



Inclusion and Additional Needs (SEND) Policy

Policy date: **January 2025 (updated September 2025)** Review date: **January 2027**

Updates September 2025: SENDCO name change & Pathways Plans changed to Learning Plans

VISION/AIMS:

We are fully committed to ensuring that at St Paul's we hold to our vision of 'Inspiring Learning, Nurturing Wholeness'.

St Paul whole-heartedly served others (Acts 11:26), he was brave and did not give up even when things were difficult (Acts 20:22-24). Inspired by him, we work together with **courage** and **perseverance** to **nurture** everyone in our school community, **valuing each person's uniqueness**, and seeking to enable them to **learn, grow** and **flourish**.

It is with this philosophy, that we will have high expectations of children by providing a varied and stimulating environment. Our aim will be to provide a range of approaches to learning to meet the needs of all children.

St Paul's School is committed to inclusion and to removing any potential barriers (physical or otherwise) to learning and participation. We provide a broad and balanced curriculum for all pupils and respond vigorously to pupils' diverse learning needs. We believe in equality of opportunity and we aim to create a supportive yet challenging environment that values difference and recognises the achievements of all children.

We aim to involve all children in their learning journey and regularly seek their views.

At St Paul's every teacher is committed to the learning of every pupil, including those with Additional Needs.

DEFINITION of SEND:

At our school, we use the definition for SEN and for disability from the SEND Code of Practice (2014).

This states:

SEN: 'A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or

her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Disability: Many children and young people who have SEN, may have a disability under the Equality Act - that is 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day to day activities.'

KEY ROLES AND RESPONSIBILITIES:

SENDCO

The SENDCO has day to day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have Education Health Care (EHC) plans. Part of the role of the SENDCO is to co-ordinate arrangements with the class teacher regarding those pupils with SEN and disabilities.

The SENDCO is Mrs L Chambers.
She can be contacted via the school office on 01306 883 547.

OTHER ROLES

SEND Governor: **Mrs Hannah Dimmock**

Designated teacher for safeguarding: Mrs Lynsey Bryan (Deputy Headteacher)

Deputy Designated Safeguard leads: Mrs Gary Papworth, Mr Daniel Hill, Mrs Jane Shaw and Mrs Dawn Moore

Member of staff responsible for CLA: Mrs Lynsey Bryan

Member of staff responsible for meeting medical needs: Mrs Tara Laws/Mrs Julie Newman/Mrs Jane Shaw

INTRODUCTION:

How the policy was put together?

This policy was created in partnership with the SENDCO, Senior Leadership Team (including the Head and Deputy Head), the SEN Governor and parent representatives of pupils with SEND. The policy reflects the statutory guidance set out in the Special Educational Needs and Disability Code of Practice 0-25 years (Jan 2015)

How can parents access the policy?

Parents can access a copy of the policy in a variety of ways, including;

- The school website
- A hard copy on request at the school office

Please let us know if you need this to be made available to you in a different format e.g. large font.

CONTEXT

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (Jan 2015) Section 3, and has been written with reference to the following related guidance and documents:

- Equality Act: Advice for Schools DfE (2014)
- Schools SEN information Report Regulations (2014)
- Surrey Guidance: Supporting Children and Young People with medical conditions, 2022 (based on 'Statutory Guidance on Supporting pupils at school with Medical Conditions', 2015)
- The National Curriculum in England Key Stage 1 &2 framework document (2013)
- Safeguarding Policy
- Accessibility Plan
- Teacher Standards (2013).

AIMS AND OBJECTIVES

Aims: At St Paul's all pupils are provided with inclusive teaching which will enable them to make the best possible progress and make them feel that they are a valued member of the school community.

- We expect that all pupils with SEND will meet or exceed the high expectations set for them based on their age and starting points.
- We will do our best endeavours to give pupils with SEND the support they need, as early as possible, using a relevant and graduated response.
- Ambitious educational and wider outcomes will be set for them together with you as parent/carers and with your child.
- We want all pupils to become confident individuals who will be able to make a successful transition on to the next phase of their educational journey and into adulthood.
- All pupils have access to a broad and balanced curriculum, adapted as appropriate, to meet individual needs.
- All children are given equality of opportunity to participate fully in school activities. This involves the removal of barriers to learning and achievement.
- We will use effective assessment and monitoring of needs.
- We take every opportunity to support, nurture and develop children's independence as appropriate to their level of need.
- We offer close and effective partnerships between parent/carers, school and outside agencies.
- We value children's views, ensuring that they are listened to and acted on to help support the needs of the child.
- We aim to deliver relevant In-Service Training to ensure that our staff can do the best job possible to support each pupil's needs.

