



5. How do we review progress and evaluate support?

We follow the graduated approach and the four-part cycle of Assess, Plan, Do, Review. This means that we regularly assess a child's needs, plan appropriate support, implement provision and review its effectiveness in order to ensure that support remains appropriate and responsive to the child's needs.

The class teacher (sometimes working in collaboration with the SENDCo) will carry out an analysis of a pupil's needs. This may draw upon:

- Teacher assessment and professional experience
- Previous progress, attainment and behaviour
- Assessments from other staff where relevant
- The child's development from their individual starting point and national expectations
- The views and experiences of parents and carers
- The pupil's own views
- Advice from external professionals where appropriate

Children's needs are reviewed regularly. For many children with identified additional needs, adaptive teaching within the classroom will be used to address these needs.

Where additional support is required, the school uses different systems to record, implement and review provision depending upon the child's individual needs. For some children, a Provision Map may be used to record the provision, support and strategies that are currently in place. These are reviewed and updated regularly. Where a higher level of support or more specific outcomes are required, a Personal Plan may be used to formally record provision, outcomes and next steps. These are reviewed regularly as part of an ongoing cycle. Where a child's needs are considered to be more complex, the school may consider whether an application for an Education, Health and Care Needs Assessment is appropriate.

In some circumstances, and with parental consent, the school may also consider whether an application for an Exceptional Needs Grant (ENG) is appropriate in order to support provision.

All staff working with the pupil will be made aware of the child's needs, intended outcomes, support strategies and approaches required to support learning. We regularly review the effectiveness of support and interventions and consider their impact on progress, wellbeing and access to learning through ongoing review processes, pupil voice, parent feedback and professional discussion.