Steeton Primary School

SEN Policy and Information Report

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Contents

Our Intent	**Page 3**
Early Years	**Page 4**
Four Areas of SEN Need	**Page 4**
A Graduated Approach to SEN Support	**Page 5**
Support for all Children	**Page 5**
Support for SEN Learners	**Page 6**
The Bradford Matrix of Need	**Page 6**
Provision Mapping	**Page 9**
Supporting Pupils and their Families	**Page 11**
Local Authority Support	**Page 11**
Admission Arrangements and Access	**Page 12**
Transition Arrangements	**Page 13**
Training and Resources	**Page 13**
Roles and Responsibilities	**Page 14**
Designated Safeguarding Leads	**Page 16**
Complaints	**Page 17**

Special Educational Needs and Disability

Our Intent

Steeton Primary School – Learning for Life

We inspire children to happy and confident, thriving in a safe and inclusive school.
We are approachable, passionate and hold high expectations for all our children.
Our staff are valued, empowered and supported to deliver the best for every child.

The policy for Special Educational Needs and Disabilities (SEND) functions alongside all other school policies in particular Safeguarding Policy, Child Protection Policy and Accessibility Policy.

The Accessibility Policy includes the extent to which disabled pupils can access the curriculum; how we have improved our physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services we provide and the availability of accessible information to disabled pupils.

It takes particular account of the statutory guidance in The SEND Code of Practice (2015), the Equality Act (2010), The Children and Families Act (2014), Teachers Standards 2012 and The National Curriculum framework document (2014.)

Our Promise

- To provide an excellent quality of education for all Learners.
- Ensure children with SEND achieve the best possible outcomes to succeed in life.
- Use our best endeavours to support children and their families.
- Ensure SEN is an integral part of all staff's responsibilities, led by the SEN co-ordinator (SENDCo).
- We will build children's self-esteem, listen and respond to their views, raise their aspirations.
- We will focus on outcomes for the children, consider barriers to learning and seek to remove them.
- We will work in close partnership with parents.
- We will identify and provide relevant professional development for staff.
- We will access resources, internal and external, for the benefit of the children.
- We will ensure that children with a disability or SEN will be included in all aspects of school life (if it is safe to do so) and will be treated no less favourably than their peers through the provision outlined within this policy.

Guidance

Identifying Special Educational Needs

The guidelines set out in the Code of Practice with regard to identifying pupils in school who have a Special Educational Need are as follows:

…. A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

…. Children have a learning difficulty if they:
Have a significantly greater difficulty in learning than the majority of children of the same age.
Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority.
Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them.

(SEND Code of Practice 2014)

Early Years

Special Educational Needs are initially identified by school assessment procedures and concerns by staff, parents or outside agencies.

Our aim is to identify children's additional needs as soon as possible. All Reception children are assessed and this is formally recorded at the beginning and end of the year. We currently use the "Development Matters" as our statutory framework assessment.

Children starting at Steeton come with a wide variety of previous experience. Many individualised approaches take place to support children in reaching their development milestones.

English as an additional Language

Children with EAL are not placed on the SEN Register unless there are other concerns. Where language affects access, needs are recorded on the provision map and appropriate action is taken.

As a school, we follow the guidance for identifying and supporting SEN needs as it is described in the **Bradford Matrix of Need.**

Four Areas of SEN Need

The SEND Code of Practice (2014) describes the 4 broad categories of need.

- Communication and Interaction
- Cognition and Learning

- Social, Emotional and Mental Health
- Sensory and Physical

These four broad areas give an overview of the range of needs that will be supported within our school. The identification of a specific need will determine action the school needs to take with support from Local Authority Guidance.

At Steeton Primary School, we identify the needs of pupils by considering the needs of the whole child, not just the special educational needs of the child. Barriers to learning are explored and steps are taken to remove them. We take into consideration needs, which do not in themselves constitute a special educational need, but which may impact on progress and attainment. This may include:

- Disability
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium or Pupil Premium Plus Grant
- Being a Child who is Looked After
- Nurture Provision

The SENDCo and IL (Inclusion Lead) will work together to determine the most appropriate support for a child and ensure they are well cared for within school.

Behaviour is not a SEN need. Any concerns relating to child or young person's behaviour should be described as an underlying response to a need which we will endeavour to identify through our knowledge of the child and with support from the Local Authority specialist services.

