Hearing (HI), Visual (VI), multi-sensory impairment (MSI). Physical disability (PD)

- Information and training given to staff about children who have additional needs.
- A more detailed plan (pupil profile) written for children on the SEND register. This is reviewed regularly in consultation with parents/ carers, children and other professionals involved. For the youngest children 0-5 it may be reviewed more frequently.

3. Needs are identified and assessed quickly.

4. Roles and responsibilities are clear.

- Children work with the setting to improve their own learning
- Families, outside agencies and the setting, work together to support the children
- Teachers and practitioners continually monitor progress to ensure provision matches need and has impact

5. The quality of teaching for pupils with SEND, and the progress made by children/ young people, is a core part of the Trust's performance management arrangements and its approach to professional development for all teaching and support staff

6. Resources are allocated according to need

7. School leaders and teaching staff, including the SENDCo, identify any patterns in the identification of SEN, both within the setting and in comparison with national data, and use these to reflect on and reinforce the quality of teaching and provision

8. Arrangements for assessing and identifying pupils as having SEND are set out as part of the LA's local offer and individual schools SEN report

5. Intervention

Individual Academies decide on the action needed to help the child progress in the light of earlier assessments. This may include:

- Different learning materials or specialist equipment
- Some group or individual support, which may involve individuals or small groups of children being withdrawn from the (class)room for intervention
- Staff development and training to introduce more effective strategies

The child/ young person's class teacher/ keyworker will be responsible for working with them and liaising with other staff who work with them to ensure delivery of any individualised programme in the (class)room. Parents/ carers will continue to be consulted and kept informed of the action taken to help their child/ young person, and of the outcome of any action. The Academy's SENDCo will support further assessment of the pupil where necessary, assisting in planning for their future needs in discussion with colleagues and parents/ carers and outside agencies where appropriate.

6. Medical Conditions

The Children and Families Act 2014, places a duty on schools to make arrangements to support pupils with medical conditions. Individual healthcare plans specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have SEND, their provision is planned and delivered in a co-ordinated way with the healthcare plan. Please see admin of meds/ supporting children with medical needs policy.

7. Funding

Schools and early year's settings are provided with resources to support those with additional needs, including pupils with SEN and disabilities. This is to provide high quality appropriate support from the whole of its budget. We consider a strategic approach to meeting SEN in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium.

Where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold additional top up funding can be applied for via the local authority top up funding.

8. Staff training and support

Venturers Trust is committed to gain expertise in different areas of Inclusion. Staff training is offered as part of the settings on going CPD/ INSET/ staff meetings and all new staff have induction in SEND and additional needs. The most valuable resource for any child is quality first teaching/ provision from the adults and support within the (class)room. The allocation of such support depends on the nature of the child's needs.

The SENDCo attends Trust and local cluster groups, citywide conferences and keeps up to date with the national picture.

The trust works closely with several outside agencies, which offer expertise and support in their field. In cases where we call upon such expertise, parents' permission is sought and regular reviews are arranged.

All relevant information is disseminated with staff as appropriate.

9. Monitoring children's progress

Teachers and practitioners are responsible and accountable for the progress and development of the children in their class, including where children access support from TA's or specialist staff. High quality teaching, differentiated for individual children, is the first step in responding to children who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching/ provision. We regularly and

carefully review the quality of teaching/ provision for all children, including those at risk of not meeting age related expectations.

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

This information gathering includes the child/ young person and their parents/ carers, to develop a good understanding of their areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child/ young person and the next steps. We inform parents/ carers and young people about the local authority's information, advice and support services.

We promote and plan for successful transitions between phases of education within and beyond our setting.

10. Partnerships with parents/ carers

The 2014 SEN act emphasises the role played by parents/ carers of children with SEND and additional needs. To ensure this happens parents are supported so they are able to:

- Recognise and fulfil their responsibilities as parents and play an active role in their child's education;
- Have knowledge of their child's entitlement within the SEN framework;
- Make their views known about how their child is educated;
- Have access to information, advice and support'

This is achieved by:

- Close liaison with parents through regular family consultations, parent's evenings, SENDCo meetings and invitations to SEN reviews;
- The SENDCo, relevant leaders, class teachers are available by appointment to meet parents / carers who have specific concerns;
- Regular information being sent home;
- Annual reports to parents/ carers on their child's/ young persons progress.

11. Pupil Voice

Pupils are involved in making decisions where possible right from the start of their education. The way in which children are encouraged to participate reflects their evolving maturity. The child/ young person should also be involved in setting realistic targets for themselves as part of their own personal development and preparation for adulthood :

<https://www.preparingforadulthood.org.uk/SiteAssets/Downloads/yeded5wb636481748062535810.pdf>

12. Involving specialists

Where a child/ young person continues to make less than expected progress, despite evidence-based support and interventions that are matched to their area of need, we consider involving specialists, including those secured by the school itself or from outside agencies.

