



5. How do we review your child's progress?

We follow the graduated approach (see appendix 1 of the policy) and the four-part cycle of **assess, plan, do, review**.

The class teacher (sometimes in collaboration with the SENDCO) will carry out an analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- The pupil's previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The child's needs will be reviewed regularly. For most children with an identified additional need, quality first teaching will be used to address this within the classroom. If the teacher feels it is necessary, additional interventions will be put into place in order to target a child's specific need/s. In some cases, the teacher and SENDCO may decide it is necessary for a child to have a Personal Plan which sets out the graduated approach in a more formal manner (see appendix 2 of the policy). These plans may have input from external agencies. If a child's need is considered to be more complex, an application for an EHC plan would be made.

All teachers and support staff who work with the pupil will be made aware of the needs of the child, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.