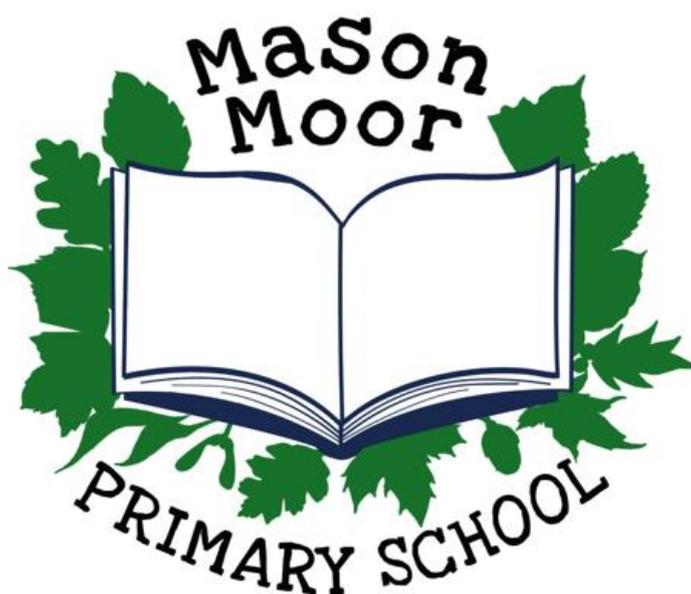


# Special Educational Needs and Disability (SEND) Policy



Approved by:	Teaching and Learning Committee	Date: November 2020
Last reviewed on:	24 <sup>th</sup> November 2020	
Next review due by:	November 2021	
Please also refer to:	SEND Information report	

## Introduction

Mason Moor Primary School is committed to providing a broad and balanced curriculum for all pupils, including those with a special educational needs and disabilities (SEND). The school seeks to ensure that there are systems in place to identify pupils with SEND and make appropriate provision for them, so that pupils can make progress, achieve their best, become confident individuals and make a successful transition at key points in their education.

SEND is defined as those pupils who have learning needs requiring provision that is different from or additional to what is normally available to pupils of the same age. Pupils identified as having SEND will have significant needs in relation to the areas of communication and interaction, cognition and learning, social, emotional and mental health and sensory and/or physical needs. It is recognised at Mason Moor Primary School that at any point in their school life a child may have a special educational need and some children may require additional support outlined in an Education, Health and Care Plan.

We all have a responsibility for the delivery of this policy and Appendix 4 outlines roles and responsibilities.

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

It was developed through consultation with parents, governors, staff and pupils and sets out the school's approach to identification and support for pupils with SEND. Responsibility for developing and implementing this policy lies with the Special Educational Needs Coordinator (SENDCo), overseen by the Head teacher and Senior Leadership Team. It sits alongside the statutory requirement to publish an annually reviewed SEND Information Report.

Some children with a special educational need may have a disability under the [Equality Act 2010](#). Where a disabled child requires special educational provision, they will also be covered by the Special Educational Needs definitions above.

## Aims

Provision at Mason Moor Primary School aims to ensure that all pupils with a special educational need:

- Are assessed and identified at an early stage
- Receive appropriate support according to need and stage
- Are included in all aspects of school life
- Access learning through a range of teaching strategies including effective differentiation
- Access suitable programmes of work and interventions in small groups or 1:1
- Have their progress recorded, tracked and regularly reviewed
- Experience success and make progress
- Increase in confidence, self-esteem and independence
- Have regular opportunities to express their views

In addition, Mason Moor Primary School will make the following arrangements:

- Provide appropriate support and training for all staff in the area of SEND
- Inform and liaise with the parents of pupils with SEND regularly
- Liaise, consult and make effective use of outside agencies when appropriate

## Graduated Response to support and intervention for pupils with additional needs

The graduated approach to support for pupils with SEND is set out in the school's *Graduated Response Plan* (see Appendix 1). This sets out provision for all pupils in five stages of support:

- Stage 1 – Universal provision
- Stage 2 – Early intervention support
- Stage 3 – Targeted additional support
- Stage 4 – Targeted, intensive additional support
- Stage 5 - Pupils with complex, long term needs who require an Education, Health and Care Plan

Access to additional support at a higher stage of the *Graduated Response plan* will be supported by a range of evidence. This may include observations, work scrutinies and tracking of progress against specific targets and/or National Curriculum expectations over time.

