



Ravenfield **Primary Academy**

SEND Information Report

2022-2023



1. THE KINDS OF SPECIAL EDUCATIONAL NEEDS FOR WHICH PROVISION IS MADE AT THE SCHOOL.

The Academy, in line with the SEND Code of Practice, currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

Ravenfield Primary Academy is a mainstream setting. The Academy aims:-

"To have high expectations for all children, whatever their need; to be committed to promoting, achieving and maintaining high standards in all three key stages; to help all our children develop into self-confident young people who are articulate, literate and numerate, who have self-respect, respect for others and the ability to interact socially; who are enterprising, adaptable and have initiative; who have enquiring minds and a sense of curiosity and who are interested and highly motivated."

Special education provision is educational provision that is addition to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality personalised teaching and learning in the classroom

It may take the form of additional SEND support from within the setting or require the involvement of specialist staff or support services from outside the setting.

As part of using its 'best endeavours', the Academy have arrangements in place to identify the need for and secure such provision, whether through expertise and resources available within the Academy or by drawing support from outside services.

The Governing Committee of Ravenfield Primary Academy has an agreed admissions criteria and any children with Special Educational Needs or Disability (either with or without an EHCP) will be considered for entry to the academy as part of the normal admissions criteria. (i.e. a child who meets the academy's admission criteria will not be refused entry or discriminated against on the grounds of their special educational need, where that need can be met in a mainstream school*).

The academy building has no impediments internally to the movement of physically disabled children. There are accessible toilet facilities within the academy buildings and all doors are wide enough for wheelchair access.

* Equality Act 2010.

2. POLICY FOR IDENTIFICATION AND ASSESSMENT OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS

Prior to any pupil with Special Educational Needs or Disability being admitted into the Academy, close links are established with parents, nursery/pre-school staff and any outside agencies involved in supporting the pupil. This will help the academy to establish specific need and ensure that the appropriate support and planning is available.

The SENDco is made aware of any pupils with Special Education Needs or Disability by the child's class teacher and/or parent, and will then help to identify need and investigate appropriate levels of support intervention and differentiation.

SEND DEPARTMENT

The SEND department facilitates and coordinates the whole Academy approach to special educational needs. The SEND team includes the SENDco, the Pastoral Lead and the Associate Professionals working in partnership with the classroom teachers.

SEND Co-ordinator/Leader

Mrs J Wildin is the named SENDCO/ SEND Leader(jwildin@ravenfieldprimaryacademy.com)

The key responsibilities of the SENDco include:

- Coordinate provision for children with SEND in liaison with the classroom teacher
- Advise on a graduated approach to providing SEND support
- Advise on the deployment of the academy's delegated budget and other resources to meet pupils' needs effectively
- Liaise with external agencies
- Liaise with parents
- Liaise with transitional providers
- Provision Map the support on offer to the pupils identified
- SEND administration duties – ensuring the SEND register is up to date.
- Work with the Principal and Governors to ensure that the Academy meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

IDENTIFICATION AND ASSESSMENT

The identification of SEND pupils is part of the Academy monitoring of progress strategy.

- Levels of attainment are measured on entry.
- Levels of progress are monitored and reviewed at regular intervals.
- Where pupils are falling behind or making inadequate progress, work will be differentiated to meet individual needs.
- At this stage teachers may suspect a pupil has SEND needs. The pupil's response to early differentiation can help identify their particular needs.
- Where a pupil continues to make inadequate progress, despite high quality teaching targeted at their areas of weakness, the class teacher, working with the SENDco should assess if the child has a significant learning difficulty. Where this is the case further intervention is planned, both from within the Academy and through external agency assessments and interventions.

Concerns may also be expressed by the Associate Professional or another teacher in the Academy. Parents may have noticed something about their child's behaviour, development or performance that has not been apparent in school or by another professional such as a Doctor, or a Health or Social Worker.

