

West Park School



Special Educational Needs Policy

Committee: Full governing body

Date of adoption: October 2022

Date of review: October 2023

Signed:

Scott McGregor, Headteacher

Sheena Ratcliffe Chair of Governors

Background

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September 2015) and has been written with reference to the following guidance and documents:

- SEND Code of Practice (January 2015)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

- Equality Act 2010: Advice for Schools DfE (Feb 2013)

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

- Schools SEN Information Report Regulations (2014)

<https://www.gov.uk/guidance/what-maintained-schools-must-publish-online#special-educational-needs-sen-and-disability-information>

- Part 3 of Children and Families Act (2014)

<https://www.legislation.gov.uk/ukpga/2014/6/part/3/enacted>

- Statutory Guidance on Supporting pupils at school with medical conditions (April 2015)

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

- The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2013)

<https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>

- Teachers Standards (2012)

<https://www.gov.uk/government/publications/teachers-standards>

West Park School Vision Statement

Building a community for learning in the belief that education brings about change

Mission Statement: 'A caring school where we put pupils and their achievement first'.

Shared Vision

In 2022, West Park School signed the Derby City Schools Inclusion Charter, which strives to ensure that our culture and practice is inclusive, enabling every learner to live their best life. The Inclusion Charter acts as a code of practice for West Park School, setting out key principles for an inclusive school.

The school we wish to be with the support of family and the wider community.

Pupils, parents and staff striving to:

- Enjoy the challenge and achievement of learning
- Develop the strengths of the individual
- Experience academic, social and personal success
- Develop consideration and co-operation
- Create a stimulating and supportive environment

Aims of the school

We will aim to:

develop an 11 – 16 comprehensive school offering equal educational opportunities to each pupil regardless of age, aptitude and ability and irrespective of background. There will be emphasis on achievement, confidence and responsibility; provide a broad and balanced curriculum with an emphasis on the acquisition of basic skills in literacy and numeracy;

help pupils to an understanding of themselves as individuals who are cared for and appreciated; challenged to make the most of their abilities, to overcome adversity and adapt to change;

introduce pupils to a diversity of cultural achievement and an appreciation of music, art, drama and leisure; provide a stable community that gives a clear moral and ethical lead; prepare pupils over five years to take up their proper role as adult citizens in a democratic society.

The Special Educational Needs Aims of the school:

To ensure that all pupils have access to a broad and balanced curriculum

To provide a differentiated curriculum appropriate to individual pupil's needs and abilities

To ensure the identification of all pupils who may require additional help or SEN provision as early as possible

To ensure that all pupils who experience difficulties with learning participate as fully as possible in all activities

To ensure that parents of pupils who experience difficulties with learning are kept fully informed of their child's progress and attainment

To ensure that pupils who experience difficulties with learning are involved, where practical, in decisions affecting their future

We recognise that some pupils will experience difficulties with learning at some time during their time with us. In implementing this policy, we believe that pupils will be helped to overcome their difficulties. * See *Appendix 1 on how the SEN objectives are addressed in the School Development Plan.*

Whilst many factors contribute to the range of difficulties experienced by some pupils, we believe that much can be done to overcome them by parents, teachers and pupils working together.

Inclusion

At West Park, our aim is to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs. We will make every effort to achieve this aim.

This policy builds on our Inclusion Policy, which recognises the entitlement of all pupils to a balanced, broadly based curriculum.

Our SEN policy reinforces the need for teaching that is fully inclusive.

The Governing Body will ensure that appropriate provision will be made for all pupils with SEN.

Every Child Matters

The underlying principle on which this policy is based enables the school to meet the 5 outcomes of 'Every Child Matters':

Be healthy
Stay safe
Enjoy and achieve
Make a positive contribution
Achieve economic wellbeing

Underlying Principles

West Park is committed to the following:

- Being inclusive
- Securing high levels of achievement for all Ensuring curriculum access for all Meeting individual needs through a wide range of provision
- Identifying as early as possible in their school career all students requiring SEN provision Developing staff expertise in order to meet the needs of all students Securing high levels of satisfaction and participation from students, parent and carers Sharing a common vision and understanding with all stakeholders
- Transparent resourcing to SEN
- Working towards inclusion in our partnership with other agencies and schools
- At West Park, we recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

Admission Arrangements

No pupil will be refused admission to West Park on the basis of his or her special educational need. In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

Admissions criteria 2022-2023

When the school is oversubscribed, after the admission of pupils with Statements of Special Educational Needs where the school is named in the Statement, priority for admission will be given to those children who meet the criteria set out below, in order:

1. Children who are looked after or a child who was previously looked after and immediately after being looked after became subject to an adoption, residence or special guardianship order*.
2. Those children residing in the normal area served by the school who have stated West Park as their preferred secondary school through the Common Application Form by the national closing date.
3. Those with a sibling currently attending the school.

