Meeting the needs of Children & Young People with Special Educational Needs and Learning Difficulties & Disabilities in mainstream schools

School identifies concerns about the progress/ inclusion of a child/ young

person

Monitor child's progress. Review provision at least half-termly, more often if needed.

Provision becomes more inclusive, pupil progress improves, risk of exclusion reduced

Leadership & Management

School ensures that teaching & learning/behaviour polices are being implemented consistently and effectively by all adults working with the pupil. Quality First teaching is



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Care Guidance & Support

School completes inclusion passport, capturing pupil and parent/carer views. Provision map is reviewed. Appropriate targeted support and intervention is identified. This is recorded and reviewed on a half-termly basis.

HIGH LEVEL INREACH SUPPORT

5. EMS in-reach/
Managed move/
Alternative provision
Appropriate provision can
only be achieved by moving
pupil to another setting for a
time limited period or
permanently (differentiated
approach according to
Network).

4. Assessment of situation

by EPS/local EMS/ local B&A

collaboratives/ SENOs
EMS/EPS/collaborative/SENo
considers whether school has
developed provision proactively to
meet pupils' needs. Child is at
School Action Plus or has a
statement of SEN. Review judges
pupil's needs to be high/low
incidence. Further more intensive
outreach support (e.g. from
EMS/ASCOSS.)

LOW LEVEL SUPPORT

1. Whole school support School seeks support to develop policy /provision mapping/ curriculum:-

- evaluate provision using Inclusion Quality Mark
- 'At a Glance' guidance
- discussion with SIP
- submit a request for advice and support to Quality & Improvement Service
- request support from Leading SENCo /Leading School for Inclusion / Leading teacher
- request support from Educational Psychologist Service (EPS)
- access relevant training
- make reference to other relevant guidance
- Q&I consultant support
- Inclusion Development programme
- Inclusion training/conference
- Informal discussion with Enhanced School
- Whole school/cluster training session arranged with Enhanced School

Teaching & Learning

School reviews its teaching & learning/ behaviour policies and makes appropriate adaptations. Whole school training ensures consistent understanding and implementation.



Curriculum & Personalised Learning

School reviews its curriculum currently on offer to ensure it matches pupils' needs, interests, learning styles.

Personal adaptations or pathways are appropriately identified.



OUTREACH SUPPORT

3. Individual Pupil Support brokered by the school

School has on-going concerns about a pupil's progress despite significant adaptations to provision and deems child to be 'high need'. School therefore consults other agencies (e.g. referral to EMS, EPS, Integrated Services Manager, ASCOSS, SLD Outreach) for advice on supporting child. Support for school leadership (e.g. SENCo) to evaluate current practice to identify adaptations/improvements to provision, implementation of policy, development of inclusion passport. Child may have a Statement for SEN. If not child now moves to school action plus on the school's SEN register.

N.B Sensory/Physical/Med needs refer direct to leads for vision/hearing/physical/medical.



2. Inclusion Passport Review
Review around the child or

Common Assessment involving pupil and parents/carers results in an Inclusion Passport which identifies the provision which will best meet pupils' needs.



Further adaptations to provision are needed to secure improvement



School continues to encounterdifficulties, pupil progress remains a concern.