3. THE SCHOOLS POLICIES FOR MAKING PROVISION FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS

As plans are reviewed, the need for, and availability of, staff with specialist training should be considered. Retraining needs and timelines should be built into the planning process.

A. HOW THE SCHOOL EVALUATES THE EFFECTIVENESS OF ITS PROVISION FOR SUCH PUPILS

Pupil progress continues to be measured and recorded to measure impact of differentiation and interventions by the class teacher, SEND department and Governors including:

- Measurement against starting point
- Measurement against previous rates of progress
- The attainment gap between the child and their peers

Termly pupil progress meetings and intervention trackers assist this process.

B. THE SCHOOL'S ARRANGEMENTS FOR ASSESSING AND REVIEWING THE PROGRESS OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS

Following identification and initial strategies of differentiation if progress is still of a concern, it will be necessary to:

- Discuss this with the pupil's parents or carers and collect relevant information
- The SENDco to register the pupil's special educational need
- If necessary, the SENDco, class teacher and parent /carer discuss what support can be given outside the classroom to help the child with their learning barrier. This might be something specific to the child in the form of an Individual Education Plan (IEP), SEND support plan or as part of one of the interventions operating in school, e.g. Early Literacy Intervention plus specific homework.
- Progress is monitored regularly and termly review meetings are held at parents' evenings.
- A review meeting considers the progress made by the pupil, the effectiveness of any extra support received and an agreement on what needs to happen next.

Use of data and record keeping:

- Provision made for pupils with SEND is accurately recorded and kept up to date on the IEPs and class provision map. This will form part of regular discussions with parents about their child's progress, expected outcomes from the support and planned next steps. They should ensure that they have accurate information to evidence the SEND support that has been provided over the pupil's time in the academy, as well as its impact.
- Recording information on the class provision map enables the SENDco to maintain an overview of the collective programmes of individual pupils and provides a basis for monitoring the levels of intervention and assessing their impact on progress.
- The SENDco will track and monitor SEND pupils' progress and data using the academy's data system.

C. THE SCHOOL'S APPROACH TO TEACHING PUPILS WITH SPECIAL EDUCATIONAL NEEDS

Whole Academy Policy

- To provide for pupils with SEND, through access to a broad and balanced curriculum that is differentiated/ supported to meet individual needs.
- To provide additional intervention and support for SEND pupils from within the Academy and through external agency assessments and interventions.
- To ensure all pupils make appropriate levels of progress

D. HOW THE SCHOOL ADAPTS THE CURRICULUM AND LEARNING ENVIRONMENT FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS

The academy will make reasonable adjustments to meet a range of Special Educational Needs and Disabilities within its mainstream setting. Learning is personally planned including group and individual adaptations to the curriculum.

E. ADDITIONAL SUPPORT FOR LEARNING THAT IS AVAILABLE TO PUPILS WITH SPECIAL EDUCATIONAL NEEDS

Differentiation

- Class teachers are responsible for differentiating to meet the needs of all the pupils in their classroom using appropriate resources, including the allocation of the Associate Professionals.
- Class teachers should set high expectations for every pupil including challenging targets
- Lessons should be planned to address potential areas of difficulty and to ensure that there are no barriers to every child achieving.

Associate Professional Support

In addition to quality first teaching and a differentiated approach, pupils with SEND may also require extra support for their learning needs from an Associate Professional (AP) in the classroom. The general objectives of in class support are:

- AP is actively and pro-actively involved in the lesson.
- AP adjusts activities according to pupil response, to ensure differentiation and challenge.
- AP monitors pupil response to learning activities and feeds back to teacher.
- AP shows specific subject knowledge through use of questioning.
- AP promotes positive climate to learning and establishes positive working relationships.
- AP promotes and encourages independent learning.
- AP has a good working knowledge of SEND learning barriers and targets support appropriately.

There will also be circumstances when individual or small groups of pupils will need to be withdrawn from their mainstream lesson to access specific interventions. Such provision will be discussed with parents/carers at review meetings.