4. Children of all staff employed by the school where the member of staff has been employed at the school for two or more years at the time at which the application for admission to the school is made or the member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage.
5. When Governors consider that there are medical grounds for admitting the pupil supported by a doctor's certificate.
6. Other children whose parents have requested a place.
7. Children whose parents did not request a place by the national closing date.

In categories 1 to 6, when choices have to be made between children satisfying the same criteria, we will give priority to the child living nearest the school, measured by a straight line. The line will be measured from the home address to the school using the National Ordnance Survey set points. For category 7, we will allocate places in the same order of priority as for categories 1 to 6. Where children in category 7 have the same priority, we will allocate places to those living nearest the school, measured by a straight line. The line will be measured from the home address to the school using the National Ordnance Survey set points.

Management of SEN within the school

The Head and the Governing Body have delegated the responsibility for the day to day implementation of the policy to the SENCo who is a member of the school's Senior Leadership Team. The SENCo leads the school's SEN team details of which are given in Appendix A

The **SENCo** is responsible for reporting to the Head and the Governor with responsibility for SEN on the day-day management of SEN policy. The name of the governor with responsibility for SEN is shown in Appendix A. In line with the recommendations in the SEN Code of Practice 2001, regular meetings take place, once each term.

The **SENCo** is also responsible for:

- the deployment and line management of Teaching Assistants
- the oversight of the records on all students with SEN
- liaising with parents of pupils with SEN (in conjunction with other relevant staff such as Form Tutors)
- contributing to the in-service training of staff
- liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies

The SENCo, together with the SEN team is responsible for:

- overseeing the day-day operation of this policy
- co-ordinating provision for pupils with special educational needs
- liaising with and advising teachers

SENCO responsibilities:

Fiona Hawkins SENCo

All members of staff in the school have a responsibility for pupils with SEN.

All teachers are teachers of special educational needs, are aware of their responsibilities towards students with SEN, whether or not they have a statement of special educational needs, and show a positive and sensitive attitude towards these students. Staff responsibilities for students with SEN are identified in individual job descriptions.

Teaching Assistants (TAs) and **Advanced Skills Teaching Assistants** also play a major role in the support of pupils with SEN. They are deployed within subject areas and in the Nurture Centre.

They also provide intervention programmes to targeted groups of pupils including Reading, WordShark, IDL, Nesy, Numeracy, Small group literacy and booster programmes, and other personalised intervention programmes such as Speech and Language Therapy, Fine Motor Skills, Touch-typing, Handwriting, Phonics and Spelling.

Teaching Assistants also provide support groups for pupils such as money management and learning how to tell the time.

Identification and Assessment of Pupils with SEN

The school accepts the principle that pupils' needs should be identified and met as early as possible. The SENCO works using whole school tracking data as an early identification indicator using a range of data including:

- KS2 test results and teacher assessments
- Reading tests
- Pictures of need across the curriculum

P Levels, used in accordance with QCA guidance, monitor the progress of students working below National Curriculum Levels.

A number of additional indicators of special educational needs are used:

- Derby City SEN criteria
- teacher concern forms
- parental concerns
- individual pupil progress tracked over time liaison with partner schools on transfer information from previous schools
- information from other services

The SENCO maintains a list of pupils identified through the procedures listed. This list is reviewed and updated each term. A detailed analysis of the list takes place each year.

For some pupils the school may undertake a more in depth individual assessment which may include:

- Reading assessments
- Numeracy assessments
- Reference to reports from outside agencies, such as Educational Psychologists Testing and provision for access arrangements
- Testing and provision for materials to support pupils, for example coloured overlays or paper for pupils with dyslexia, use of laptops for tests and exams.

Curriculum Access and Provision

In order to meet the learning needs of all pupils, teachers differentiate work. They plan their teaching to meet individual learning needs and they mark work and plan homework effectively. Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways with provision for pupils being related specifically to their needs. A provision map records a graduated response for individuals.