Where a parent or carer has concerns about their child with regard to SEN, they should discuss their concern with the class teacher or the school SENDCo who will act on the concern. Next steps will then be discussed, and an appropriate plan of support will be put into place for the child which is in line with the guidance from the Local Authority.

A Graduated Approach to SEN Support

This section of the policy outlines the process which will take place to identify and manage the needs of the pupils who have additional, or special educational needs. It takes the form of a graduated approach as recommended by Bradford Council.

"*All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility."* (Children and Families Act 2014)

Support for all children

Teachers ensure that tasks are challenging yet achievable by tailoring the curriculum to differing levels of ability, providing different degrees of support within the classroom and supporting all learners through Ordinarily Available Provision.
This creates an inclusive learning environment for all of our children.
Some children benefit from an adapted curriculum but are not placed on the SEN register. For a child to be placed on the SEN register, the Graduated Response must be followed, a SEN need identified and their provision must be above and beyond that of their peers.

Intervention

Many interventions fall into the category of "Below Age Related Expectations" and are accessed as part of the daily lesson provision. The groups of children who access these across the school change regularly and these may take place over a short or long period of time. The interventions are monitored by the class teacher and revised as necessary throughout the year.
This might include additional reading, phonics or maths support.

Parents will be informed of their child's participation in these at parent consultation evenings/termly IEP review meetings for our SEN children.

The child's progress is monitored by the class teacher through ongoing assessment and record keeping.
Pupil Progress Meetings are held throughout the school to discuss progress of all individuals and groups of pupils.

Where progress is made and attainment is in line with age expectation, no further additional provision is made.

Support for our SEN Learners

When teachers and parents raise a concern that a child may have a Special Educational Need, the school's SEN process for identifying need will be followed.
This will be implemented alongside the consideration all of the information gathered around the pupil's progress, against national data and expectations of progress. Additional assessments may then be undertaken within school to identify specific areas of need. Following this more in-depth assessment, the pupil may take part in a specific intervention, further assessments may be completed or outside support may be sought for further advice and guidance.

The Bradford Matrix of Need

The school makes a "graduated response" according to the level of need. The child's needs are categorised under the following categories: Below Age Related Expectations, SEN

Support and EHCP. Guidance by the LA is used to determine the provision to be made according to descriptors of need and the support which should be in place for a child with SEN.

When a child's additional needs are identified, the SENDCo will discuss the need with parents, explain any additional approaches being used and the ways in which they can help.

If a special educational need is identified, then we follow the Graduated Response as implemented by Bradford Local Authority, to assess and determine the level of support a child will need.

A SEN child can fall into any of the three categories listed below:

Below Age Related Expectations

Within each class, there will be some children who are operating below age related expectations. The Matrix of needs supports us to identify these children and suggests ways of enhancing their progress. These children do not necessarily have special educational needs and do not need to be placed on the SEND register.

When children are operating below age related expectations, they continue to require access to high quality teaching within an inclusive setting but they may also need some Needs-specific practice or adaptations which are additional to and different from those which are normally available.

However, when a child who is working as Below Age Related Expectations, is identified as having a SEN need, then a monitoring system is in place to assess the young person's needs, identify outcomes, implement support and monitor and evaluate progress. This is done through using an IEP (individual education plan), called a, "My Learning Journey". The teacher will take responsibility for devising, delivering and evaluating a personalised programme that accelerates learning.

These children may receive up to 10 hours additional adult support per week. This will support the child in accessing the curriculum, supporting their development and meeting their personal targets. This may comprise of small group or 1:1 support.

SEND Support

Where a child or young person does not make sufficient progress through the previous interventions, staff may decide to implement a more bespoke Intervention.

These interventions are recorded on the child's IEP, and on each phase's provision map. They are monitored regularly by the class teacher.

Next Steps may include:

Additional adult support amounting up to 19 hours per week. This can include 1:1, small group or larger group interventions.

The school may choose to support the young person flexibly through the use of smaller teaching groups to facilitate access to an appropriately modified curriculum and deliver individually planned programmes of work for example: *enhanced adult child ratio (no more than 1:12) for up to 15 hours per week, plus additional*
adult support (1:6) to facilitate access to an appropriately modified or alternative curriculum and deliver individually planned programmes of work

If little or no progress is made through the 'assess, plan, do, review' cycle (APDR), school staff should consider seeking external support.