These investigations seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

### Stage 3

Pupils identified at Stage 3 will receive early intervention and personalised provision, as part of an Assess – Plan – Do – Review cycle. They will be supported through evidence based interventions in small groups or individually. Careful attention will be paid to the differentiation of their individual learning needs and strategies to enable them to access the curriculum.

At this stage the SENDCo will be made fully aware of concerns through an *Individual Pupil Early Identification of Concerns* form (see Appendix 2) and will oversee an investigation of the pupil's strengths and needs. Provision for the pupil will be supported and overseen by the school's SENDCo and assistant SENDCo. The pupil's progress will be tracked through pupil progress meetings and intervention records. If the progress of the pupil continues to remain a concern following targeted support, they will be moved to Stage 4 of the *Graduated Response Plan* and identified on the school's SEND Register.

### Stage 4

Pupils identified at Stage 4 will be named on the school's SEND Register and receive targeted, intensive additional support, as identified on the school's *Provision Map*. This may include personalised support and resources, an individualised and modified curriculum or higher levels of adult support for modelling and access. The school will consult and liaise with external agencies where appropriate. Pupils identified at Stage 4 will have a Pupil Passport/Individual Education Plan (IEP), this is a combined, rolling document (see Appendix 3), setting out clear outcomes for provision and specific targets. The progress of pupils at Stage 4 will be carefully monitored and overseen by the school's SENDCo and assistant SENDCo.

### Stage 5

Pupils identified at Stage 5 are those pupils who have been allocated an Education, Health and Care Plan. These pupils require provision and support over and above that which would be expected at targeted support levels because the pupil's needs are exceptional, severe, complex and long term. Such pupils require a high level of adult support and access to a modified and individualised curriculum. Pupils identified at Stage 5 will have a Pupil Passport/ Individual Education Plan (IEP), setting out clear outcomes for provision and specific targets. The progress of pupils at Stage 5 will be carefully monitored and overseen by the school's SENDCo and assistant SENDCo through Pupil passport/ IEP forms and through use of a learning journal to capture steps of progress linked to targets set out in the individual's Education, Health and Care plan. Education, Health and Care plans will be reviewed at least annually with parents. The school will continue to consult and liaise with external agencies where appropriate.

## **SEND register**

A register of children with SEND is updated termly and identifies pupils at Stages 4 and 5 of the *Graduated Response Plan*. The progress of pupils will be regularly reviewed by the class teacher in partnership with the SENDCo to establish if children need to remain on the register, need to be moved to a different stage or if individuals need to be added.

## **Pupil Passports and Individual Education Plans**

Pupils at Stages 4 and 5 of the *Graduated Response Plan* will have a *Pupil Passport*. This identifies the pupil's strengths and needs and how they can be best supported. It also includes a summary of the interventions they have received over time, including support from outside agencies.

Pupils at Stages 4 and 5 of the *Graduated Response Plan* will also have an *Individual Education Plan*. This sets out outcomes for identified interventions and specific targets for the pupil to work towards. It also includes success criteria for meeting targets and lists provision and resources required.

Both *Pupil Passports* and *Individual Education Plans* are shared with the pupil in order to ascertain their views.

## **Co-ordinating and managing provision**

Provision for pupils with special educational needs will be outlined on the school's *Provision Map*. This enables the SENDCo and Senior Leadership Team to allocate and target resources efficiently and to evaluate their impact. At Mason Moor Primary School it is recognised that pupils with special educational needs have an entitlement to high quality teaching from their Class Teacher and are not solely supported by teaching assistants. In addition, pupils with SEND are encouraged to develop their independence skills and to develop a sense that they can achieve things without adult support.

## **Supporting Families and Pupils**

We provide an SEND information report. This is a statutory requirement which outlines our offer of support for all areas of SEND.

Our Behaviour Policy outlines how we support pupils who may be at risk of bullying because of their special educational needs or disability.