The range of provision includes:

- in class support for individuals and small groups with an additional teacher or Teaching Assistant (TA)
- small group or individual withdrawal with Teaching Assistant or Learning Mentor
- further differentiation of resources
- buddies/mentors
- homework/learning support club
- Pupil Passport targets and advice

Wave 3 interventions

Deployment of extra staff to work with the pupil

Provision of alternative learning materials/ special equipment

Group support

Provision of additional adult time in devising interventions and monitoring their effectiveness

Staff development/training to undertake more effective strategies Access to Specialist Teaching and Educational Psychology Service STePS or other support services for advice on strategies, equipment, or staff training

Monitoring Pupil Progress

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

Narrows the attainment gap between pupils and peers

Prevents the attainment gap widening

Is equivalent to that of peers starting from the same baseline but less than the majority of peers

Equals or improves upon the pupil's previous rate of progress Ensures full curricular access

Shows an improvement in self-help and social or personal skills Shows improvements in the pupil's behaviour

Record Keeping

The school will record the steps taken to meet pupils' individual needs. The SENCo will maintain the records and ensure access to them. In addition to the usual school records, the student's profile will include:

Information from parents

Information on progress and behaviour

Pupils' own perceptions of difficulties

Information from health/social services

Information from other agencies

Pupil Passports

All pupils at SEND level will have Pupil Passport Education Plans setting out targets and any provision made that is additional to, and different from, usual classroom provision.

For pupils with statements or EHC plans, provision will meet the recommendations on the statement/plan.

In subjects where all pupils have curriculum targets these are used to inform Pupil Passports. Curriculum and Pupil Passport targets are recorded in Pupil Planners

Strategies for pupils' progress will be recorded in Pupil Passports containing information on Short-term targets, Teaching/Environmental strategies, Provision made, Date for review, Success and/or exit criteria, the progress and outcomes recorded at review.

The Pupil Passport will record that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the pupil's needs. The Pupil Passports will be discussed with the pupil and a copy sent to the parent for review.

Reviewing a Pupil Passport

Pupil Passports will be reviewed at regular intervals and parents' and pupils' views will be sought.

Code of Practice graduated response

The SEN Code of Practice advocates a graduated response to meeting students' needs and the school has adopted the levels of intervention as described in the Code of Practice.

A Graduated Approach to SEND Support

All pupils receive a differentiated curriculum delivered through Quality First Teaching. Class teachers are responsible and accountable for the progress and development of the pupils in their class, including any pupils receiving additional support. Pupil progress is regularly and systematically monitored by class teachers, subject leaders and senior management including the SENDCo. SEND referral systems in place highlight pupils who may need additional support and the school SENDCo / Advanced Skills TA / Access Arrangements Officer advise teachers on appropriate support. Parents may also raise concerns via the class teacher or the SENDCo and a meeting might be held to discuss how we can support the child.

We will identify the needs of each pupil by considering the needs of the whole child, which are broader than just the learning needs of the child or young person. If we feel a child is not making expected progress, despite the support in place, communication between the parent, class teacher and SENDCo to decide if the child should be placed on the SEND register will take place.

This in turn will lead to the setting out of the arrangements we will put in place to address those needs. We involve parents/carers and, where appropriate, the young person in question as soon as we feel a pupil may have a barrier to learning.

Where it is decided that a pupil does have SEND, the decision is recorded in the school records and the pupil's parents are formally informed that special educational provision is being made. The SENDCo keeps the SEND register updated on a weekly basis.

As a school, we identify and support children with SEND using the Graduated Response, using At a universal level, Quality First Teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. Teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

We use the SEND Code of Practice (2015) Assess – Plan – Do – Review cycle to plan, monitor and evaluate the impact of support.

1. Assess

We regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil and draw on the assessments and guidance from other education professionals, e.g. educational psychologists, speech and language therapists, physical sensory services and from health and social services, where appropriate.

Assessments are made before and after interventions to show impact of the support and appropriate adjustments made.

2. Plan

The support each child is given is specified on individual MEPs and Provision Map and the impact of the support is evaluated at the end of a specific programme or at the end of the next school assessment period. For many pupils, this support is enough for them to close any gaps.

The overriding purpose of this early action is to help the pupil achieve the identified outcomes and reduce the impact of any barriers to learning. However, some pupils need further support and school will seek the advice of a specialist if necessary.

3. Do

The class teacher, who is responsible for working with the pupil on a daily basis, will liaise closely

with TAs or specialist staff and monitor the progress being made. The SENDCo will provide support, guidance and advice for the teacher.

4. Review

The MEP, including the impact of the support and interventions, will be reviewed regularly by the teachers, SENDCo, parent/carer and the pupil.

This will inform the planning of next steps for a further period or, where successful, the removal of the pupil from intervention. In the case of a pupil being removed from the SEND register, the pupil's parents are formally informed that their child has been removed from the SEND register, but the school will continue to monitor the child closely.

When students are identified as having SEND, the school will intervene as described below.

