

Policy for SEND



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CONTENTS

SECTION A : SCHOOL AND CHILDCARE ARRANGEMENTS

1. Our SEN Policy – What It Means for You and Your Child
2. What Laws Support Our SEN Policy?
3. What does "Special Educational Needs" (SEN) mean?
4. Who is responsible for SEND at Priorslee?
5. How SEN Support Is Managed at Priorslee
6. Admissions for Children with Special Educational Needs (SEN)
7. Specialist Support and Facilities for Children with SEND

SECTION B : IDENTIFICATION, ASSESSMENT AND PROVISION

1. How Funding Supports Children with SEND
2. How We Identify, Assess and Support Children with SEND
3. Curriculum access and inclusion
4. How We Measure the Success of SEND Support at Priorslee
5. What to Do If You Have Concerns About SEND Support

SECTION C : WORKING TOGETHER: PARTNERSHIPS WITHIN AND BEYOND THE SCHOOL

1. Staff Training and Development in SEND
2. Working with External Agencies to Support Your Child
3. Working in Partnership with Parent Carers
4. Listening to the Voice of the Child
5. Supporting Children with SEND During Transitions

MONITORING AND REVIEWING SEND SUPPORT

A1. Our SEND Policy – What It Means for You and Your Child

At Priorslee Academy, we're committed to supporting every child, including those with special educational needs and disabilities (SEND). Here's what our policy means in simple terms:

- **Support for Every Child:** If your child has SEN, we'll make sure they get the help they need to learn, grow, and enjoy school life.
- **Team Effort:** Teachers, support staff, and school leaders all work together to support children with SEN. Everyone has a role to play.
- **Ongoing Support:** Some children may need help throughout their time at school, while others may need support at certain times. We're here for them whenever they need us.
- **Spotting Needs Early:** We keep a close eye on how children are doing. If we notice a child is struggling, we'll work with teachers and support staff to understand what's needed and how best to help.
- **Inclusive Learning:** We make sure all children can access a wide and balanced curriculum. This means adapting lessons and activities so every child can take part and succeed.

A2. What Laws Support Our SEN Policy?

Our school's approach to supporting children with special educational needs (SEN) is guided by important national laws and official guidance. These help ensure that every child gets the support they need to thrive.

1. [SEN and Disability Code of Practice: 0 to 25 years - 2015](#)

This is a government guide that schools must follow when helping children with SEN. It says:

- Children and parents should be involved in decisions about support.
- Support should be tailored to each child's needs.
- Education, health, and care services should work together.
- Schools must publish a "Local Offer" showing what help is available.

2. [Children and Families Act \(2014\) – Part 3](#)

This law sets out what schools and local authorities must do for children with SEN or disabilities. It includes:

- The right to an Education, Health and Care Plan (EHCP) for children with more complex needs.
- A duty for schools and councils to listen to parents and children.
- A focus on helping children achieve the best possible outcomes.

3. [SEND Regulations \(2014\)](#)

These rules explain how schools and councils must:

- Assess children's needs.
- Create and review EHCPs.
- Appoint a qualified SENCO (Special Educational Needs Coordinator).
- Publish a clear SEN Information Report on the school website.

4. Our School's Legal Agreements

We also follow rules set out in our school's funding agreement and articles of association, which ensure we meet all legal responsibilities.

A3 What does "Special Educational Needs" (SEN) mean?

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her." (SEN and Disability Code of Practice: 0 to 25 years - 2015)

In other words, a child is said to have Special Educational Needs (SEN) if they need extra help with learning or have a disability that makes it harder for them to learn or take part in school like other children their age.

This could be because:

- They find learning much harder than most children of the same age.
- They have a disability that makes it difficult to use the school's facilities or take part in lessons in the usual way.

What is "Special Educational Provision"?

This means the school gives your child extra support or different types of help that other children of the same age don't usually need. It's designed to help your child learn and take part in school successfully

A4. Who is responsible for SEND at Priorslee?