## **Supporting Pupils at School with Medical Conditions**

All children with medical needs have an Individual Health Care Plan. Children with medical needs may or may not also have a special educational need or disability.

## **Resourced provision – Mian Class**

Mason Moor Primary School has a resourced provision (Mian Class) on the school site, funded by the Local Authority and led and managed by Springwell School. Pupils attend the provision each morning but are integrated with support into the main school each afternoon. This enables pupils to benefit from a balance of specialist support alongside mainstream provision.

## **Parental involvement**

The school has a duty to inform parents if special educational provision is being made for their child and the views of parents are highly valued. Parents hold key information about their child and greatly contribute to a shared view of their child's needs and how to support them.

Parents have opportunities to share their knowledge, express their views and make their concerns and needs known at formal and informal points throughout the school year. This can be through informal daily contact with the class teacher and teaching assistant or through more formal parent and teacher meetings when Individual Education Plans are shared. Parents are also invited to attend annual review meetings if their child has an Education, Health and Care Plan.

The consent of parents and carers is always sought when reviewing their child's progress involving the advice of outside agencies. Parents and carers can also meet with the SENDCo and Headteacher, as well as other agencies who may be involved with their child's support.

## **Monitoring the SEND policy**

The SENDCo is responsible for ensuring that the school's SEND policy is being delivered and for monitoring its impact on pupil outcomes and progress. The success of the school's SEND policy and provision is evaluated through:

- Analysis of pupil tracking data and assessment results, for individuals and cohorts
- Meetings with class teachers and teaching assistants to evaluate Individual Education Plans and targets
- Pupil Progress meetings and Phase meetings
- Termly review of the school's SEND Register and school Provision Map
- Monitoring of interventions and support for pupils with SEND
- Monitoring the quality of provision for pupils with SEND in the classroom
- Monitoring of interventions delivered by teaching assistants
- Monitoring of planning to ensure adequate differentiation for pupils with SEND
- Sampling the work produced by pupils with SEND

## **Staff training**

All staff will access training in relation to special educational needs as appropriate. This will include in-service training days, teacher professional development meetings, TA professional development meetings, as well as coaching and support from the SENDCo and assistant SENDCo. The Senior Leadership Team and SENDCo/ assistant SENDCo will also provide ongoing support to teachers for planning, differentiation and target setting through coaching and Pupil Passport/ IEP reviews and plan-do-review meetings. Formal training will also be accessed via

outside agencies such as the Southampton Educational Psychology Service, Southampton Inclusion Partnership and Southampton Advisory Outreach Service for SEND.

## **School Governor for SEND**

The governor with responsibility for SEND provides the link between the governing body and school staff. This includes opportunities to visit classrooms and meet with the SENDCo. The Governing Body will receive reports from the SENDCo on a regular basis which form part of the overall Headteacher report to Governors. The SENDCo also produces an annual report to Governors.

## **Complaint procedures**

If parents wish to make a complaint they should initially contact the class teacher to voice their concern. If appropriate, the class teacher will inform the SENDCo and a meeting will be convened to resolve the issue. Where there is still dissatisfaction, parents may contact the Headteacher. If parents are not satisfied with the way the school has addressed the problem, they may appeal to the Chair of Governors, the Governor with responsibility for special educational needs and / or the Local Authority in writing.

## **Special arrangements in relation to COVID-19.**

From September 20, the government announced plans for all children to return to school on a full time basis.

Following the guidelines provided by the government, which can be found below <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

At Mason Moor Primary School children will be taught in 'bubbles' linked to their year group and the following provision will be accessible:

- Each bubble will have set teachers and teaching assistants assigned to it
- Children will have access to their relevant curriculum through planned lessons, set by class teachers, which take into account the need for a 'recovery curriculum', to cover any knowledge and skills missed during the Covid-19 pandemic as well as any well-being needs children may have
- Children will have access to all provisions as listed in SEND Provision section of the SEND information report. These include:
  - activities linked to the outcomes on their Education Health Care Plans
  - visual supports such as visual timetables, working memory boards, now and next cards or task cards. These will laminated and wipeable
  - coloured overlays, ear defenders and sensory boxes
  - technology where appropriate, such as laptops and iPads
  - access to activities and resources to support emotional well-being, such as social or emotional stories