F. HOW THE SCHOOL ENABLES PUPILS WITH SPECIAL EDUCATIONAL NEEDS TO ENGAGE IN THE ACTIVITIES OF THE SCHOOL IN ADDITION TO THOSE AVAILABLE IN ACCORDANCE WITH THE CURRICULUM:

The academy will make reasonable adjustments to enable all pupils to access all school activities. This may include for example allocation of a 1-1 support worker and/or permission for a parent/carer to attend a school trip.

Pupils at the academy with medical conditions are properly supported so that they have full access to their education. This includes consultation with health and social care professionals, pupils and parents to ensure that the needs of children with medical conditions are effectively supported. A child will not be excluded from full-time education because of a medical condition, although health and safety elements, staffing, or the finalisation of risk assessments will need to be in place first.

G. SUPPORT THAT IS AVAILABLE FOR IMPROVING THE EMOTIONAL, MENTAL AND SOCIAL DEVELOPMENT OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS

The Educational Psychologist:

pthorp@psychologydirect.co.uk - Psychology Direct

Educational Psychologists are specialists in learning, behaviour and child development. They work directly with pupils and also give expert advice to parents, carers and teachers. Within the Academy the educational psychologist service provides a wide range of services including advice on teaching and learning, counselling, staff training, behaviour management and practical evidence-based interventions. They will provide advice and contribute to the EHC plans.

Learning Support Service:

Sarah Phillips: sarah-siteam.phillips@rotherham.gov.uk

The LSS teacher visits the academy regularly. She will observe identified pupils in class and when working with the AP. She makes regular assessments of the children's progress, academic level and social interaction which helps to inform future I.E.P.s. and reviews.

The LSS teacher liaises with the class teacher and attends termly review meetings. She also provides resources and ideas for the AP to use with the children. At our request and with parental consent, she will observe any children for whom we have concerns. She is a regular point of contact for advice on any SEND matters.

Traded Speech and Language Therapy Service:

Emmie Gelder: Emmie.gelder@nhs.net

The Academy purchases additional SALT support through the Traded NHS Service. This provides additional intervention and advice to the universal NHS offer.

MAST support:

Natalie Braithwaite: nbraithwaite@maltbylearningtrust.com

The academy accesses a counselling service provided by Rotherham MAST.

Pastoral support (Thrive Practitioner):

Nicola Hollinger: nhollinger@ravenfieldprimaryacademy.com

The academy employs a HLTA for pastoral support whose main aim is to ensure that children's emotional needs are met so that they are ready to learn. This member of staff provide the day to day support and run personalised pastoral programmes which are monitored and reviewed regularly.

Other SEND agencies including CDC, SALT, SEMH and ACT:

Referrals around for specific learning difficulties are done so with parental permission. The service will come and complete an assessment and observation with the child and then write a report. After discussing the report with the parent, teacher and SEND Leader a package of support will be implemented if necessary, with measurable outcomes.

CDC: Kate Storer – kate.storer@rotherham.gov.uk

SALT: Speech & Language Therapy Dept - 01709 423230/423229

SEMH: Social, Emotional Mental Health– Aspire Outreach Service

CAMHS 01709 304808

4. SEND COORDINATOR:

Julie Wildin – jwildin@ravenfieldprimaryacademy.com

5. EXPERTISE AND TRAINING OF STAFF

Professional Learning and Development

Professional development and training has been developed to encourage all staff (teaching and non-teaching) to develop their understanding of special educational needs.