SENCO – Becky Brewer

Becky Brewer is our Special Educational Needs Coordinator (SENCO). Following the SEND Regs 2014, Regulation 50, it is her job to make sure children with SEN get the right support. Her responsibilities include:

- Letting parents know if their child may have SEN.
- Identifying what support a child needs and organising it.
- Checking how well the support is working.
- Getting help from other professionals if needed.
- Keeping records of the child's needs and support.
- Keeping parents updated regularly.
- Making sure information is shared when a child moves schools.
- Helping children with SEN take part in all areas of school life.
- Supporting and training teaching assistants.
- Advising teachers on how to support children with SEN.

- Helping train staff to understand and support SEN.
- Writing and updating the school's SEN Information Report.

SEND Governor – Gaynor Simmons

Gaynor Simmons is the school governor responsible for SEN. She helps make sure SEN support is working well by:

- Raising awareness of SEN at governor meetings.
- Checking the quality of SEN support in school.
- Working with the Headteacher and SENCO to improve SEN provision.
- Talking to the local authority and other schools when needed.
- Making sure children with SEN are included in all school activities.
- Reporting to parents about how the school supports children with SEN.

Headteacher – Jodie Cooper

The Headteacher works closely with the SENCO and SEND Governor to lead the school's SEND strategy. They are responsible for making sure all children with SEN or disabilities make good progress.

Class Teachers

Every class teacher plays a key role in supporting children with SEN. They are responsible for:

- The progress of every child in their class.
- Keeping targets up-to-date for children with SEN.
- Planning and reviewing extra support.
- Setting learning targets with children and parents.
- Sharing these plans with parents each term.
- Working with support staff to make sure help is effective.
- Reviewing progress with the SENCO.
- Following the school's SEN policy.

Pastoral lead – Margo Richens

The pastoral lead supports children who may be facing challenges that make learning harder. These challenges may include

- Social emotional and mental health issues
- Relationship difficulties with peers
- Disengagement from learning
- Attendance and punctuality
-

She works closely with pupils, parents, and teachers to offer advice and help, making sure every child gets the support they need to succeed.

A5. How SEN Support Is Managed at Priorslee

At Priorslee, we work as a team to make sure children with special educational needs and disabilities get the right support.

WORKING TOGETHER

- The Headteacher, the SENCO, other senior leaders and the pastoral lead meet regularly to talk about how best to support children with SEN.
- SEND is a key part of our school's development plan, and staff discuss it often to help raise achievement for all children.
- The SENCO keeps track of SEN support using a system called Insight, which helps monitor progress.

SUPPORT FOR STAFF

- The SENCO offers weekly sessions for teachers and support staff to review how children are doing and to give advice.
- She also helps the Headteacher decide where support assistants are needed most, based on the needs of the children. This can change as children's needs change.

WORKING WITH PARENTS

- Class teachers keep parents informed and encourage them to be involved in their child's support.
- The SENCO also works directly with parents, especially for children who have an Education, Health and Care Plan (EHCP). These children have a formal review every year called an annual review.

EXTRA HELP AT HOME

- If a parent carer needs extra support at home, the SENCO and the school's pastoral lead may work together to support the family. This may include advice from Family Hubs, if the parent carers would like to.
- If more help is needed, the school will use the Threshold of Need to identify what support is needed and involve other professionals. (For more details, please see our Child Protection Policy.)

A6. Admissions for Children with Special Educational Needs (SEN)

Priorslee Academy is proud to be an inclusive school. We welcome all children, including those with Special Educational Needs or Disabilities (SEND), in line with the Local Authority's Admissions Policy.

If your child has an Education, Health and Care Plan (EHCP), they can be admitted to Priorslee, as long as:

- You, as the parent or carer, want them to attend, and
- Their placement at the school would not negatively affect their education or the education of other children. We always aim to make reasonable adjustments to support every child's needs wherever it is reasonably practicable.

A7. Specialist Support and Facilities for Children with SEND

At Priorslee Academy, we make sure every child feels welcome and supported, including those with Special Educational Needs and Disabilities (SEND).