- Identified individuals will have access to online provisions, such as ReadingEggs, Mathseeds and Nessy (dyslexia intervention)
- In class provisions, such as precision teaching, paired reading and keep up/catch up interventions
- Interventions will take place within bubbles. Trained Teaching Assistants will deliver these interventions following government social distancing guidelines and hygiene
- SEND children will have access to break out spaces, should they need time out of their classroom for any reason relating to their SEND needs. They will be able to access The Garden Room and The Copse for these purposes
- Children will have access to Positive Behaviour Plans should they need one
- SEND reviews and EHCP annual reviews will continue to be in place for children on the SEND register and reviews will be conducted via Google meet/Zoom/ Microsoft teams, telephone calls or face to face meetings following school health and safety procedures if deemed necessary and vital
- Outside agencies will provide interventions within school or online via Zoom/ Microsoft Teams/Telephone calls, where necessary, following all guidance on social distancing and school hygiene measures in place. All outside agencies will read and adhere to Mason Moor Primary School's COVID-19 Visitor Protocol and Risk assessment

**The offer shown below applies to any children that may need to be taught remotely.**

As stated in the government guidance:

*'Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education'.*

Should there be a case for children to work from home, Mason Moor Primary School will ensure:

- Work will be set by class teachers on the e-learning platform google classroom. It will take into account the needs of the pupils in their classes and will follow a well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- Teachers will check work regularly to gauge how well pupils are progressing through the curriculum
- Teachers and the Ethos and Engagement Officer will monitor and follow up those children demonstrating limited engagement via telephone calls and additional communication via google classroom
- Class teachers will set work and provide resources for individual SEND children relating to the outcomes/targets on their EHCP or SEND support plans
- Class teachers will use remote education resources such as Oak National Academy specialist content for pupils with SEND. This covers communication and language, numeracy, creative arts, independent living, occupational therapy, physical therapy and speech and language therapy. This will complement the other remote education resources set by the class teacher
- We will provide printed resources, such as workbooks and worksheets for pupils who do not have suitable online access.

Parents of SEND pupils may continue to require our support at this time. Home-school communication will be enhanced via use of Marvellous Me and parents are able to access the school via e-mail or telephone if preferable. The SENDCo, Mrs Carolyn Wilkinson, can be reached at [cwilkinson@masonmoorprimary.co.uk](mailto:cwilkinson@masonmoorprimary.co.uk)

External agencies will become involved if necessary following the usual graduated response process detailed above.

### **Transition**

We are aware that the transition period for our pupils with SEND has been greatly affected by the current situation. All class teachers have engaged in handover meetings with the incoming class teacher as well as the SENDCo, Mrs Carolyn Wilkinson, and the Designated Safeguarding Lead, Mrs Kathryn Deakin, where relevant. We also continue to work alongside our secondary colleagues to ensure that the information needed is shared and any children needing enhanced transition will receive it.

**Written November 2020**

**Mason Moor Primary School**  
**Graduated response to support and intervention for pupils with Special Educational Needs**