At that stage, external support services may be used to help develop interventions aimed at addressing continuing barriers to achievement. The CoP (Code of Practice) is clear that the involvement of external specialists can also play an important part in the very early identification of SEND and in advising schools on effective provision designed to prevent the development of more significant needs.

There is an expectation that interventions have been implemented for an appropriate period, e.g. two cycles of APDR, before a request for additional resources is made. The request should be made with consent of the parent / carers.

<u>EHCP</u>

For a child to be considered for an EHCP, school would have to be advised that a child would need the support listed below for them to access their learning and make progress:

Additional adult support amounting to between 19 and 24 hours per week (pro rata) comprising of 1:1 and small group support to facilitate access to the curriculum and deliver individually planned programmes of work and interventions/strategies.

If an EHCP is issued, the plan will detail the outcomes to be achieved and the type and level of support that needs to be put in place. This will be within either a mainstream or a resourced / specialist provision, as identified through the assessment process and in line with parental preference.

These plans are bespoke and tailored to each individual child's needs. No two plans will be the same.

With this support our learners should be empowered to access learning alongside their peers. Our goal is to be as inclusive as possible and include all our SEN learners in every aspect of learning.

Effectiveness of Provision

SEN provision is reviewed termly by staff and this is shared with parents to ensure that we are meeting children's needs.
Pupil progress meetings are also held termly to review children's progress across the whole school and this is discussed with the head of school.
Class teachers also complete provision maps termly to support with the clear tracking and implementation of interventions across school.
Phase leaders, SLT and the SENDCo work closely together to ensure our provision is appropriate for our SEN learners.

My Learning Journey

"My Learning Journey", is the name for our IEP's here at Steeton Primary School. This document allows teachers to set termly targets for children who fall under Below Age-Related Expectations, SEND Support and EHCP's. These targets, as well as the provision in place to support achieving these targets, are discussed and reviewed with parents termly.

We also include a pupil voice within our My Learning Journey's. All our SEN children complete a task where they are asked about: what they think helps them to learn; what they find difficult and how we can support them in their education with us here at Steeton. This information is recorded on each child's IEP.

For guidance on the Bradford Matrix of Need for each area of Need, please see the link below.

Bradford Matrix of Need | Bradford Schools Online

Provision Mapping

The Provision Map is completed by each class teacher, and overseen by each phase leader and indicates:

- **What** provision the school provides for children with SEN and children without an identified SEN need. It is reviewed termly.
- **Who** will receive additional provision by year group. Evidence from teacher assessments, SEN reviews and discussions with parents will inform this provision across the year.
- **Who** is responsible for running each intervention
- **How** frequently an intervention should take place

Effectiveness of Provision

School will know how effective its provision is for all our children by tracking and monitoring progress and the impact of any interventions on attainment and personalised targets.
Children are assessed each term for reading, writing and maths which indicates where they are in relation to age expectation.
All SEN children have personalised targets to work on which relate to their special educational need and these are reviewed at the termly meeting with parents. New targets are set as appropriate.

A child will be taken off the SEN register where the school cycle of 'assess, plan, do and review' clearly shows that the needs of the child can be met through 'quality first' provision and so the pupil does not meet the criteria outlined by the specialist range descriptors and no longer has a SEN that requires support that is above and beyond that of their peers.

Supporting our Students

At Steeton Primary School we also monitor closely the progress of children who are not considered to have SEN, but for whom we know that *long term* guidance and support by the class teacher or a specific type of practice is necessary to maintain their levels.

This is closely supported by our Inclusion Lead who supports our vulnerable families across school and termly meetings are held between the SENDCo and Inclusion Lead to ensure that we consistently monitoring and supporting these families.

Social and Emotional development

We have a safe and inclusive school with a caring and nurturing ethos.