Support During Admissions

- When a child is joining the school, they are given the opportunity to meet with the class teacher and visit their new classroom before they start. We also talk with parents or carers about any specific needs.
- If needed, we also contact the child's previous school or support agencies to make sure we understand how best to help them when they join us.

Staff Responsibility and Specialist Advice

- All staff are responsible for supporting children with learning difficulties or disabilities.
- If specialist advice is needed, we will arrange it, with support from the SENCO, to ensure the child receives the right support.

Accessibility

- The school is wheelchair accessible and has suitable toilet facilities.
- If a child has a disability, the SENCO and class teacher make sure all staff know how to support them effectively.
- Other children are also helped to understand and support their peers in a respectful and age-appropriate way.

Working with Experts

- We seek advice from outside professionals to help meet each child's needs.
- This advice is shared with all adults working with the child to ensure consistent and effective support.

Encouraging Independence

- Our job at Priorslee is to make sure that our children are ready for the next phase of their lives – secondary school. We aim to help children become as independent as possible, while making sure support is available when needed.
- We also provide resources to support this. (For more details, please refer to our Health and Safety Policy.)

Regular Review and Oversight

- The SENCO and SEND Governor meet at least once every half term to review how SEND provision is working across the school.

Staff Training

- Staff receive training from the SENCO during staff meetings and also have specialist training based on the needs of the children they support.
- Training is reviewed regularly as part of our Continuing Professional Development (CPD) process to make sure support is always appropriate and effective.

SECTION B: IDENTIFICATION, ASSESSMENT AND PROVISION

B1. How Funding Supports Children with SEND

All schools in Telford and Wrekin, including Priorslee Academy, receive funding to help support children with Special Educational Needs and Disabilities (SEND). This funding comes in three main parts:

1. Base Budget (Element 1)

This covers general teaching costs and includes funding for the SENCO role.

2. Notional SEND Budget (Element 2)

This is used to provide extra educational support for children who need it.

3. Additional Funding

- Children with an Education, Health and Care Plan (EHCP) may receive extra funding.
- Children who are on SEN Support (but don't have an EHCP) may also be granted Additional Inclusive Funding (AIF) if needed.

How Priorslee Uses This Funding

- We plan our budget carefully to make sure children with SEND get the support they need.
- We provide extra help for children up to a nationally set funding limit per child, each year.
- If a child needs more support than this funding covers, we can apply to the Local Authority for AIF funding or request an EHCP to ensure their needs are met.

B2. How We Identify, Assess and Support Children with SEND

At Priorslee Academy, we use a whole-school approach to support children with Special Educational Needs and Disabilities (SEND). Every teacher and member of staff plays a role in helping children succeed.

Identification and Assessment

- Teachers are responsible for the progress of every child in their class.
- We first use high-quality teaching (called quality-first teaching) to support them.
- When children join the school, their literacy and numeracy skills are assessed by teachers within the first two weeks to identify if there are any gaps in learning.
- If more help is needed, we look at what extra support or changes might help the child learn better.
- We regularly review and record what we offer to all children, and what we offer in addition for those with SEND.

Reviewing Support

- We hold regular discussions across the school to make sure our support is working well.
- These conversations help us keep high expectations for all children and ensure teaching is personalised and adapted to meet individual needs.
- We actively involve parents in their children's support to ensure they have a voice in the process. Parents of children with Special Educational Needs (SEN) are invited to termly meetings with teachers to discuss their child's progress and review their targets.
- We also talk with children about their goals and aspirations, so they feel involved in their learning journey.

Transition and Pupil Profiles

- When children join the school or move to a new class, they create a personal profile.
- SEN pupils also complete a pupil passport to inform staff about their interests, what they find difficult and how they would like to be helped.

- This includes input from parents and carers and highlights:
 - What others appreciate about the child
 - What's important to them
 - How school can best support them

How We Support Children with SEND

At Priorslee Academy, we follow a clear and structured approach to supporting children with Special Educational Needs and Disabilities (SEND). This is based on the national SEND Code of Practice and helps us make sure every child gets the right support at the right time.

