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|  | **How will Cale Green Primary School** **support my child?** |

Each pupil’s education programme will be planned by the class teacher. It will be differentiated accordingly to suit the pupil’s individual needs. This may include additional general support by the teacher or teaching assistant in class.

If a pupil has needs related to more specific areas of their education, such as phonics, mathematics, English, speech and language, social skills development or motor skills, then the pupil may be placed in a small intervention group. This will be run by the class teacher, a specialist teacher or one of our teaching assistants. The length of time of the interventions will vary according to need. The interventions will be regularly reviewed by all involved to check the effectiveness of the provision and to inform future planning for the pupil.

Following planned assessments, pupil progress meetings are held each term between the class teacher and the Head Teacher where they discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned.

The class teacher will meet with you at Parent Consultations in the autumn, spring and summer terms. The class teacher and SENDCo are available to meet you to discuss ongoing concerns and to update you on progress with interventions.

Occasionally a pupil may need more expert support from an outside agency such as Learning Support Service, Speech and Language Service, Occupational Therapy service, Educational Psychologist, Behaviour Support Service or Primary Jigsaw. A referral will be made, with your consent, which is then forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided - this could include additional advice for the class teacher or more specialised one-to-one support within school, including additional one to one support from a teaching assistant to support your child in class.

Our SENDCo (Mrs Harding) oversees all support and progress of any children with additional needs.

The governors of Cale Green Primary School are responsible for entrusting a named person, Mrs Sue Dunkley, to monitor SEN procedures. The responsibility of the governors is to provide both support and challenge to the Head Teacher and staff so that the school is as inclusive as possible and that all pupils and staff are treated in a fair and equitable way. The governors monitor and review the Accessibility Plan and all other statutory policies as defined by the Department for Education.

Sometimes it is necessary to make alternative arrangements for children with additional needs in order to ensure that the treatment they receive is not ‘less favourable’ than their peers. This might include an adapted version of the class behaviour strategies or ensuring access to high quality ICT resources for example. For residential visits a carefully planned programme with provision for access to activities can be tailored for individual children. Parents should always contact their child’s class teacher and or the SENDCo if they have any concerns about the way in which their child needs to have allowances made.