Objectives

- 1) To ensure a clear process for identifying, assessing, planning, providing and reviewing for pupils who have special educational needs and disabilities, with pupils and their parents/carers at the centre.

- 2) To develop effective whole school management of universal, targeted and specialist support for pupils with special educational needs and disabilities. This will include the implementation of new interventions, and tailor-making interventions to meet identified needs.
- 3) To deliver a programme of training and support for all staff working with pupils with special educational needs and disabilities, which develops our practice within the guidance set out in the SEND Code of Practice, (Jan 2015).

IDENTIFICATION OF NEEDS:

Under the Code of Practice Jan 2015, (pg 97-98), SEND has been broken down in to four areas of need. These consist of:

- **Communication and Interaction-** this encompasses difficulties with speech and language, and communication needs. This can include children who have difficulties saying what they want to or difficulties understanding what is being said to them. Children can have varied needs and these can change over time. Children with Autism are likely to experience difficulties with social interaction. They may also experience some difficulties with language, which can impact on their ability to communicate with others.
- **Cognition and Learning-** this encompasses a broad spectrum of difficulties related to a child learning at a slower pace to their peers. Children require additional support with their learning. This could be due to Moderate Learning Difficulties (MLD), Specific Learning Difficulties (SpLD) such as dyscalculia or dyslexia, Severe Learning Difficulties (SLD) where a child needs support in all areas of the curriculum and Profound and Multiple Learning Difficulties (PMLD), including severe learning difficulties as well as some form of physical/sensory impairment.
- **Social, Emotional and Mental Health-** 'Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.' (SEND CoP 2015)
- **Sensory and/or Physical-** this encompasses children who have some form of physical difficulty which prevents them from accessing the normal classroom environment/provision. Difficulties might include vision or hearing impairment or a multisensory impairment, all of which may require some specialist support. These difficulties may fluctuate over time or may require continued additional support and equipment to enable the child to fully access the curriculum and the learning environment.

At St Paul's School we will identify the needs of each pupil by considering the needs of the whole child, which are broader than just the special educational needs of the child.

This in turn will lead to the setting out of the arrangements we will put in place to address those needs.

A GRADUATED APPROACH TO SEND SUPPORT:

A whole school approach:

All children are entitled to 'Quality First Teaching'. This is the effective inclusion of all children in high quality teaching that is adapted to support the individual needs of the child. Teachers will base the learning on clear objectives that are shared with the children and returned to at the end of the lesson. Teachers will use creative and interactive teaching styles to engage all learners. Teachers will use a mixture of auditory, kinaesthetic and visual teaching styles to try and reach the needs and learning styles of all children. Approaches like these are the best way to reduce, from the start, the number of children who need extra help with their learning or behaviour. Additional support and intervention cannot compensate for the lack of first quality teaching.

All class teachers will take steps to provide adapted learning opportunities that will aid children's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from Learning Support Assistants or specialist staff.

The quality of teaching for all pupils is reviewed on a termly basis, including those at risk of under achievement.

The progress of all children is monitored closely by the class teacher. Each individual child's progress is tracked from term to term and data meetings are held for each year group to review the progress of all the children and identify those not making expected progress.

Parents' evenings are used to monitor and discuss the progress being made by children and to share any concerns about a child. Class teachers and the SENDCO also welcome parents/carers to share concerns, at any other time.

Regular training and INSET days are provided to develop teachers' understanding and strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

How does the school decide whether to make special educational provision?

Termly data / pupil progress meetings are held for each year group at the end of each term. The meetings are attended by the senior leadership team (SLT) and relevant class teachers. The meetings are used to identify those raising concerns about progress or other issues impacting on a child's learning. At these meetings, class teachers will discuss interventions and monitoring for the term ahead with a member of the Senior Leadership Team and incorporate these plans into their Class Provision Map.

Once a pupil has been identified as needing further support or possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties. Together with the SENDCO, class teachers establish the level and type of support that should be put in place to meet needs and use the 'Graduated Response Profiles of Need' (Sept 2019) if necessary, to decide next steps. The SENDCO may consult SEND Support Advisors at the Learners Single Point of Access (L-SPA), for support and advice and may wish to observe the child in class.