The Graduated Approach – Supporting Your Child's Learning

 1. Assess  2. Plan  3. Do  4. Review

The Graduated Approach



ASSESS

Teachers regularly check each child's understanding and progress. If a child is struggling, we look closely at what the difficulties might be.



PLAN

We plan specific support to help close any gaps in learning. This might include changes to lessons, extra help, or personalised strategies.



DO

Teachers deliver the planned support and monitor how the child responds to it.



REVIEW

We review the child's progress to see what's working and what might need to change. Parents are involved in this process and kept informed.

Ongoing Assessment

All children's progress is assessed regularly as part of our school's Assessment Policy.

When deciding whether a child needs special educational provision, the Headteacher and SENCO look at:

- The child's progress in school
- National expectations for children of the same age
- Any other relevant information

How We Identify if a Child Has Special Educational Needs (SEN)

At Priorslee Academy, we look at a range of information to help us decide whether a child may need extra support. A child may be identified as having Special Educational Needs if they show signs of needing help beyond what is normally provided in the classroom.

We consider things like:

- Concerns raised by parents or carers about their child's development or learning.
- A child's early learning history or low starting points when they join the school.
- Low results in the Foundation Stage Profile (used in Reception).
- A child not making expected progress, even with an adapted curriculum (lessons adapted to meet different learning needs).
- Achievement that is significantly below the expected level for their age in the National Curriculum.
- A child needing extra attention in class due to social or emotional difficulties.
- A child needing extra attention in class due to learning difficulties.
- A child needing special equipment or support due to sensory or physical needs.

Levels of Support

We use three levels of support for our children:

Level 1 – Quality First Teaching

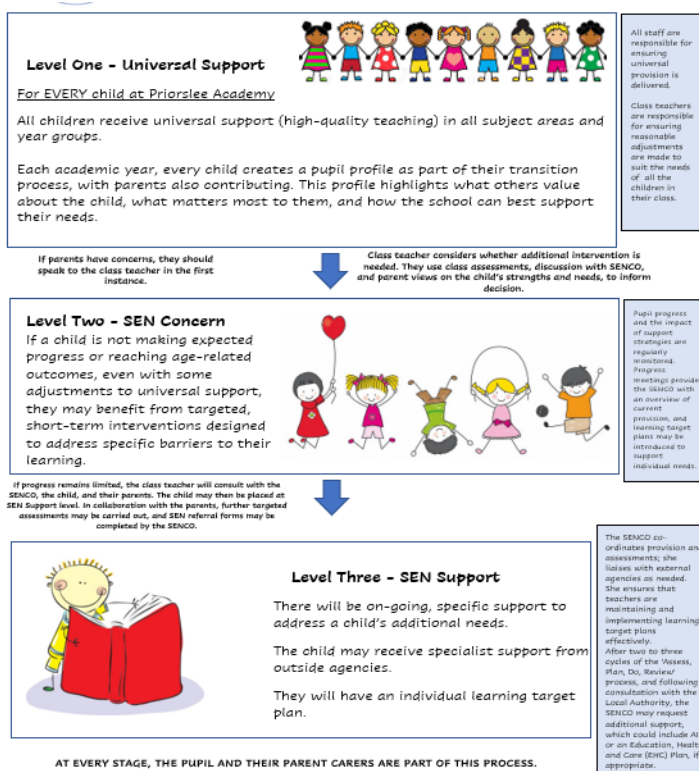
All children receive high-quality teaching. If a child is not making expected progress, the class teacher will adapt lessons to help close gaps in learning.

Level 2 – SEN Concern

If a child continues to struggle, they may receive extra resources or support that are different from what the rest of the class receives. This doesn't always mean they have SEND—some children just need short-term help to catch up.

Level 3 – SEN Support and Beyond

If a child still isn't making progress, even with extra help, we may consider more formal support. There will be on-going, specific support to address a child's additional needs. The child may receive specialist support from outside agencies. They will have an individual learning target plan. After two to three cycles of the 'Assess, Plan, Do, Review' process, and following consultation with the Local Authority, the SENCO may request additional support, which could include AIF or an Education, Health and Care (EHC) Plan, if appropriate. (Please see Appendix 1 for larger version).