Children are supported with their social and emotional development throughout the school day, through the curriculum and extracurricular activities.
Personal, Social, and Relationships Health Education (PSHRE) is integral to our curriculum and is taught explicitly and through assemblies, themed activities, by visits and visitors.
We have an Inclusion Lead to give support with attendance, personal and social issues. The Inclusion Lead will support families to overcome educational, personal or social challenges which may prevent children from attending school.
The school has a positive behaviour and relationships policy which is applied thoughtfully throughout school.
The views of children are sought, listened to and acted upon as appropriate through pupil voice interviews.
Additional support from specialist staff is arranged as required for individual pupils, both in and out of the classroom; and with their guidance a tailored personal plan may be put in

place for pupils with the highest need - for example those requiring a care plan for intimate care or specific medical requirements. This is done in reference to the statutory guidance.
Any reports of bullying are reported quickly and dealt with appropriately.
The SENDCo and SEN Governor conduct pupil voice interviews to ensure that pupils voices are heard and feedback can be passed onto staff and leadership for future development.

Supporting Pupils and Families

School partnership with parents/carers:

- All parents/carers of children with additional needs will have access to a copy of the School's 'SEN Policy and SEND Information Report' via the school website, which provides a guide to provision at Steeton Primary School.
- Staff and parents/carers will work together to support pupils identified as having additional needs
- Termly meetings are held with parents and class teachers for all children on our SEN register.
- Parent's of children with EHCP's have their plans reviewed annually. This can be done earlier, if appropriate.
- At review meetings with parents/carers we believe it is essential to try to always make sure that the child's strengths as well as difficulties are discussed
- The class teacher will keep parents informed of the provision their child is receiving by sharing details of additional intervention, and where appropriate individual targets with them. Teachers will also draw upon parents for additional information.
- Parents/carers evenings provide regular opportunities to discuss concerns and progress
- Parents/carers are able to make other appointments on request
- Teaching staff will work alongside the SENDCO to ensure that information is passed on in transition to the next year group.

Local Authority support for parents/carers:

- The Bradford Authority 'Local Offer' can be accessed via the following internet link:

  http://localoffer.bradford.gov.uk/

Standard Attainment Tests

Phase Leaders and the Headteacher will work with families to decide whether or not a particular assessment or examination is appropriate and accessible to the individual concerned.

For statutory assessments in Year 6, (SATs) the government releases annually the guidance for schools for checking accessibility. This details how schools must assess accessibility with regard to a specific need, such as visual impairment, if they believe a pupil may struggle to access the test. Such screening takes place several weeks prior to the SATs. The outcome may result in a pupil being allocated extra time, a reader, a scribe or a coloured / enlarged text. Where needs are more complex, specialist services such as the vision impairment team may provide more specialised support and advice for these arrangements.

Admission Arrangements and Access

Normal school procedures will apply to the admission of children with SEN. However, the following additional arrangements will be applied:

(a) Where a statement or proposed EHC Plan is in place, a detailed description of the child will be included. The LA will consult with the school prior to naming it. The head teacher and SENDCo will discuss whether the school can make the provision outlined.

(b) If a child is admitted directly from home, parents will be invited into school to discuss the child and their needs before admission. All known outside agencies will be consulted by the SENDCO or Headteacher.

(c) If a child is admitted from a nursery/other school, the SENDCO will gather all relevant information from the feeder school and discuss needs with the parents either before the child is admitted, or once the child has been admitted depending on the child's severity of need.

Following the consultation process the Headteacher and SENDCO will advise the parents how the child's needs can be met within the school. The school will take measures to prepare for the entry of children with particular needs.

The school governors have reviewed access and a plan is in place for children with mobility issues. Only parts of the school building currently have wheelchair access and specially adapted hygiene facilities. This will be taken into careful consideration when admitting a student who uses a wheelchair or has physical care needs.

(d) The school will participate in dual placement schemes where these are considered to be the best option for the child. However, the placement must not interfere with the provision of an efficient education of other children.

Prior to admission, all relevant staff will be informed of the child's needs and training will be arranged if necessary.

Transition Arrangements

When pupils are transferred to Secondary School, the SENDCO will liaise with the child's new school and discuss the needs of any children with SEN.

The Secondary School SENDCo is expected to visit Steeton Primary School to meet with their prospective SEN students.

The Secondary School SENDCO will be invited to attend the year 6 annual review for any student with an EHCP.

SEN pupils will visit the secondary school prior to the new term with their peers. Additional visits will be arranged for those who need a more in-depth transition.