Teaching staff are encouraged to:

- Develop their understanding of special needs and the educational, social and personal implications for a pupil.
- Develop their teaching expertise in providing for pupils with learning barriers.
- Develop a secure knowledge of differentiation to provide high quality teaching and learning for all pupils.
- Keep up with any new initiatives, procedures and legislation in the area of SEND.
- As the Academy continues to develop the use of Associate Professionals, we are also aware of the need for them to benefit from the in-service training and for teaching staff to be trained in the best ways of utilising associate professionals as an important resource to the Academy. A programme of training is in place.
- All teachers and APs who are required to meet specific need will receive specific training through LA or external courses as appropriate.
- Generic SEND training is planned into the whole school CPD programme and delivered through staff meetings and INSET days by the SENDco or external providers – this includes Governor training.
- SENDco has completed the mandatory PGCertSEN award.
- SENDco attend regular SEND network meetings within the trust and the wider authority.

Securing of Specialist Services/Support at Ravenfield Primary Academy

Need	Condition	Universal Intervention	Additional School Support (no EHC plan)	With EHC plan
Communication and Interaction Needs	Autistic Spectrum Condition	<p>Training provided for all staff from Hilltop re generic strategies that can be integrated into the classroom teaching and learning to benefit autistic pupils re structure, language, conceptual understanding eg visual/kinaesthetic supports and strategies</p> <p>Advice and training provided by the Traded SALT service that is bought into the Academy to ensure that we are a communication friendly setting.</p>	<ul style="list-style-type: none"> Liaison with Hilltop School staff re strategies to aid learning in the classroom. SALT/CDC/CAMHs referrals with Keyworker and strategy support. Family support and networks sought if necessary to support parents. Possible interventions: Anger Management; Thrive. Pupil Voice Sensory questionnaire. Advice and intervention from the Traded SALT bought in as an additional resource to the Academy. 	As additional school support but with additional adult support and interventions if /when necessary.
	Speech, Language and Communication Needs	<p>Implementation of practical strategies by teacher integrated into the classroom teaching and learning to benefit pupils with speech and language difficulties. In Foundation Stage and KS1 SALT provision in place as advised by NHS SALT therapist for understanding of language.</p> <p>Advice and training provided by the Traded SALT service that is bought into the Academy to ensure that we are a communication friendly setting.</p>	<ul style="list-style-type: none"> SALT/CDC referrals with Keyworker and strategy support. Implementation of practical interventions by TA in school as recommended by SALT Advice, support, and intervention delivered by the Traded SALT bought in as an additional resource to the Academy. 	As additional school support but with daily intervention and extra family/parental support as necessary.
Cognition and Learning Needs	Moderate Learning Needs	<p>Implementation of practical strategies/differentiation by teacher integrated into the classroom teaching and learning to benefit pupils with moderate learning difficulties supported by class TA as an additional resource.</p> <p>E.g. – visual and kinaesthetic learning techniques and overlearning - adapted visual aids, modelling; differentiated delivery - simplified language, slower</p>	<ul style="list-style-type: none"> LSS and EPS referrals with Keyworker and strategy support. Implementation of practical interventions by TA in school as recommended by LSS and EPS; Specific and bespoke TA interventions used and measured as part of IEP provision. 	As additional school support with but with additional adult support and interventions if /when necessary. Extra family and parental support as necessary