How We Decide What Support Is Needed

- Teachers assess each child's understanding and progress regularly.
- If concerns arise, the SENCO may observe the child and involve outside professionals if needed.
- We always involve parents in early discussions and value their insights—you know your child best.
- We focus on what outcomes we want for the child, including progress, achievement, and well-being.

Working Together

- When a child is identified as needing SEN support, we follow the Local Authority's SEN guidance.
- We use a system called Insight to keep records and maintain a legal register of pupils with SEND.
- Our Levels of Support diagram (see Appendix 1) shows how we identify, assess, support, and review progress.

Reviewing Progress

Children receiving SEN support have their progress reviewed each term during parent-teacher meetings.

These reviews are led by the class teacher and include:

- Sharing concerns
- Setting aspirational targets for the child
- Planning next steps together

The SENCO or Headteacher may join these meetings if needed, or additional meetings can be arranged.

Provision for Children with SEND

At Priorslee Academy, we provide additional or different support for children with Special Educational Needs and Disabilities (SEND). This support goes beyond what is normally offered in the classroom and is tailored to each child's individual needs.

As we follow a graduated response, which means we adjust the level of support based on how much help a child needs. All support is recorded in a Learning Target Plan, which helps track progress and next steps.

Types of Special Educational Needs

Children may have needs in one or more of the following areas:

1. Communication and Interaction

- Difficulties with speech and language
- **Developmental Language Disorder**
- **Autism** or social communication difficulties

2. Cognition and Learning

- Struggles with general learning (e.g. reading, writing, maths)
- Specific learning difficulties such as:
 - ❖ **Dyslexia** (reading and writing)
 - ❖ **Developmental coordination disorder** (coordination)
 - ❖ **Dyscalculia** (maths)

3. Social, Emotional and Mental Health

- Behaviour linked to emotional challenges like anxiety or depression
- **ADHD** (Attention Deficit Hyperactivity Disorder)
- **ADD** (Attention Deficit Disorder)
- **Attachment difficulties**

4. Sensory and/or Physical Needs

- Hearing or visual impairments
- Physical disabilities
- Multi-sensory impairments
-

Supporting Pupils with Medical Conditions

- If a child has both SEND and medical needs, we work closely with families and health professionals to create an Individual Health Care Plan. This ensures their medical and educational needs are supported together.
- We follow the government's guidance on supporting pupils with medical conditions in school (DfE, 2014).

B3. Curriculum Access and Inclusion

At Priorslee Academy, we believe every child should feel part of our school community and have access to a rich and rewarding education. We are proud to be an inclusive school, and we work hard to make sure all children—regardless of their needs—can learn, grow, and succeed.

We strive to achieve this through:

- An inclusive ethos that values every child.
- A broad and balanced curriculum that is adapted to meet different learning needs.
- Early identification of any barriers to learning or participation, so support can be put in place quickly.
- High expectations for all children, with personalised targets to help them reach their full potential

B4. How We Measure the Success of SEND Support at Priorslee

At Priorslee Academy, we regularly review how well our support for children with Special Educational Needs and Disabilities (SEND) is working. We do this by working closely with children, parents, and staff to make sure every child is making progress and receiving the right help.

Regular Reviews

Teachers, parents/carers, and pupils (where appropriate) meet at least once per term to:

- Plan learning outcomes
- Review the support in place
- Celebrate progress and achievements

How We Evaluate Our SEND Provision

We look at a range of evidence to make sure our SEND policy and support are effective:

- **Classroom monitoring** by the SENCO, Headteacher, members of the senior leadership team and subject leaders
- **Tracking pupil progress** and analysing test results for individuals and groups
- **SEND Governor reviews** at least three times a year
- **School self-evaluation** to reflect on what's working and what can improve
- **Reviewing learning target plans** and the quality of review meetings
- **The Academy Improvement Plan**, which includes SEND as a key focus

B5. What to Do If You Have Concerns About SEND Support

At Priorslee Academy, we aim to work closely with families to support every child. If you have concerns about the support your child is receiving for their Special Educational Needs (SEND), we encourage you to speak with us as soon as possible.