All SEN records for year 6 children are passed to the receiving school by the SENDCO. When children on the SEN Register transfer schools other than in year 6, the SENDCO is informed and SEN documentation is forwarded to the receiving school. Pupil information held on SIMS is forwarded electronically as CTF (Common Transfer File) by the Administrator and CPOMs records are transferred using the appropriate processes.

Contact and liaison with Special Schools, outside agencies or other involved professionals is undertaken by the SENDCO.

Training and Resources

All teachers and support staff undertake induction upon taking up a post, which includes a meeting with the headteacher. This meeting will explain the systems and structures in place. The SENDCo will meet with new staff at the earliest opportunity to discuss our SEN provision and practice and to discuss the needs of individual pupils.

There is also a "SEN handbook" available for new staff which outlines our SEN process and the procedures they should follow if they wish to raise any concerns.

In order to maintain and develop the quality of teaching and provision and to respond to the strengths and needs of all pupils, all staff undertake training within school, within the Local Area Partnership, provided by the LA or established private companies.

The SENDCo attends the local network meetings within the Two Valley's Collaborative in order to access further training; moderate the provision offered by our school in line with other local schools; share information and best practice and access resources.

Budget- Education Bradford advises the school on the SEN allocation annually. Additional funding may be attached to an EHC Plan to meet a child's needs. The head teacher and SENDCo ensures that sufficient resources are deployed to meet children's needs.

Funding is also used across school to support the buying of resources and the training of staff to continue to support our staff in meeting our children's needs. This is implemented based upon the current SEN needs of our school. These decisions are discussed with the headteacher, SENDCo and when appropriate our school governors.

External agencies - a range of external agencies are used to help identify needs and make provision particularly at SEND Support, to give specialist advice and to train staff. These include: Educational Psychologists, SCIL Team, Visual and Hearing Impairment Team, Speech and Language Therapy Service, CAMHs and Early Help. This is the responsibility of the SENDCo (and the Inclusion Lead where appropriate) and referrals are made with parental consent.

Roles and Responsibilities

The role of the SENDCo:

The Special Educational Needs Co-ordinator's (SENDCo's) responsibilities include:

- Overseeing the day-to-day operation of the school's SEN policy
- Co-ordinating provision and support for children with SEN
- Liaising with and advising colleagues
- Keeping the Senor Leadership Team (SLT) informed about relevant issues;
- Overseeing the records of all children with SEN, maintaining the school database.
- Liaising with parents of children with SEN
- Contributing to the in-service training of staff
- Liaising with local high schools so that support can continue for year 6 pupils as they prepare to transfer
- Liaising with external agencies including the Local Authority support and educational psychology services, health and social services and voluntary bodies
- Co-ordinating and developing school-based strategies for the identification and review of children with SEN

The class teacher will:

- be aware of and implement the school's SEN policy;
- identify the learning needs of pupils through ongoing assessment and the support of the SENDCo;
- keep informed of the content of SEN documentation;

- provide an adaptive curriculum planning to address learning needs;
- provide relevant resources to support access to the curriculum;
- produce action for the targets for children causing concern;
- keep the SENDCO informed about children causing concern;
- ensure that relevant and appropriate information is available for supply teachers taking a lesson;
- involve support staff in monitoring and evaluating pupil's progress;
- Follow advice and strategies given by outside agencies
- follow the agreed end of year procedures, ensure that key, achievable targets are in place for the beginning of the next academic year
- engage in continuing professional development in regards to their SEN knowledge as appropriate

The teaching assistant will:

- work under the direction of the Class Teacher;
- keep themselves informed of targets for pupils with whom they work;
- become familiar with teaching strategies and resources to be used prior to the lesson;
- support the teacher in addressing learning needs by applying agreed teaching strategies;
- keep records and share information with the teacher about pupil's progress in meeting targets or learning objectives set by the teacher;
- collaborate with the teacher in the production of progress reports where appropriate
- under the direction of the teacher, prepare materials;
- implement school policies;
- collaborate and meet with the SENDCO as requested;
- maintain confidentiality
- Take part in SEN training and development as appropriate

The parents will:

- ensure that children attend school punctually and in good health.
- participate in discussions about their child's progress, attend reviews where possible
- discuss matters with teachers relating to the child's well-being and development
- take an active interest, support the child's learning as detailed on the IEP.
- allow the child to take increasing personal and social responsibility as appropriate.