We may involve specialists at any point to advise on early identification of SEN and effective support and interventions. We involve a specialist where a child/ young person continues to make little or no progress or where they continue to work at substantially below those expected of pupils of a similar age. Parents/ carers are always involved in any decision to involve specialists.

Such specialist services include, but are not limited to:

- Educational psychologists;
- Health professionals- School health nurse, community paediatrician, health visitor, specialist nurses , Child and Adolescent Mental Health Services (CAMHS);
- Specialist teachers or support services, Bristol Autism Team, sensory support teachers, early inclusion team;
- Therapists (including speech and language therapists, play therapists, occupational therapists and physiotherapists).

13. Requesting and Education, Health and Care needs assessment (mainstream settings only)

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the pupil, the pupil has not made expected progress, the school or parents/carers will consider requesting an Education, Health and Care needs assessment. To inform its decision the local authority will expect to see evidence of the action taken by the setting as part of SEND support. The process of a needs assessment should take up to 20 weeks.

14. Evaluating Success

The success of the Trust SEND policy and provision is evaluated through:

- Monitoring of (class)room practice by SENDCo/ MLT/ SLT / subject co-ordinators and the Trust Inclusion Lead;
- Analysis of data and test results for individual pupils and for cohorts;
- Value-added data for pupils on the SEND/ additional needs register;
- Monitoring of procedures and practice by the SEND governor;
- Academy self-evaluation;
- A yearly update of the SEND policy
- Individual Academy improvement Plans;
- Visits from Trust Lead, LA personnel and OFSTED inspection arrangements;
- Frequent meetings of parents/ carers and staff, both formal and informal to plan provision and targets, revise provision and celebrate success.

15. Publishing information: SEND information report

Each Academy publishes its own information on their websites regarding policy for pupils with SEN. The information published is updated annually and any changes to the information occurring during the year are updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2010.

16. Arrangements for complaints

Should pupils or parents/carers be unhappy with any aspect of provision, the procedure is:

To approach the class teacher/ tutor/ head of year/ early years practitioner/ SENDCo who will discuss the grievance with the parent/ carer. If this fails to resolve the problem, the parent will be directed towards the Senior Leader overseeing Inclusion. Should this not reach a satisfactory conclusion, the parent/carers will then be advised to approach the governors; initially through the parent governor or the governor responsible for SEND/ inclusion.

Please refer to complaints policy.

COVID- 19 – Interim Attendance Guidance **Addendum to the SEND Policy for Academic Year 2020-21**

This document has been developed to reflect changes in practice as a result of the COVID -19 (Coronavirus) outbreak.

It is important that all staff and volunteers are aware of the new policy and are kept up to date as it is revised. The revised policy should continue to be made available publicly.

Background

This addendum has been produced in line with Department of Education (DfE) guidance https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/950510/School_national_restrictions_guidance.pdf

This Addendum outlines:

- Provision for children with SEND
- Attendance Expectations
- Further Key Information

During the period of national lockdown, our academies remain open to Vulnerable children and young people. The definition of vulnerable children and young people includes children who have a social worker, children with Special Educational Needs and/or a Disability SEND with a health and care plan (EHCP) or who may be vulnerable for another reason at local discretion (“otherwise vulnerable”). Pupils who are self-isolating should not attend school. Clinically extremely vulnerable pupils are also advised not to attend school.

For pupils attending school we mitigate risks and continue to deliver a broad and balanced curriculum for the pupils attending during this period, including full educational and care support for those pupils who have Special Educational Needs and Disabilities (SEND).

As a trust we strongly encourage vulnerable children and young people to attend school. Parents/carers of vulnerable children and young people are strongly encouraged to take up the place. If vulnerable children and young people do not attend, we:

- work together with the local authority, social worker (where applicable) and any other key professionals to follow up with the parent or carer to explore the reason for absence, discussing their concerns using supporting guidance considering the child’s circumstances and their best interests
- work together with the local authority, social worker (where applicable) and other relevant partners to encourage the pupil to attend educational provision, particularly where the social worker agrees that the pupil’s attendance would be appropriate.

- any children and young people with an EHCP on roll but not in their setting fulltime will have a risk assessment completed. Arrangements regarding provision will be reassessed every two weeks (or the timescale agreed when the arrangement was initially established). All such arrangements will be in consultation and in agreement with the parents/carers, social workers and any other key professionals to make clear what provision is in place and who has responsibility for the pupil when they are not in school. Risk assessments consider new or heightened vulnerabilities, temporary circumstances or those associated with the COVID 19 outbreak.
- Where we grant a leave of absence to a vulnerable pupil we speak to parents and carers, and social workers (where applicable) to explore the reasons for this and any concerns raised. The discussions focus on the welfare of the pupil and ensuring that they are able to access appropriate education and support while they are at home.
- We will continue to record attendance in the register and follow up on absences of the pupils who are expected to be in school. Where a parent wishes for their child to be absent, we will authorise the absence during this national lockdown period. Absence will not be penalised.