Need	Condition	Universal Intervention	Additional School Support (no EHC plan)	With EHC plan
		pace, writing frames, structured sentences		
	Specific Learning Difficulties	Implementation of practical strategies/differentiation by teacher integrated into the classroom teaching and learning to benefit pupils with specific learning difficulties supported by class AP as an additional resource.	<ul style="list-style-type: none"> LSS and EPS referrals with Keyworker and strategy support; Implementation of practical interventions by AP in school as recommended by LSS and EPS; Specific and bespoke AP interventions used and measured as part of IEP provision e.g. PAT Programme, Write from the Start, numicon, 1st Class at number etc 	As additional school support with but with additional adult support and interventions if /when necessary. Extra family and parental support as necessary
Social, Emotional and Mental Health Needs	Social Needs	All pupils can be referred to the inclusion team/safeguarding officer if there are concerns about their social needs who will provide pastoral support, interventions and liaise with parents	If the pastoral /safeguarding officer continues to be concerned a referral will be made to Early Help/ social care. School will attend subsequent core group meetings as appropriate implementing support strategies in school. Staff will be supported in this process by the SENDco and Principal as appropriate	As additional school support with but with additional adult support and interventions if /when necessary. Extra family and parental support as necessary
	Emotional Needs	All pupils can be referred to inclusion team/safeguarding officer if there are concerns about their emotional needs who will provide pastoral support, interventions and liaise with parents.	If the inclusion team /safeguarding officer continues to be concerned a referral will be made to the Thrive Practitioners, Rotherham MAST, SEMH and/or EPS. The Principal or the SENDco will attend subsequent meetings as appropriate implementing support strategies in school in liaison with the class teacher.	As additional school support with but with additional adult support and interventions if /when necessary. Extra family and parental support as necessary
	Mental Health Needs	All pupils can be referred to inclusion team/safeguarding officer if there are concerns	If the pastoral /safeguarding officer continues to be concerned a referral will be	As additional school support with but with additional adult support and

Need	Condition	Universal Intervention	Additional School Support (no EHC plan)	With EHC plan
		about their mental health needs who will provide pastoral support, interventions and liaise with parents.	made to, the Thrive Practitioners, Rotherham MAST, SEMH and/or EPS/CAMHS. The Principal or the SENDco will attend subsequent meetings as appropriate implementing support strategies in school in liaison with the class teacher/s.	interventions if /when necessary. Extra family and parental support as necessary
Sensory and Physical Needs	Hearing Impairment Needs	Implementation of practical strategies/ differentiation by teacher integrated into the classroom teaching and learning to benefit pupils with Hearing Impairment Needs supported by class AP as an additional resource.	<ul style="list-style-type: none"> • HI service/CDC referrals with Keyworker and strategy support; • Implementation of practical interventions by AP in school as recommended by HI service 	As additional school support with but with additional adult support and interventions if /when necessary. Extra family and parental support as necessary
	Visual Impairment Needs	Implementation of practical strategies/differentiation by teacher integrated into the classroom teaching and learning to benefit pupils with Visual Impairment Needs supported by class AP as an additional resource.	<ul style="list-style-type: none"> • VI/CDC service referrals with Keyworker and strategy support; • Implementation of practical interventions by AP in school as recommended by VI service 	As additional school support with but with additional adult support and interventions if /when necessary. Extra family and parental support as necessary
	Multi-Sensory Impairment Needs	Implementation of practical strategies/differentiation by teacher integrated into the classroom teaching and learning to benefit pupils with Multi-Sensory Impairment Needs supported by class AP as an additional resource.	<ul style="list-style-type: none"> • VI/HI/CDC referrals with Keyworker and strategy support; • Maltby Academy transition support from specialist AP. 	As additional school support with but with additional adult support and interventions if /when necessary. Extra family and parental support as necessary
Physical and Medical Needs	Physical Needs	Implementation of practical strategies/ differentiation by teacher integrated into the classroom teaching and learning to benefit pupils with Physical Needs supported by class AP as an additional resource.	Liaison with Health Visitor, CDC, OT service, school nurse and/or Disability Officer re strategies to aid learning in the classroom and around school.	As additional school support with but with additional adult support and interventions if /when necessary. Extra family and parental support as necessary
	Medical Needs	Implementation of practical strategies/ differentiation by teacher integrated into the classroom teaching and learning to benefit pupils with Medical Needs supported by class AP as an additional resource.	Liaison with Health Visitor, CDC, OT service, school nurse, Epilepsy Nurse and/or Disability Officer re strategies to aid learning in the classroom and around school.	As additional school support with but with additional adult support and interventions if /when necessary. Extra family and parental support as necessary

6. EQUIPMENT AND FACILITIES

The academy will make reasonable adjustments to meet a range of special educational needs within its mainstream setting by adapting its equipment and facilities, as necessary.