In collaboration with the SENDCO, class teachers and parents/carers set realistic and achievable targets for children, ensuring that the child's views are central to the process.

A wide range of intervention programmes are used to support a child's area of need and we hold the **Surrey IAN: Inclusion and Additional Needs Schools Service Offer** to help select and match interventions to best meet children's needs. Success against these short term, achievable targets is assessed by the class teacher and by other adults delivering support. If an intervention is not found to be having an impact; then the support is adjusted accordingly.

Both teaching and support staff receive training and updates about new programmes. There are members of staff who are highly trained in specific interventions. Programmes of work vary in length according to the type of need that is being addressed.

Parents who have concerns can raise these with the class teacher or with the SENDCO directly. If a child is recorded as being under observation due to concern by parent (or teacher) this does not automatically place the child on the SEND register.

Children entering Reception with possible Special Educational Needs are closely monitored and targets are set as appropriate to the needs of the child. The school liaises closely with the preschool setting and parents to ensure that the school is fully informed of a child's needs, and existing targets are shared and planned for.

How is the decision made to place pupils on the SEND register?

We are required to follow guidance set out within the Code of Practice to determine whether it is appropriate for a child to be put on the SEND register. We may consult the Early Years or School Age Profiles of Need (Sept 2019) to support decision making as well as 'The Ordinarily Available Provision' document and checklist on the Surrey Local Offer.

The Code of Practice recommends an 'Assess, Plan, Do and Review' cycle.

Assess: We will regularly assess all pupils' needs so that each child's progress and development is carefully tracked against their peers and national expectation. We will listen to the views of parents/carers and the pupil. In some cases we will draw on the assessments and guidance from other educational professionals such as educational psychologists or speech and language therapists and from health and social services where appropriate.

Plan: Where SEND Support is required, the teacher and parent/carer will work together to put together a plan outlining the adjustments, interventions and support which will be put in place for the pupil, as well as the expected impact on progress and outcomes,

including a date when this will be reviewed. Guidance for this process may be sought from the SENDCO. In most cases, this information will be recorded on a 'Learning Plan'.

The teacher will complete a **One Page Profile** with the child to capture their views of their strengths and targets, and will frame targets with the pupil in a child friendly way. All staff working with the pupil will also be made aware of the plan and the targets the child is working on. Parent/carers will be asked to share in the monitoring of progress through any home learning.

Do: The class teacher is responsible for working with the pupil on a daily basis. They will liaise closely with Learning Support Assistants and any specialist staff who provide support set out in the Learning Plan. All staff working with the child will be responsible for monitoring the progress being made and providing feedback from interventions. The SENDCO will provide further support, guidance and advice for the teacher and Learning Support Assistants, as requested.

Review: The Learning Plan, and the interventions detailed within it, will be evaluated each term. The impact of the support and interventions will be reviewed by the teacher, parent and the pupil. This will inform the planning of next steps, further interventions and support for a further period or, where successful, the removal of the pupil from SEND Support.

For pupils with an EHCP (Education, Health and Care Plan), this statutory document is reviewed at least annually, in addition to termly Learning Plan meetings.

How are parents, families, children and young people involved in this process?

- Teachers share and review targets with pupils (adapted into language/visuals appropriate to their age and stage and needs).
- Targets (Learning Plans) are co-produced with parent/carers at the SEND/Inclusion and Additional Needs Parents' evenings held in October; February/March and June.
- At these three points; parents are asked for their thoughts and comments on their child's progress and next steps in their learning.
- Children are asked for their views on their targets through One Page Profile meetings.
- Parents are encouraged to come in and share their thoughts and concerns with the class teacher and/or SENDCO throughout the year.
- Parents of children with an EHCP are invited to annual review meetings, in addition to the meetings above.
- In cases where professionals come in to see a child, parents are often asked to come in to meet with those professionals too.

SEND PROVISION

What does additional support mean?

Additional support refers to a measure put in place to support a child, which is additional to the provision made for all the children in the class. Additional support can take many different forms and does not necessarily mean the additional support of a Learning Support Assistant.