Step-by-Step Process:

1. Speak to the Class Teacher

Your first point of contact should be your child's teacher. They know your child best in the classroom and can talk through any concerns.

2. Arrange a Meeting

After meeting your child's class teacher, if needed, you can contact the SENCO to discuss your concerns in more detail.

3. Request an Appointment

You can also request a direct appointment with the SENCO or a member of the senior leadership team if you prefer.

4. Formal Complaints

If you feel your concern hasn't been resolved, you can make a formal complaint by:

- Contacting the Headteacher and following the school's Complaints Procedure.
- Reaching out to the Governing Body if further action is needed.

SECTION C: WORKING TOGETHER: PARTNERSHIPS WITHIN AND BEYOND THE SCHOOL

C1 Staff Training and Development in SEND

At Priorslee Academy, we are committed to continually improving our knowledge and skills in supporting children with Special Educational Needs and Disabilities (SEND).

How We Train Our Staff

- We provide whole-school training through regular staff meetings and professional development sessions focused on SEND.
- Our SENCO, teachers, pastoral lead and support staff receive specialised training to help them meet the needs of individual pupils.
- We also work with external experts, such as:
 - The Learning Support Advisory Team
 - Educational Psychologists
 - Speech and Language Therapists
- Staff read and discuss key documents and guidance on SEND to stay informed and up to date.

Individual Staff Development

- Staff can access personalised training from outside agencies based on the needs of the children they support.
- Training needs are reviewed regularly as part of our Continuing Professional Development (CPD) process.

New Staff and ECTs

All new staff, including Early Career Teachers (ECTs), receive an induction that includes:

- The school's SEND policy
- Procedures for supporting children with SEND
- Guidance in the staff handbook

C2. Working with External Agencies to Support Your Child

At Priorslee Academy, we work with a wide range of **external agencies and support services** to make sure children with **Special Educational Needs and Disabilities (SEND)** get the best possible help.

Who We Work With

We can access support from professionals such as:

- Educational Psychologists
- Learning Support Advisory Services
- Speech and Language Therapists
- Neurodivergence Practitioners
- Occupational Therapists
- Behaviour Support Teams
- Health and Social Care professionals

Some of these services are free, while others may be commissioned by the school.

How Referrals Work

Referrals to these services are only made with the full agreement of parent carers.

- A referral form must be signed by the parent carer.
- Additional information may be needed, such as:
 - Completed checklists from the service
 - Details of strategies already used in school
 - Any assessments already carried out

The SENCO can access contact details and referral forms for all relevant agencies and will guide families through the process.

C3. Working in Partnership with Parent Carers

At Priorslee Academy, we believe that strong communication between parent carers and staff is essential to help children with Special Educational Needs and Disabilities (SEND) reach their full potential.

How We Work Together

- We value the knowledge and experience parents have about their child.
- Parents are welcome to visit the school to discuss any concerns with the class teacher at a mutually agreed time.
- Meetings with the SENCO can also be arranged by appointment.

Involving Parents in Support

- Parents are involved from the very beginning in identifying their child's needs.
- They take part in regular review meetings to monitor progress and adjust support.
- Where possible, parents help develop strategies to support their child both in school and at home.
- If outside professionals are needed, we always seek parental permission before making referrals.

Access to Information

- Parents have the right to access records about their child's support.
- We regularly seek parents' views through:
 - One-to-one meetings
 - Small working groups

- Questionnaires

C4. Listening to the Voice of the Child

At Priorslee Academy, we believe it's important that every child feels heard and valued, especially when it comes to their learning and support.

How We Involve Children

Children are encouraged to take part in discussions about their learning from the very start of their education.