Having no internal steps, the academy building has no impediments internally to the movement of physically disabled children. There are accessibility toilet facilities in the academy and all doors are wide enough for easy wheelchair access.

7. WORKING IN PARTNERSHIP WITH PARENTS

Objectives

- To ensure that the academy takes account the wishes, feelings and knowledge of parents when making assessments and planning actions to meet their children's special needs.
- To encourage parents to recognise that they have responsibilities towards their children, and that the most effective provision will be made when they work in partnership with the academy and other agencies to meet their children's special needs.

Parents of pupils with Special Educational Needs and Disabilities will be given the same general information and chances to share in their children's progress as all parents. In addition to this, parents of pupils with special needs may require and expect information in the following:

- The academy SEND policy.
- The SEND support available from both the Academy and the Local Authority.
- The SEND assessment and decision making procedures.
- Other services provided by the LA for Children in Need.
- Local and national voluntary organisations which may provide advice and counselling.
- The work of the parent partnership services. E.g. SENDIASS

The Academy values highly a partnership with parents in obtaining the most effective provision for pupils with Special Educational Needs and Disabilities. This partnership includes:

- The academy explaining to parents its concerns about their children's Special Educational Needs and strategies that may be used to meet their needs
- The academy responding quickly to parental concerns about pupil's Special Educational Needs
- Parents responding quickly to the academy's request for their involvement in meeting their children's special needs
- The academy and parents having joint meetings with parents to set clear goals, discuss the support necessary, review progress and identify the responsibilities of the parent, the pupil and the school. It should provide an opportunity for the parent to share their concerns and, together with the teacher, agree their aspirations for the child.

8. ARRANGEMENTS FOR CONSULTING WITH PUPILS

The views of the child will be included. This could be through involving the child in all or part of the review meeting, or gathering their views as part of the preparation for the meeting. Following the meeting the SEND Leader will need to inform all the appropriate academy staff of the outcomes and agreed targets, as well as updating the pupil's record as appropriate.

9. COMPLAINTS PROCEDURES

The academy encourages parents to voice any concerns that arise. We aim to solve issues swiftly and in person, with the aim of reaching a mutual agreement and understanding.

A parent's first point of contact should be the class teacher. There are two formal and one informal parents' evenings held throughout the year. However, the teaching staff are always happy to discuss children's progress and attainment at any given point in the year. Parents can also contact the academy SENDco who would be happy to answer any questions or concerns you may have.

Parents who wish to make a complaint re SEND provision are strongly encouraged to speak to the Principal. If the issue cannot be resolved at this level or the complaint is about the Principal, the parent would be directed to the academy's complaints procedure.

10. TRANSITION PROVISION

Transition from EYFS to KS1 and KS1 to KS2 are internal transitions within the academy. Children are introduced to their new setting before the start of term so they are familiar with the changes. If necessary parents are involved in this process.

Teachers and the SEND team spend time sharing data, information, reviewing the IEPs and setting targets in advance of the new school year.

Transition from primary to secondary education follows the comprehensive secondary transition plan which includes:

- Exchange of achievement and predicted data
- Pen portrait of each pupil where required.
- SEND review and exchange of information
- Transition programme of visits and experiences
- Additional SEND visits if necessary
- Parents' evenings