**APPENDIX 1**

Stage	Provision required	Support and provision	Assessment, recording and monitoring systems
1	Universal provision	<ul style="list-style-type: none"> <li>• High quality first teaching</li> <li>• A broad and balanced curriculum within an inclusive classroom</li> <li>• Personalised learning targets</li> <li>• Attention paid to different learning styles</li> <li>• Carefully planned differentiation, including practical, visual, concrete resources</li> <li>• Modelling by adults within the classroom</li> <li>• Curriculum assessment of progress to support target setting for pupils</li> <li>• Assessment for learning and constructive feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated planning and outcomes</li> <li>• Pupil aware of learning targets</li> <li>• Reviewed at Pupil Progress meetings with Senior Leadership Team</li> <li>• Assessment for Learning systems used to identify strengths/gaps</li> </ul>
2	Early intervention support	<p>In addition to Stage 1:</p> <ul style="list-style-type: none"> <li>• Support within class through small groups and individual support</li> <li>• Differentiation of the curriculum to meet individual learning needs</li> <li>• Tools and resources to support access</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated planning and outcomes</li> <li>• Pupil aware of learning targets</li> <li>• Reviewed at Pupil Progress meetings with Senior Leadership Team</li> <li>• Assessment for Learning systems used to identify strengths/gaps</li> </ul>
3	Targeted, additional support	<p>In addition to Stages 1 - 2:</p> <ul style="list-style-type: none"> <li>• Early intervention and personalised provision</li> <li>• Inclusion of parents and child as part of a Plan – Do – Review cycle of targeted assessment</li> <li>• Targeted support within class through small groups and working individually with an adult</li> <li>• Additional group or individual programmes</li> <li>• Evidence based interventions delivered individually or in small groups</li> <li>• Differentiation of the curriculum to individual learning needs e.g. alternative methods of recording</li> <li>• Tools and resources to support access</li> </ul>	<ul style="list-style-type: none"> <li>• SENDCo made aware (Concern sheet completed, detailing evidence of intervention, impact and outcomes )</li> <li>• Differentiated planning and outcomes</li> <li>• Pupil aware of learning targets</li> <li>• Reviewed at Pupil Progress meetings with SENDCo</li> <li>• Assessment for Learning systems used to identify strengths/gaps</li> <li>• Intervention records completed weekly to record progress</li> </ul>

4	Targeted, intensive additional support	<p>In addition to Stages 1 – 3:</p> <ul style="list-style-type: none"> <li>• Multi-professional planning and coordinated support e.g. E.P. Service, Outreach Services (SAOS), Health colleagues, PHIG and CAMHS.</li> <li>• Personalised support, working on an individualised curriculum</li> <li>• High levels of adult support and modelling to enable access to the curriculum</li> <li>• Personalised resources e.g. work station if appropriate</li> <li>• Inclusion of parents/carers, child as part of a Plan-Do-Review cycle of targeted assessment and intervention</li> <li>• Individual Education Plan reviewed at least termly</li> <li>• Identified on school provision map, reviewed at least termly</li> <li>• Access to an adapted environment if appropriate</li> <li>• Individual modifications to the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil Passport</li> <li>• Individual Education Plan with at least termly review</li> <li>• Progress meeting with SENDCo</li> <li>• SENDCo monitoring provision</li> <li>• Intervention identified on whole school provision map.</li> </ul>
5	Provision over and above that which would be expected at universal and targeted support levels because pupil's needs are exceptional, severe, complex and long term.	<p>In addition to Stages 1 – 4:</p> <ul style="list-style-type: none"> <li>• Education, Health and Care Plan reviewed annually (Annual Review)</li> <li>• Multi-professional planning and coordinated support e.g. E.P. Service, Outreach Services (SAOS), Health colleagues, PHIG and CAMHS.</li> <li>• Personalised support, working on an individualised curriculum</li> <li>• High levels of adult support and modelling to enable access to the curriculum</li> <li>• Personalised resources e.g. work station if appropriate</li> <li>• Inclusion of parents/carers, child as part of a Plan-Do-Review cycle of targeted assessment and intervention</li> <li>• Individual Education Plan reviewed at least termly</li> <li>• Identified on school provision map, reviewed at least termly</li> <li>• Access to an adapted environment if appropriate</li> <li>• Individual modifications to the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Annual Review Meeting</li> <li>• Annual Review Report</li> <li>• Pupil Passport</li> <li>• Individual Education Plan reviewed at least termly</li> <li>• Termly progress meeting with SENDCo</li> <li>• Intervention identified on whole school provision map.</li> </ul>

To access additional support at a higher stage, Class Teacher needs to evidence that pupil is not making progress despite consistent provision at current stage of support.

