

Assess, Plan, Do, Review



For all reasonable adjustments and interventions discussed on the previous pages, the Assess, Plan, Do, Review cycle should be used

Inclusive, quality first teaching

Curriculum differentiation and scaffolding



A physical environment that promotes inclusion



Inclusive Assessment, behaviour, and attendance policies



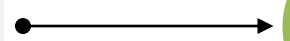
Great pastoral support



Clear and regular communication with parents



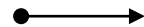
Pupil identified as having SEND



Assess

The class or subject teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs. This could include parents and other support services where necessary.

This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour



Plan

Where it is decided to provide a pupil with SEN support, the parents must be formally notified. The teacher and the SENCO should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.



Do

The class or subject teacher remains responsible for working with the child on a daily basis. Where the interventions involve teaching away from the main class or subject teacher, they should still retain responsibility for the pupil, working closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.



Review

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date. The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENCO, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