- Each year, during transition day, children help create a personal profile that includes:
 - What others appreciate about them
 - What's important to them
 - How school can best support them

Involving Children in SEND Reviews

Children with SEND are invited to be part of their review meetings, depending on their age and maturity.

They complete a section that highlights:

- Their successes
- Their needs
- What helps them learn best

This gives them a chance to share their wishes and feelings with staff and family.

Celebrating Achievements

We make sure to recognise and celebrate each child's progress and achievements, not just focus on challenges.

Gathering Pupil Feedback

We also gather children's views through:

- Small working groups
- Questionnaires

This helps us improve SEND support across the school.

C5. Supporting Children with SEND During Transitions

At Priorslee Academy, we understand that moving to a new class or school can be a big change for children, especially those with Special Educational Needs and Disabilities (SEND). We work closely with families and staff to make transitions as smooth and supportive as possible.

Internal Transfers (Within the School)

- The SENCO, class teachers, senior leaders and the Headteacher work together to plan placements that meet each child's needs.
- Children are given the chance to meet their new teacher before moving classes.
- All SEND information is carefully shared with the new teacher to ensure continuity of support.

Year 6 Transfers to Secondary School

- The SENCO arranges extra visits for Year 6 children with SEND who are moving to local secondary schools.
- Staff from the secondary schools visit Priorslee to talk with the children and help them prepare.
- The SENCO and Year 6 teachers meet with staff from the receiving school to share important information and plan support.

For Children with Education, Health and Care Plans (EHCPs)

- EHCPs are reviewed and updated by November of Year 6 to allow time for proper planning.
- The SENCO from the secondary school is invited to the final annual review if that school has been named in the EHCP.

Monitoring and Reviewing SEND Support

At Priorslee Academy, we regularly review how well our Special Educational Needs and Disabilities (SEND) policy and support systems are working.

How We Monitor SEND Provision

- The SEND Governor oversees how the policy is being put into practice.
- We update the policy when new guidance is introduced or when school processes are improved.
- The policy is formally reviewed every three years and must be approved by the governing board.

This helps us ensure that our SEND provision continues to meet the needs of all children and reflects best practice.

Levels of Support

A Visual Representation of our SEN Policy

Level One - Universal Support



For EVERY child at Priorslee Academy

All children receive universal support (high-quality teaching) in all subject areas and year groups.

Each academic year, every child creates a pupil profile as part of their transition process, with parents also contributing. This profile highlights what others value about the child, what matters most to them, and how the school can best support their needs.

All staff are responsible for ensuring universal provision is delivered.

Class teachers are responsible for ensuring reasonable adjustments are made to suit the needs of all the children in their class.

If parents have concerns, they should speak to the class teacher in the first instance.



Class teacher considers whether additional intervention is needed. They use class assessments, discussion with SENCO, and parent views on the child's strengths and needs, to inform decision.

Level Two - SEN Concern

If a child is not making expected progress or reaching age-related outcomes, even with some adjustments to universal support, they may benefit from targeted, short-term interventions designed to address specific barriers to their learning.



Pupil progress and the impact of support strategies are regularly monitored. Progress meetings provide the SENCO with an overview of current provision, and learning target plans may be introduced to support individual needs.

If progress remains limited, the class teacher will consult with the SENCO, the child, and their parents. The child may then be placed at SEN Support level. In collaboration with the parents, further targeted assessments may be carried out, and SEN referral forms may be completed by the SENCO.



Level Three - SEN Support



There will be on-going, specific support to address a child's additional needs.

The child may receive specialist support from outside agencies.

They will have an individual learning target plan.

The SENCO co-ordinates provision and assessments; she liaises with external agencies as needed. She ensures that teachers are maintaining and implementing learning target plans effectively. After two to three cycles of the 'Assess, Plan, Do, Review' process, and following consultation with the Local Authority, the SENCO may request additional support, which could include AIF or an Education, Health and Care (EHC) Plan, if appropriate.

AT EVERY STAGE, THE PUPIL AND THEIR PARENT CARERS ARE PART OF THIS PROCESS.