In the event of having to have a temporarily stop on-site provision on public health advice, We will inform the local authority to discuss alternative arrangements for vulnerable Pupils and work towards welcoming back pupils as soon as possible, where feasible to do so.

Some pupils with Special Educational Needs and Disabilities (SEND) (whether with education, health and care plans or on SEN support) will continue to need specific help with the changes to routines they are experiencing, so teachers and special educational needs coordinators plan to meet these needs, for example using social stories.

We work together with local authorities, health professionals and other services to ensure that children with medical conditions are fully supported, including through the use of individual healthcare plans, so that they may receive an education in line with their peers. In some cases, the pupil's medical needs will mean this is not possible, and educational support will require flexibility. Our policy on supporting pupils at school with medical conditions remains in place.

Specialists, therapists, clinicians and other support staff for pupils with SEND provide interventions as usual.

Recording attendance

All pupils who are not eligible to be in school are marked as Code X. They are not attending because they are following public health advice.

As children with SEND are still expected to attend school full time, they should not be marked as Code X if they are not in school (except if they are shielding, self-isolating or quarantining). If the parent of a vulnerable child wishes their child to be absent, the parent should let the school know. The Department expects schools to grant applications for leave of absence given the exceptional circumstances. This will be recorded as code C (leave of absence authorised by the school) unless another authorised absence code is more applicable.

Alternative provision

Any of our children dual registered and attending Alternative Provision will continue to access the provision. We work closely with our AP providers to actively encourage students who are dual registered to attend.

Remote Education

We recognise that some pupils with Special Education Needs and Disabilities (SEND) may not be able to access remote education without adult support and therefore we work closely with families to deliver an ambitious curriculum appropriate for their level of need. By working in coproduction with families and relevant outside agencies we endeavour to provide appropriate special educational provision called for by the pupils' special educational. We work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers.

Where a pupil has provision specified within their EHC plan, it remains the duty of the school, local authority and any health bodies to secure or arrange the delivery of this in the setting that the plan names. However, there may be times when it becomes very difficult to do so, for example, if they are self-isolating. In this situation, decisions on how provision can be delivered will be informed by relevant considerations including, for example, the types of services that the pupil can access remotely, for example, online teaching and remote sessions with different types of therapists. These decisions should be considered on a case by case basis, avoiding a one size fits all approach.

Pupil wellbeing and support

Pupils may be experiencing a variety of emotions in response to the coronavirus (COVID19) outbreak, such as anxiety, stress or low mood. This may particularly be the case for vulnerable children, including those with SEND. It is important to contextualise these feelings as normal responses to an abnormal situation. Some may need support to re-adjust, either to a return to learning at home or being in school without their peers, and some may be showing signs of more severe anxiety or depression. Others will not be experiencing any challenges and will be content with the change in circumstances. Limited social interaction with their peers, carers and teachers, which may have an impact on wellbeing.

To support school staff to understand how coronavirus (COVID-19) is affecting children and young people's mental health and wellbeing, and what they can do to look after, promote and support their own, other staff's and children and young people's wellbeing and mental health, we are using a variety of resources including THRIVE assessments. We consider the provision of pastoral and extra-curricular activities to all pupils, including those learning at home (for example through online activities and assemblies), designed to:

- Support social engagement and maintaining friendships
- Address and equip pupils to respond to issues linked to coronavirus (COVID-19)
- Support pupils with approaches to improving their physical and mental wellbeing

We provide more focused pastoral support where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible.

We access support from our school nursing who can offer a range of support including:

- support for resilience, mental health and wellbeing including anxiety, bereavement and sleep issues
- support for pupils with additional and complex health needs
- supporting vulnerable children and keeping children safe

Additionally, we can still refer to local NHS children and young people's mental health service CAMHs. All NHS mental health trusts are providing 24/7 access to crisis telephone lines to support people of all ages throughout the pandemic.

Appendix

Roles and Responsibilities

Provision for children with SEND and additional needs is a matter for the setting as a whole, drawing on the SENDCo for advice on identifying, assessing and making provision to support inclusion and help pupils with SEND and additional needs to gain access to a broad and balanced curriculum.

The governing body in co-operation with the Principal has a legal responsibility for determining the policy and provision for child with special educational and additional needs.