**Mason Moor Primary School**  
**Individual Pupil Early Identification of Concerns**

<b>APPENDIX 2</b>
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<b>Pupil:</b>	<b>Class Teacher:</b>	<b>Year group:</b>
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<b>Reason for identification</b> e.g. concerns	
<b>Current learning targets</b>	
<b>Assessment data</b> e.g. Maths Literacy/Reading age	

<b>Strategies/interventions tried</b>	<b>Dates/duration</b>	<b>Outcomes/impact</b>

<b>Date of meeting:</b>	<b>Date set for review:</b>
<b>Plan/ Do/ Review 1 with SENDCo:</b>	
<b>Signature of SENDCo:</b>	<b>Signature of Class Teacher:</b>

<b>Date of meeting:</b>	<b>Date set for review:</b>
<b>Plan/ Do/ Review 2 with SENDCo:</b>	
<b>Signature of SENDCo:</b>	<b>Signature of Class Teacher:</b>

<b>Date of meeting:</b>	<b>Date set for review:</b>
<b>Plan/ Do/ Review 3 with SENDCo:</b>	
<b>Signature of SENDCo:</b>	<b>Signature of Class Teacher:</b>

**Mason Moor Primary Pupil Passport and IEP**

Pupil name:		Date of birth:					
Admission date:							
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	<a href="#">Year 6</a>
Class teacher:							

Date SEN support began:				
SEND need: (highlight)	Communication and Interaction	Cognition and Learning	Social, Emotional, Mental Health	Physical and/ or Sensory

Summary of targeted provision over time: E.g. Intervention programmes, additional adult support, speech and Language etc.				
	Targeted Provision	Impact	Date started:	Date finished:
Year R				
Year 1				
Year 2				
Year 3				
Year 4				
Year 5				
Year 6				

Name:							
All about me: (highlight)	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6 <a href="#">Autumn</a> <a href="#">Spring</a> <a href="#">Summer</a>

I am good at I like doing My favourite things are (at school and home)	
I would like you to know that:	
This means that:	

Autumn term date:			
	I find it difficult to:	It would help me if you could:	I will support myself by:
1	•	•	•
2	•	•	•
3	•	•	•

How I have improved :	
Pupil views:	
Teacher views:	
Parent views:	

Spring term date:			
	I find it difficult to:	It would help me if you could:	I will support myself by:

1	•	•	•
2	•	•	•
3	•	•	•

How I have improved :	
Pupil views:	
Teacher views:	
Parent views:	

Summer term date:			
	I find it difficult to:	It would help me if you could:	I will support myself by:
1	•	•	•
2	•	•	•
3	•	•	•

How I have improved :	
Pupil views:	
Teacher views:	
Parent views:	

## ROLES AND RESPONSIBILITIES

Provision for pupils with SEND is a matter for the school as a whole. The board of governors, in consultation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs. It maintains a general overview and has an appointed representative who takes particular interest in this aspect of the school.

**Governors** will ensure that:

- the necessary provision is made for any pupil with SEND
- all staff are aware of the need to identify and provide for pupils with SEND
- pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- parents are notified if the school decides to make SEND provision for their child
- they are fully informed about SEND issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for SEND

The **Headteacher** is responsible for:

- the management of all aspects of the school's work, including provision for pupils with special educational needs
- keeping the governing body informed about SEND issues
- working closely with the SENDCo
- the deployment of all special educational needs personnel within the school
- monitoring and reporting to governors about the implementation of the school's SEND policy and the effects of inclusion policies on the school as a whole

The **Special Educational Needs and Disability Co-ordinator** (SENDCo) is responsible for:

- overseeing the day to day operation of the school's SEND policy
- co-ordinating the provision for pupils with special educational needs
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other school staff
- helping staff to identify pupils with special educational needs
- carrying out assessments and observations of pupils with specific learning problems

- supporting class teachers in devising strategies, setting targets appropriate to the needs of the pupils, advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom
- liaising closely with parents of pupils with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents
- maintaining the school's SEND register and records
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information, e.g. class-based assessments/records, end of year tests, End of Key Stage Tests, etc
- contributing to the in-service training of staff
- liaising with the SENDCos in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other

**Class teachers** are responsible for:

- providing high quality teaching for all children
- assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENDCo, parents and pupil)
- regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum
- retaining responsibility for the child, including working with the child on a daily basis
- making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND
- directly liaising with parents of children with SEND

**Teaching Assistants (TAs)** should:

- be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND
- use the school's procedure for giving feedback to teachers about pupils' progress
- work as part of a team with the SENDCo and the teachers supporting pupils' individual needs and ensuring inclusion of pupils with SEND within the class.