SEND

Is characterised by interventions that are different from or additional to the normal differentiated curriculum. School Action intervention can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, pupils:

Make little or no progress

Demonstrate difficulty in developing literacy or numeracy skills

Show persistent emotional/behavioural difficulties which are not affected by behaviour management strategies

Have sensory/physical problems, and make little progress despite the provision of specialist equipment

Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum

If, after consultation with parents, the school decides that a pupil requires additional support to make progress, the SENDCo, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support. Subject teachers will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results.

Use of support staff within SEND

This is documented on the school's provision mapping.

If there is thought to be a need for **involvement of external services** this will occur after full consultation with parents, undertaken within the normal SEND process. External support services will advise on targets for a new Pupil Passport and provide specialist input to the support process.

This additional external support will usually be triggered when despite receiving differentiated teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period
- Continues to work at National Curriculum levels considerably lower than expected for a pupil at a similar age
- Continues to experience difficulty in developing literacy/numeracy skills
- Has emotional/behavioural problems that substantially impede their learning Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

Parental consent is sought before any external agencies are involved. The resulting Pupil Passport will incorporate specialist strategies. These may be implemented by the SEND staff.

Request for Statutory Assessment

The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention within SEND, the student remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- The interventions at SEND level
- Current and past MEPs
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- National Curriculum levels.
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the student
- Social Care/Educational Welfare Service reports
- Any other involvement by professionals

EHC Plans

An EHC Plan (formally known as a statement of need) will normally be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHC Plan.

An EHC Plan will include details of learning objectives for the pupil. These are used to develop targets that are:

Matched to the longer-term objectives set in the Plan

Shorter term targets are established through parental/pupil communication, set out in a pupil passport

Implemented in the classroom

Delivered by the subject teacher with appropriate additional support where specified

Reviews of EHC Plans

EHC Plans must be reviewed annually. The LA should inform the Head at the beginning of each term of the pupils requiring reviews. The SENCo will organise these reviews and invite:

The pupil

Parent(s)/carer(s)

Relevant teachers

A representative of the SEN Inclusion and Assessment

Professionals e.g. The Educational Psychologist

Any other person the SENCo considers appropriate e.g. Careers Lead

The aim of the review will be to:

Assess the pupil's progress in relation to the objectives on the Plan

Review the provision made to meet the student's needs as identified in the Statement/Plan

Consider the appropriateness of the existing Statement/Plan in relation to the pupil's performance during the year, and whether to cease, continue, or amend it. If appropriate, to set new objectives for the coming year.

The school attend Key Stage 2 Transitions Reviews in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with appropriate staff at the school. Within the time limits set out in the Code, the SENCo will complete the annual review forms and send them, with any supporting documentation, to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease a Statement/Plan of SEN.

Partnership with Parents/Carers

The school is committed to working in partnership with parents and carers by:

- keeping parents and carers informed about SEN provision and giving support during assessment and any related decision-making process
- working effectively with all other agencies supporting pupils and their parents giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- ensuring all parents and carers have appropriate communication aids and access arrangements
- providing all information in an accessible way
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately focusing on the pupil's strengths as well as areas of additional need allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for the pupil
- making parents and carers aware of the Parent Partnership services. This information will be included in the Information for Parents Handbook sent to parents each year.

Involvement of Pupils

The school recognises that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice). Where appropriate all pupils are involved in monitoring and reviewing their progress.

- The school endeavours to fully involve all pupils by encouraging them to:
- state their views about their education and
 - learning identify their own needs and learn about
 - learning share in individual target setting across the
 - curriculum self-review their progress and set new targets

In addition pupils who are identified as having SEN are invited to participate in:

- Pupil Passport reviews and setting of Pupil Passport targets
- Regular meetings with named adults
- Working with learning and behaviour mentors
- Annual reviews

Members of staff have expertise and qualifications in the following areas:

Links with Education Support Services

The school is committed to maintaining useful contact with support services in the Children and Young People's Services. For students at specialist level input, any one or more of the following agencies may be involved:

Educational Psychology Service (EPS)
Specialist Teaching and Psychology Service (STePS)

SENCo network meetings provide an opportunity for the SENCo to meet with other SENCo's.

Links with Other Services

The school maintains effective working links with:

SEN Support Team
Speech and Language Therapy
Community Health Service
Family support
Safeguarding
Specialist Child and Adolescent Mental Health Services
Autism Support Services

Links with Other Schools/Integration Links SENCo networking
with other secondary schools

Links to primary schools in order to provide outstanding transition to secondary school

INSET

In order to maintain and develop the quality of its provision, the school ensures staff are given the opportunity to undertake appropriate training:

SENCo network meetings
Teaching Assistant meetings and training (fortnightly)
LA training as appropriate e.g. Autism Champions
Specialist network groups
In school training for all staff on 'PREVENT, FMG and Autistic Girls
LA pupil safeguarding training: Self Harm
NQT and student teachers receive training on Special Educational Needs from the SENCo as part of their Induction programme

Resources

Provision for SEN is funded from the delegated school budget in a number of ways.