The Phase Leader will:

- monitor curriculum planning across the Key Stage to ensure access to a broad and balanced curriculum for all pupils;
- ensure that planning is based on assessment;
- monitor the implementation of the school's SEN policy across their phase;

- place SEN issues on the agenda of Key Stage planning meetings in order to raise awareness and maintain a high standard of learning for our SEN pupils as appropriate
- help to identify and support professional development needs and inform the SENDCo
- ensure that high expectations are shared by all staff in regards to our SEN learners

The **Head of School** will: -

- monitor the implementation of the School's SEN policy
- ensure that Annual Reviews take place for children with EHCPs
- identify SEN professional development needs through Performance Management meetings
- Deploy sufficient resources to meet children's needs and ensure SEN funding is being used appropriately across school

The **SEN governor** will: -

- keep informed of SEN issues;
- be involved in appointments of SEN staff;
- keep the governing body informed of SEN provision and developments;
- be aware of the review and formation of SEN policies
- Meet with the SENDCo termly to discuss SEN progress across school
- Be involved in pupil and parent voice meetings and SEN monitoring as appropriate

The named SEN lead governor is Mrs Sue West

The Role of the Governing Body

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of practice 2014.

Designated Safeguarding Leads

Name(s) of designated teacher(s) with specific Safeguarding responsibility: Mrs Sharmyn Kennedy, Miss Claire Redman, Mrs Elinor Birtwistle, Mr John Cooper and Miss Jade Wilson.

Storing and Managing Information

Paperwork on individual pupils is kept in a designated filing cabinet and uploaded to a secure server for appropriate staff to access. Documentation on individual pupils is passed on to the receiving school when a pupil moves setting. The SEN database is managed by the SENDCO and accessed by the SLT. All tracking information is stored electronically on the secure school system.

Dealing with Complaints

As the Class Teacher is the initial contact person for a parent expressing concern, the Class Teacher should use their professional judgement in dealing with the concern. This may include supporting the parent in making an appointment to discuss the issue with the SENDCO or other SLT members. If concerns are unresolved, an appointment with the Headteacher will be made. She/he will hold a fact-finding meeting and report back to parents. The school has a formal complaints policy adopted by the governors.

Policy Development

This policy was written by the SENDCo and then consulted on and developed with the Head of School, the Chair of Governors and the SEN Governor.

This policy is reviewed annually. Once approved, it is shared and made accessible to the public via the school website.

If you have any concerns about your child that you wish to discuss in regards to a Special Educational Need, please contact Jade Wilson (email provided on page 1).

SEND Flow Chart- Adding a child to the SEND register

An initial concern is identified by a member of staff, parent or outside agency.

When a concern is raised by a parent, the SENDCo will meet with the parent to discuss any barriers to learning and what action should be taken. When a concern is raised by a member of staff, they should complete the initial concern form and follow this procedure.

If the concern is raised by an outside agency, the SENCO should meet with the parents and discuss the action that should be taken and liaise with the agency to complete the work requested as appropriate.

The child's progress should be closely monitored over a 6-week period. Action taken and any further improvements/difficulties which are found should be noted on the initial concerns form if appropriate.

The child has made good progress and their needs have been met. Progress is recorded on the initial concern form and given to the SENCO. Continued support may be given.

If the initial concerns remain, the SENCO will use range guidance to decide next appropriate action.

If it is decided there is no SEN, appropriate QFT support should be implemented. If the child does have an identified need (identified through monitoring and assessment) then an IEP should be started and the class teacher will discuss the IEP with parents termly. This will also be monitored by the SENDCo to see if further support and assessment is required. A child's SEN need can be identified as any of the 3 detailed below.

Below Age Related Expectations

The child should receive quality first teaching and interventions where appropriate. My Learning Journey's should be evaluated and updated throughout the year (termly). Parents need to be aware through parents' evenings/meetings that their child is being monitored.

SEND Support Provision

In addition to BARE, outside agencies will support children to make good progress. Teachers must take on board outside agencies recommendations. If needs continue to grow, an application for an EHCP may be needed.

EHCP

In addition to actions stated in BARE and SEND Support, an EHC plan may be applied for and Annual Reviews carried out by SENCO and class teacher.