SEND support can take many forms including:

- A special programme of learning for a child
- Extra help from a teacher or Learning Support Assistant
- Making or changing materials or equipment
- Providing additional resources
- Use of assistive technology
- Working with a child in a small group e.g. on an intervention programme or supporting them to achieve the lesson objective
- Providing personalised task boards and/or visuals to break tasks into manageable steps.
- Offering 'Meet and Greet' from an adult to help transitions from home; to set up their timetable and prepare for their day and any changes.
- Observing/supporting a child during unstructured times such as breaks
- Observing a child during lesson time
- Helping a child take part in class activities
- Offering sensory or movement breaks
- Pre-teaching so a child is well prepared for a topic or lesson
- Making sure a child has understood what has been asked of them
- Providing extra support for emotional wellbeing e.g. ELSA or outreach from a Mental Health First Aider.
- Encouraging a child to ask questions and/or to try something they may find difficult
- Helping other children to work with a child or play with them at play time
- Supporting a child with physical or personal care difficulties such as eating, dressing, getting around school safely or toileting.
- Planning with parents and making adaptations to ensure that pupils with SEND and/or medical conditions have full access to events and activities taking place in school and off-site, and a risk assessment completed, if necessary.

In identifying types of provision/strategies which might best support an individual child, staff refer to the Surrey Guidance: 'Ordinarily Available Provision': this document contains a range of additional strategies and interventions, in addition to Quality First Teaching, that should be considered for children and young people in line with their assessed additional needs. Further information can be found in Appendix D.

[Ordinarily available provision \(schools\) - Surrey County Council](#)

Managing the needs of Pupils on the SEND register

It is important for the school to meet the needs of all the children on the register. Each child is an individual and each child will have their own programme to meet their individual needs. This programme will take the form of a termly Learning Plan.

All staff are involved in managing and meeting the needs for pupils at SEND support and individualised plans are drawn up in collaboration with the SENDCO, class teacher and Learning Support Assistants who will be working with that child. Plans are updated at least termly and more frequently if required. The amount and type of support given depends on the individual needs of the child. In some cases it is based on advice provided by outside SEND professionals who have assessed the pupil.

As part of the Assess, Plan, Do and Review cycle (mentioned earlier), parent/carers are consulted about children's individual plans through parents' consultation evenings held

every term. The SENDCO is also available at these parent's evenings and offers follow up meetings, should parents wish to discuss their child's needs further.

Additional provision is recorded on a child's personal Learning Plan as well as on a class provision map for use by class teacher, SENDCO and Learning Support Assistants. Clear, measurable targets are set with expected outcomes. The impact and cost effectiveness of any additional provision, is monitored by the school.

The SEND register is reviewed regularly and decisions to remove children from the register are only taken when a child has made significant progress and the teacher, SENDCO and parent/carers are in agreement the child's needs can be met without additional intervention.

Safeguarding Pupils with SEND

The school offers regular training for our staff in Safeguarding and this training always highlights that our children with SEND have a particular vulnerability and will need more careful monitoring for causes of concern. Where there is a disclosure by a pupil with communication difficulties; staff can encourage drawing or access visuals/symbols for children to be able to express themselves and will always record the child's specific words, pictures or actions, without interpretation. Further guidance, on recording disclosures by SEND children can be sought from the SENDCO and external services, where necessary.

Supporting parents/carers and young people

The school provides support and advice through the following means;

- The SEND Information Report (which can be found on the school's website)
- The Whole School Provision Map (which can be found on the school's website)
- Surrey's Local Offer which includes other agencies who provide a service
<https://www.surreycc.gov.uk/children/support-and-advice/local-offer>
- Access arrangements for exams- organised by the Assessment Leader
- Supporting transition arrangements- teachers have comprehensive handovers from Year group to Year group and Year 6 teachers and the SENDCO meet with heads of years and SENDCOs from the local secondary schools to ensure smooth transition
- School's policy on managing the medical conditions of pupils.
- Sharing information and signposting to internal and external SEND events.

Supporting pupils at school with medical conditions

As an inclusive school, St Pauls recognises that pupils with medical conditions should be properly supported so they have full access to education, including school trips and physical education.

Children with significant medical conditions will have an individual health care plan which is written by medical professionals in liaison with the school.

As needed, we have facilities for children with medical needs. These include a disabled toilet with a shower and room to change a child, a music room and a pupil kitchen which offers space for some physical and sensory activities.