11. LOCAL OFFER

www.rotherhamsendlocaloffer.org.uk

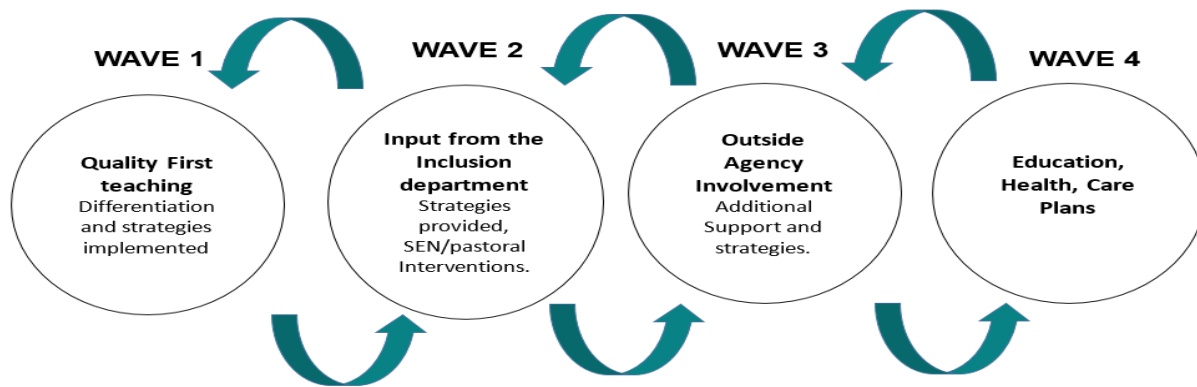
12. THE LOCAL GOVERNING COMMITTEE

Regular reports are made to the Governing Committee about the progress of children with Special Educational Needs and Disability. A member of the Governing Committee, Scott Brighton, is identified as having specific responsibilities for Special Needs and Disability and works closely with the SEND team.

13. RAVENFIELD PRIMARY ACADEMY SEND SINGLE CATEGORY SUPPORT

Once a potential Special Educational Need and Disability is identified, the academy will take action to put effective support in place.

These actions form part of a cycle through which earlier decisions and actions are revisited, refined and revised with the growing understanding of the pupils' needs and of what supports the pupil in making good progress and securing good outcomes.



WAVE 1

Before identifying a child as needing SEND support the class teacher, working with the SENDco, should establish a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, as well as information from the school's core approach to pupil progress, attainment, and behaviour. They would be on the monitoring register.

WAVE 2

It should also draw on the individual's development in comparison to their peers, the views and experience of parents, the child's own views and, if relevant, advice from external support services. Schools should take seriously any concerns raised by a parent. These should be recorded and compared to the setting's own assessment and information on how a child is developing. The main areas of need that characterise pupils with SEND are set out at this assessment should be regularly reviewed. This will help to ensure that support is matched to need, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEND, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need. This will be recorded on an IEP.

Plan

Where it is decided to provide a pupil with SEND Support, the parents must be notified. The teacher and the SENDco should agree in consultation with the parent and the pupil the interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the child should be made aware of their needs, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the academy's information system.

The support and intervention provided should be based on reliable evidence of effectiveness and be provided by staff with sufficient skills and knowledge.

Do

The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil, working closely with any teaching assistants or specialist staff involved, to plan and assess the impact of interventions. The SENDco should support the class teacher in the further assessment of

the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of the support.

The support and intervention provided should be based on reliable evidence of effectiveness and be provided by staff with sufficient skills and knowledge.

Review

The effectiveness of the support and the impact on the child's progress should be reviewed in line with the agreed date.

The impact of the support provided, along with the views of the pupil and their parents, should feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SEND Leader, should revise the IEP accordingly.

WAVE 3

In addition to Wave 1 and 2 in some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the academy to help inform the assessments. Where these professionals are not already working with academy staff the SENDco should contact them if the parents agree. It will need to be decided at this point if the pupil would qualify for an EHC plan and needs to be referred to SEND assessment team.

WAVE 4

All pupils who receive an EHC plan are Wave 4.

CURRENT PROFILE – SEND SUPPORT REGISTER:

SEND Support Register (2021-22 End):

Number of children at:	EYFS:	W2	2	FS total: 2
		W3	0	
		W4	0	
	KS1:	W2	1	KS1 total: 1
		W3	0	
		W4	0	
	KS2:	W2	11	KS2 total: 18
		W3	6	
		W4	1	
Total in school:	W2	14	School total: 21	
	W3	6		
	W4	1		