Staffing is enhanced to provide smaller teaching groups
Staffing costs include Teaching Assistants, Learning Mentors, Admin Support staff, and staffing for the Intervention Group and the Learning Support Centre
A specific budget is allocated to SEN (with SENCo as budget-holder)

Complaints

If there are any complaints relating to the provision for students with SEN these are dealt with in the first instance by the SENCo and then the Head. The Chair of Governors will be involved where necessary. In the case of an unresolved complain, the LA may be involved.

Review of the SEN Policy

The school considers the SEN Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the school's Strategic Development Plan.

Other policies in school support the provision and provide a positive ethos in school for all youngsters, and especially those with SEN pupils. These include the Teaching and Learning Policy, Behaviour and Discipline Policy, Attendance Policy, Every Child Matters Policy, Safeguarding policy, Access Plan, Disability Equality Scheme, Equality and Diversity Policy and Race Equality Policy.

The SEN provision in school is reviewed in the whole school development plan and these objectives are monitored, reviewed and evaluated.

Appendix A

Staff and Governor with responsibility for SEN

Governor with responsibility for SEN: Ms Sheena Ratcliffe

SENCo and SEN team:

SENCo	Fiona Hawkins (Assistant Head)	Qualified Teacher
Deputy SENCo	Salma Khan	Qualified Teacher
Assistant to the SENCo	Sue White	Teaching Assistant
Access Arrangements	Tricia Flewitt	Qualified Teacher
Literacy Unit Manager	Donna Tunley	Teaching Assistant

13

APPENDIX B

Monitoring	Evaluation
Curriculum provision	
Scrutiny of planning	Planning shows differentiation and specified and varied roles for adults in support
Classroom observation	There is differentiation, and further differentiation, of learning opportunities in the classroom
Work sampling	Work sampling shows curriculum continuity and progression in learning
Teacher interviews	Teachers feel supported in meeting the needs of individual pupils
Informal feedback from SEN staff/support staff	Pupils with SEND are given suitable learning tasks to meet their needs
Pupil interview	Students can identify what and how they are learning

Individual student progress	
<p>Scrutiny of whole school data to determine progress of pupils identified as having SEN</p> <p>Sampling individual student work</p> <p>Analysis of assessment data relating to individual pupils</p> <p>Scrutiny of Pupil Passports and targets</p> <p>Record of Pupil Passport reviews</p> <p>Pupils review meetings and records of review meetings</p> <p>Pupil interviews</p>	<p>Pupils with SEN make good progress in comparison with other groups of pupils</p> <p>Samples of pupil work show progression over time</p> <p>Data recording individual pupil progress is analysed and shows progression</p> <p>Pupil Passport targets are SMART, relevant and reviewed regularly</p> <p>Pupil Passport targets are shared by pupils</p> <p>There is progress on Pupil Passport targets</p> <p>Pupils are actively involved in Pupil Passports and annual reviews</p>

Monitoring the implementation of SEN procedures	
<p>Analysis of assessment data and pupil tracking (including the use of P scales or PIVATs)</p> <p>Register analysis</p> <p>Parent questionnaires</p> <p>Staff questionnaires</p> <p>Analysis of systems for ensuring effective communication</p> <p>Sampling of SEN files</p> <p>Classroom observation relating to effectiveness of support</p>	<p>Pupil tracking systems are in place and include procedures for tracking students whose progress may be 'out of step' with peers</p> <p>Assessment data is analysed and used to inform provision</p> <p>The SEN register is reviewed each term and electronically distributed to all staff</p> <p>The register is audited, analysed and any appropriate action taken</p> <p>There is movement on the register, both up and down the levels of intervention</p> <p>All parents are informed of their child's SEN and of Pupil Passport targets</p> <p>Parents express satisfaction with the provision made</p>

staff and SEN staff

Provision Maps

90% parents attended annual reviews

Staff feel they have sufficient information and support

SEN files are up to date and accessible

The SENCo has regular meetings with the governor with responsibility for SEN

Resources are used effectively

Support staff have clear roles

Support staff are effective in supporting student learning

All SEN staff are appraised and receive regular training

Analysis of provision menu shows a range of provision to meet individual needs

Analysis of provision mapping shows appropriate actions to meet individual needs