Training for staff is provided as needed to enable staff to care appropriately for the medical and learning needs of the child.

When a child is disabled, the school will comply with its duties under the Equality Act 2010.

Some children with medical needs may also have SEND needs. In some cases, these children may need an EHCP which brings together health, social care needs and special educational needs provision.

Monitoring and evaluation of SEND

Our provision is monitored and evaluated on a regular basis (at least termly) to ensure that it is effective and where ineffective, it is improved or changed. This regular monitoring helps to inform future plans.

An action plan for SEND is written by the SENDCO each year and shared with the SLT. If the actions are significant and involve key changes to practice then it is incorporated into the main School Development Plan. The action plan is reviewed termly by the SENDCO and SLT. Appraisal targets for the SENDCO reflect the content of the SEND action plan.

The effectiveness of interventions is shared with the SEND Governor. This occurs through termly meetings between the SENDCO and SEN Governor. The SEND Governor and Headteacher keep the full governing body informed of progress in this area.

SEND funding and expenditure is reviewed termly with the SENDCO, bursar and members of the Senior Leadership Team. This enables effective use of our resources. Part of this process involves reviewing value for money.

We welcome developmental feedback from parents, staff, pupils and other agencies. This is used by us to reflect upon and develop the effectiveness of our SEND provision in school.

As a member of a number of local and county partnerships as well as the Good Shepherd Trust, this enables us to develop best practice and to moderate our provision against those of other schools.

Training and development

Training needs are recognised in a number of ways. These include thorough staff appraisal meetings and, in response to a new cohort, working with a new teacher.

In-house training has included training in: Pathological Demand Avoidance; Sensory Integration, Mental Health Awareness, Dyslexia Awareness, ASD, ADHD and Attachment, Adverse Childhood Experiences, Quality First Teaching, Positive Handling and De-escalation; Compassionate Schools; The Nurturing Schools Programme; Memory Difficulties; Expressive and Receptive Language in the Classroom; Literacy for All; Mediated Learning for Teaching Assistants; as well as ELKLAN and ELSA. This includes training with all staff, staff groups and/or individuals.

We are fortunate to have staff with specific areas of expertise such as speech and language and these members of staff have received specific detailed training from ELKLAN.

Where we have staff working with individual children with specific identified needs, we endeavour to source bespoke training where possible, and regularly make use of our partnerships with external professionals/specialists to access further guidance and resources.

The SENDCO undertakes regular training to address the changing needs of the children on the register and to find out up to date information to support key areas of need. This training includes local and trust network meetings, SENCO Circles, Diocese SEND Network meetings and other local training events.

Storing and managing information

Data and information will be stored in line with our Data Protection Policy. Documents are stored securely until the year when a child turns 25 (subject to changing guidance from the DfE). At this point in time documents are then securely destroyed.

Comments, compliments and complaints

The school welcomes all feedback on our SEND provision and procedures. All feedback is given due consideration and acknowledged either verbally or in writing.

Comments and compliments can be passed on to the school either in person, in writing or via email. Letters and emails should be sent to school via the school office.

We also welcome feedback which enables us to further develop our SEND provision. If a parent has a concern with the provision for their child, in the first instance they should discuss it with the class teacher who will liaise with the SENDCO, as appropriate. If the child has an EHCP the first contact can be made with the SENDCO. The senior leadership of the school can also be contacted if a parent wishes to discuss an issue further.

Should the above not resolve the concern the school does have a more formal complaints procedure, which can be accessed via the school website.

Reviewing the SEND policy

In line with all the school policies the SEND policy will be kept under regular review. It will next be reviewed in January 2027.

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Appendix A: **SEND Management Timetable**

Appendix B: **Related Policies**

Appendix C: **Key Documentation**

Appendix D: **More information on Surrey Ordinarily Available Provision and the Graduated Response**

