

Assessment, Planning and Review

How can I find out about how well my child is doing?

Ongoing monitoring takes place by class teachers of all pupils and any child identified because they are not making progress or who have behaviour needs which are affecting their ability to engage in learning activities are discussed at termly review meetings. They will discuss their concerns with parents and the SENCO.

After discussions with key staff and parents, additional support may be put into place if needed to provide enhanced resources and targeted small group and / or individual support to help overcome any difficulties. The views of the pupil about their support will be given consideration at this stage.

Where a child has an EHC plan, additional support is documented in an individual pupil target sheet. In consultation with the SENCO and parents, short term targets are agreed which prioritise key areas of learning or behaviour to address and by which progress can be measured. Where external agencies are involved, their advice and recommendations are included in these support programmes. Actions agreed take into account each pupil's strengths as well as their difficulties.

In some cases teaching assistant support may be allocated. This support is deployed to ensure your child can engage in lessons and wider school activities and to facilitate independent learning to support transition to adulthood.

Formal review meetings are held yearly with parents whose children have an EHC plan. Parents and relevant external agencies are invited to this review and pupils contribute their views. The impact of support offered is considered along with the progress towards targets set. Support arrangements will be updated and revised accordingly. If not involved already, this might include referral to external agencies. The outcomes of these meetings will be formally recorded. Informal review meetings are held each term where the pupil's progress towards their targets is discussed and new targets set.

If your child is continuing to have significant difficulties, further external expertise may be requested. Additional funding is available for children who meet the criteria. This can be accessed using the Local Authority process and the guidance in the Banded Funding Criteria. Where this is agreed, a Pupil Resource Agreement will be drawn up and implemented with the school's Educational Psychologist and other professionals where appropriate. Further details about this process will be explained in the LA Local Offer.

Tests and Examinations: Access Arrangements

For some pupils additional arrangements and adjustments can be made to enable them to fully access a range of tests. This might include additional time, rest breaks or the use of a scribe or word processor. The SENCO will inform you about eligibility and applications for these arrangements. Only tests and assessors authorised by the school and recognised by JCQ can be accepted for access arrangements for public examinations.