**Assess – Plan - Do - Review**

**Assess**

The class teacher, working with the Inclusion and Diversity Leader, will carry out a clear analysis of the pupil’s needs. They will use teacher’s assessment and experience of the pupil (their previous progress, attainment and behaviour), the views and experience of parents, the pupil’s own views and, if relevant, advice from outside agencies. The school will take seriously any concerns raised by a parent/carer, recording and comparing their own assessments and information on how the pupil is developing with information from home.

**Plan**

When the school makes the decision to support a pupil with SEND, the parents will be notified and asked to attend a planning meeting. At this meeting the teacher, parent, pupil and the Inclusion and Diversity Leader will agree the next steps in support for the child. Their decisions will be based on what is important to and for the pupil, strategies which work and don’t work and the support and help the pupil will require now and in the future. The resulting ‘One Page Pupil Profile’ will involve and encourage parental and family support, as appropriate. These will be reviewed annually.

**Do**

The class teacher will be 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, the class teacher remains responsible for the pupil’s learning. They will work closely with any teaching assistants (TAs) or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The Inclusion and Diversity Leader will support the class teacher in the further assessment of the child’s particular strengths and areas for development and advising on the effective implementation of support.

**Review**

The effectiveness of the ‘One Page Pupil Profile’ and impact on the pupil’s progress will be reviewed at least once a term. The Inclusion and Diversity Leader will invite parents, pupil and, sometimes, the teacher or relevant TA to attend a meeting; the teacher will also meet with parents termly on Consultation Day. They will offer feedback on the pupil’s progress, development, independent learning skills and interventions. Information from other agencies involved in supporting the child will be considered during the meeting. By the end of the meeting decisions will be made on any changes to the support and outcomes required for pupil.

**This cycle of ‘Assess-Plan-Do- Review’ will be followed until support is no longer required.**

**In very rare cases, the cycle of support outlined above will result in insufficient progress being made, even though interventions have been carefully planned and delivered. If such a situation arises the school will review their use of allocated funding and may seek extra provision beyond their own resources, or request an assessment for an Education, Health and Care Plan.**