

How effective is the School's provision for children with special educational needs?

The School has a robust policy for Special Educational Needs and this policy is implemented by all members of staff. Its effectiveness is monitored and evaluated by the Governing Body on an annual basis.

Pupil progress is tracked throughout school and termly meetings are held between the head teacher and class teacher. Any pupil whose progress is not as expected is discussed and plans put in place to remedy this. Tracking progress is an ongoing process that quickly highlights any issues and ensures that individual learning needs are targeted.

As part of this process, the SENCo tracks, monitors and evaluates the progress of pupils on the SEN register, to ensure that the interventions in place are effective and appropriate to current need. Termly reports provide the head teacher, staff and governors with an overview of the progress of all pupils on the SEN register, an analysis of interventions in place and information relating to future provision.

Regular dialogue between the SENCo, class teachers and teaching assistants ensures that SEND pupils are receiving the best possible provision and that current needs are met.

The SENCo meets with the SEN Governor, to discuss up to date general information on the progress of children with SEND, which is then shared with the full governing body.