

How will I know how well my child is doing?



The effectiveness of the provision made for pupils with SEN

Ongoing monitoring is conducted by teachers to identify pupils who are not making progress or who have additional needs which appear to be affecting their ability to engage in learning activities. After discussion with key staff and parents/carers and when appropriate, an individual Pupil Passport may be put in place. Where external agencies are involved, their advice and recommendations are included in the support interventions.

The actions agreed take into account each child strengths as well as their areas of need.

In consultation with the SENCO, the class teacher will agree key areas of learning or behaviour to address with specific targets by which progress can be measured.

In some cases teaching assistance support may be allocated. Under the guidance of the class teacher and SENCO, this support is deployed to ensure your child can engage in all lessons and wider school activities and to facilitate their independent learning. For some children, an EHA (Early Help Assessment) may be put in place. An EHA is a document, written in consultation with the child, family and key members of staff with information such as strengths and areas of need. Within the EHA, key actions regarding support/provision will be noted and any referrals to outside agencies will be recorded.

Progress towards improvement goals that will be measured and recorded at regular points by the Early Help review process and further action to support progress will be documented.

Additional support may be put in place to provide enhanced resources and deliver targeted small group or individual support to help overcome any difficulties.

All parents/carers will be informed of the child's progress termly, through parent conference meetings and an annual report. In some cases further individualised provision may be put in place and progress meetings scheduled to discuss its current impact.

Results of assessments and the work of outside agencies will also be shared with parents/carers and pupils at the appropriate time.

For children with a Pupil Passport or an Early Help Assessment, review meetings gathering progress information towards improvement goals are conducted to assess the effectiveness of actions.

At these review points, the views of your child along with yourself and staff/adults involved in the plan is recorded. The impact of the support package is considered along with your child's progress toward set targets. Support arrangements will be updated and revised accordingly.

The outcomes of these meetings will be formally recorded if your child is continuing to have significant difficulties, further expertise may be requested by the school.

Additional funding is available from the local authority for children who need the level of needs as set out by the authority.

This funding can be accessed using the local authority process. Further details about this process is explained in Warrington Local Education Authorities Local Offer which can be accessed [here](#).

If your child has an EHCP, the impact of the support received will be reviewed annually in a meeting with your child, parents/carers and other professionals.

For some pupils, additional arrangements can be made to enable them to fully access tests. This might include additional time, rest breaks or the use of a scribe.

The Year 6 teacher would inform parents/carers about the eligibility and application for these arrangements.

Impact tracking is completed at least termly and adaptations to provision is made in light of these findings. Progress and evaluation is reported to the Governor with responsibility for SEND (Ann Ellison).