Appendix A: SEND Management Timetable

September	Informal assessments undertaken by new class teacher. Transition Learning Plan put into practice. Pupil Progress Meetings re intervention groups and key concerns as highlighted by July pupil progress meetings. Whole class Provision Map drawn up by class teachers (by end of Sept) and Interventions begun.
October	Children's views about their targets and next steps captured in their One Page Profile.
November	New Learning Plan targets co-produced in meetings between class teachers and parent/carers. Learning Plans disseminated to parents and staff teams. First monitoring meeting with SEND Governor.
December	Learning Plan Reviews. Staff delivering interventions feed back progress to Class Teachers and SENDCO.
January	Pupil Progress Meetings re intervention groups and key concerns as highlighted by December pupil progress meetings. Whole class Provision Map drawn up by class teachers (by mid-January) and interventions begun as soon as possible.
February	New Learning Plan targets co-produced in meetings between class teachers and parents.
March	Children's views about their targets and next steps captured in their One Page Profile meeting. Learning Plans disseminated to parents and staff teams. Second monitoring meeting with SEND Governor
April	Pupil Progress Meetings re intervention groups and key concerns as highlighted by March pupil progress meetings. Whole class Provision Map drawn up by class teachers (by end of April) and interventions begun as soon as possible. Transition conversations begun with Secondary schools.
May	Learning Plan Reviews. Staff delivering interventions feedback progress to Class Teachers and SENDCO.
June	New Learning Plan/Transition Plan targets set and agreed with parent/carers. Annual SEN report to Governors, shared at the FGB (either presented by SEND Governor, SENDCO or Headteacher).
July	Teachers receive handover information/data on new classes. This includes Learning Plans and Provision maps, as well as information regarding any other needs, for example medical conditions. SENDCO meets with nursery SENDCOS and nursery teachers to discuss new intake for September and Secondary SENCOS to plan transition from Year 6.

Appendix B: Related Policies

Accessibility Plan

Equality and Single Equality Scheme

Anti-Bullying

Behaviour and SEND/IAN Behaviour Policies

Safeguarding

Teaching & Learning

Assessment

Marking & Feedback

Supporting Pupils with Medical Needs

Appendix D: Further Information on Surrey Guidance

Ordinarily Available Provision (schools)

Staff and parents/carers can use this document to discuss the type of provision that will be of benefit to a child or young person. The Ordinarily Available Provision document has been coproduced by families/carers, SENCos, and the Inclusion and Additional Needs Service.

Principles

- The child or young person's views and aspirations should be central to all planning with and for them.
- Parents should be equal partners in all discussions and decisions about how best to support their child.
- All pupils should have access to a broad and balanced curriculum.
- Teachers should set high expectations for every pupil, whatever their prior attainment.
- Teachers should use appropriate assessment to set targets which are deliberately ambitious.
- Potential areas of difficulty should be identified and addressed at the outset.
- Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement.
- In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.
- Assessment and intervention should be proportionate to identified need and not be reliant on a diagnosis. This is often known as a Needs Led Approach.

Graduated response in schools

For most children, implementing High Quality Teaching strategies will remove barriers to learning and enable them to progress.

Where it is decided that additional support and provision is needed for an individual, the school applies the four-part model outlined in the SEND Code of Practice. Prior support and actions to address a pupil's needs will be re-visited, reviewed, and refined so that more focused and informed provision can be put in place. These actions should help to ensure that pupils are able to make good progress and better access the school curriculum.

This approach is often referred to as a graduated response and follows an assess, plan, do, review cycle.



Assess

- What are the difficulties experienced by the individual?
- When do they occur or manifest during lessons/ other environments?
- How does the pupil describe their needs and difficulties?
- What have parents shared regarding difficulties they see at home?

Plan

- What additional High Quality Teaching strategies could we adopt to support the pupil?
- What additional provision and resources are necessary to target the needs of the pupil?
- When will specific support take place (avoiding the same lesson being missed)?
- Who will be responsible for delivering and overseeing additional support?
- How can we minimise the amount of time the pupil spends outside of the classroom?
- What tracking systems will we use to measure impact?

Do

- Carry out additional High Quality Teaching strategies and note differences made?
- Refine delivery of strategies to maximise the effect they have.
- Ensure that additional provision is delivered as it is meant to be.
- What do we need to adjust considering initial observations and feedback?

Review

- What did we all notice (staff, pupil, and parents)?
- Which of the strategies were helpful and at what point of the learning did they have most impact?
- What impact did the additional provision have on the pupil's ability to make progress?
- Given what we now know what are our next steps?
- Could the pupil be removed from the SEND list following the targeted interventions?
- What further support would be most appropriate given the more focused understanding of the pupil's needs?
- What additional training will the school need to access to provide targeted provision?
- (See [Surrey's Inclusion and Additional Needs Schools Service Offer](#) training directory).