Specific responsibilities are to:

- Appoint a SEND governor to monitor the quality of SEND provision and report back regularly to the governing body. This governor should meet regularly with the SENDCo.
- Appoint a CiC governor to monitor the quality of CiC provision and report back regularly to the governing body. This governor should meet regularly with the designated teacher for CiC.
- The curriculum governing committee monitor the quality of the provision and progress for children with SEND and additional needs (inc EAL, G and T, CiC).
- Review and develop the settings SEND policy with the SENDCo and make this available to parents
- Ensure that necessary provision is made for any child with SEN, a disability or additional need, so that they may take part in all activities
- Ensure that all staff are aware of the need to identify and provide for children with SEN, a disability or additional need
- Be fully informed about current issues, so that they can play a major part in school self-review
- Ensure inclusive provision is an integral part of the Academy Improvement Plan.
- Report to parents on the implementation and effectiveness of the setting's SEND policy at the Annual Governors report.

The **Principal** has responsibility for:

- The management of all aspects of the school's work, including provision for pupils with SEND and additional needs
- Working closely with the SENDCo
- The deployment of all Inclusion personnel within the school
- Monitoring and reporting to the governors/ board, different SEND issues and the effects of SEND policies on the setting as whole.

The **Special Educational Needs and Disability Coordinator** (SENDCo) is a qualified teacher/ early years professional and member of the leadership team. The principal has delegated the responsibility for coordinating the provision of Special Educational Needs to the SENDCo. They are responsible for:

- Overseeing the day to day operation of the setting's SEND policy and co-ordinating the provision for pupils with special educational needs/disabilities and additional needs by:

- co-ordination of specific provision made to support individual children with SEND, including those who have EHC plans.
- Ensuring that an agreed, consistent approach is adopted
- Carrying out/ overseeing detailed assessments and observations of children where appropriate.
- Supporting all staff by advising on appropriate targets and strategies, resources and materials for use with children.
- Liaising closely with parents of children with SEND and additional needs,
- Maintaining the setting's SEN/ Inclusion records
- Assisting in the monitoring and evaluation of progress of children with SEND and additional needs
- Contributing to the in-service training of staff.
- Keep up to date with curriculum issues within the setting, the LA and nationally which are specifically related to Inclusion
- Maintain an up to date register of, and records for all children at every stage of referral
- Lead staff in any new initiatives related to Inclusive matters- raising awareness of issues arising
- Liaise with class teachers, keyworkers, EYP's and support staff to establish which children will be worked with within the intervention groups. These decisions will be made in light of assessments, observations and by determining overall priorities in line with the resources available
- Organise regular reviews of all children on the register and arrange meetings as appropriate with staff, parents and outside agencies.
- Liaising with the SENCOs/ Inclusion leads in receiving settings to help provide a smooth transition from one setting to the other
- Model and ensure exemplary practice and demonstrate impact
- Line manage, deploy and induct staff to maximise learning for all.
- Oversee the Inclusion budget, ensuring fair distribution which matches need in consultation with other members of staff.
- Be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that children with SEN receive appropriate support and high quality provision.
- liaising with the relevant Designated Teacher where a child in care has SEN
- advising on the graduated approach to providing SEN support
- liaising with early years providers, other schools, LA consultants, 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
- working with the head teacher, children's centre manager and governors to ensure that the setting meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

Class teachers and early years practitioners are responsible for:

- Identify, access and make provision for children with SEND and additional needs , with support from the SENCO/ VP when necessary

- Provide differentiated and personalised provision/ curriculum to meet the needs of all children so they are able to access the learning.
- Develop, write and implement support plans for children requiring activities additional to and/or different from the needs of the other children in the group/class, using appropriate resources and deploying extra support where necessary
- Review plans at regular intervals with support staff, parents, outside agencies, SENCO and child where appropriate.
- Hold regular meetings giving feedback to parents of children with SEND and additional needs
- Keep clear records of intervention, provisions and assessments of progress
- Seek help and advice from colleagues to provide appropriately for children with SEND and additional needs

Teaching Assistants/ Support workers

- Support children's individual needs and help with inclusion of children with SEND and additional needs within the class
- Play an important role in contributing to and implementing provision and monitoring progress
- Contribute to review meetings
- Give feedback to teachers/ keyworkers about children's responses to tasks and strategies.
- Keep clear records of interventions, provisions and assessments

Lunchtime supervisors

- Are given any necessary information relating to the supervision of children at lunchtime, in particular to their behaviour management and other issues for particular children.

Graduated Response

EHCP assessment is similar to statutory assessment with a 20 week time frame – all phases of the graduated response need to be evidenced before a EHCP assessment

- Glossary**
- Aspiration – long term dreams and hopes for the future
 - Intervention – regular strategy or event
 - Outcome – benefits for the child
 - Provision – amount of support, programme
 - Short term targets – specific, measurable, achievable, realistic, timely
 - BUDs – Bristol universal descriptors
 - EHCP – Education, Health, Care Plan

