



Special Educational Needs Information Report September 2024



Head Teacher:	Mrs P. Atkinson	Chair of Governors:	Ms J. Rae
SEN/D Co-ordinator:	Mrs H. Taylor	Local Authority:	North Lincolnshire
SEN/D Governor :	Mrs C. Featherstone	Dedicated SEN/D time:	3 days per week

Our Vision

At Brigg Primary School, we strive to create an inclusive learning environment where pupils' needs are met in ways that best suit their learning styles and individual needs. We aim to empower our pupils and ensure they have a voice that is heard. We take pride in inviting all pupils, regardless of need, to participate fully in all aspects of school life. At Brigg, we carefully support and challenge our pupils in order for them to reach their academic potential. Furthermore, we aim to fully prepare our pupils with the skills and confidence to move onto their next phase of education, and as citizens in the wider community. We fully understand the importance of successful home / school relationships and take pride in the open and honest relationships that we have with parents and carers. We endeavour to develop these relationships further and make improvements to our provision based on feedback we are given.

What is SEN/D?

At any time in their school life, a child or young person may have a Special Educational Need. The SEND Code of Practice 2015 defines SEND as:

"A young person has SEND if they have a learning difficulty or a disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- a) Has a significantly greater difficulty in learning than the majority of others the same age;
- or
- b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in a mainstream schools or mainstream post-16 institutions."

Where children's progress is significantly below age related expectations, despite high quality teaching, targeted at specific areas of difficulty, provision of SEN support may need to be made.

Signs that children need help may include:

- a child asking for help
- concerns are raised by families, staff or the child's previous school
- progress and achievement requires extra intervention and support
- there is a change in the pupil's behaviour; they may be reluctant to engage with learning or complete tasks at home

Under the Code of Practice (2015), SEN/D is categorised into the following four headings:

- **Communication and Interaction** e.g. speech, language and communication needs (SLCN), Autism Spectrum Disorder (ASD), Asperger's Syndrome.
- **Cognition and Learning** e.g. Specific learning difficulties (SpLD), moderate learning difficulties (MLD), severe learning difficulties (SLD) global developmental delay, dyslexia, dyscalculia and dyspraxia, profound and multiple learning difficulties (PMLD)
- **Social, Emotional and Mental Health difficulties** (SEMH) e.g. attention deficit hyperactive disorder (ADHD), depression, eating disorders, attachment disorders.
- **Sensory and/or Physical needs** e.g. vision impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI), Cerebral Palsy (CP).

We follow the statutory guidance on supporting children with medical conditions.

- Personal care is provided in a dignified and discrete way to ensure all children feel included.
- Medicines are administered by office staff or key people working with the child. However, a Health Care Plan for this is always decided upon with the child's parent.

Where children have medical needs and special educational needs, we will plan and deliver education provision in a co-ordinated way with their Education Health and Care plan (EHCP) if they have one.

The SENDCo

In line with the Special Educational Needs and Disability Code of Practice (2015) and the mandatory standards identified within National SENCo Award training, the SENCo has *'an important role to play with the head teacher and governing body in determining the strategic development of SEN policy and provision. They will be most effective in that role if they are part of the school leadership team (Section 6:87)*. The SEN Co-ordinator (SENCO) responsibilities may include:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

Our SENDCo is Mrs H. Taylor. She can be contacted via the school office: 01652 652155.

SEND figures at Brigg Primary School

Brigg Primary School and Nursery is an inclusive school, where every child matters. We embrace the fact that the needs of every child are different and aim to address them and support each child's development in the most appropriate way possible. We enjoy celebrating effort as much as achievement.

As of September 2024, we have 58 pupils who are on the SEN/D register and receiving additional support. This equates to 19.8% of the school population. We currently have 8 pupils with an Education, Health and Care Plan.

Identification and assessment of children with SEN/D

Throughout a child's education, they may have additional needs to their peers. These may be identified by school staff, by outside agencies working with the child or by parents/carers. In order to identify these as early as possible, we encourage parents/ carers to share information and concerns with us.


If a child is new to our school, we liaise with their previous school or setting and may also carry out baseline assessments on entry to identify any initial concerns or highlight any gaps in their learning.

We use teacher assessment as well as accurate and focused assessments, including standardised testing to identify any concerns. However, additional and different assessment tools may be required when children are making less than expected progress. Less than expected progress can be characterised as 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.

At Brigg Primary School and Nursery, a range of specific, more specialised assessments are used to assist in the identification of an individual child's needs in order to plan targeted programmes for them and to use as a benchmark for measuring the impact of subsequent interventions. These assessments may include:

- Scotopic Sensitivity Screening
- Wide Range Intelligence Test (WRIT)
- GL Assessment tool for Dyslexia screening
- Boxall Profile
- Strengths and Difficulties Questionnaire
- British Picture Vocabulary Scale
- Leuven Scale for Well-being and Involvement
- ASET Checklist
- Speech Sound Checklist
- Madeleine Portwood assessment of motor skills
- Wellcomm language assessment
- Specific Learning Difficulties Checklist



I am really impressed with the speed of provision and intervention that has been put in place for him in such a short space of time. He is now independently accessing the computer programmes at home to assist with his typing speed.

Progress in areas other than attainment is also considered e.g. where a child needs to make additional progress with social needs in order to be fully integrated into school life or make a successful transition to Secondary school. If behaviour is causing concern, it is always considered whether there are any underlying difficulties; if there are none, the class teacher would speak to parents/carers about any changes that might have happened at home or within the community. The class teacher / SENDCo would gather information about incidents occurring, at what time of day, during which lessons and behaviour/ABC checklists may also be used to analyse and consider any patterns of behaviour. Observations would be conducted in class / on playground

to record behaviours, considering involvement of others / environmental factors and an intervention devised taking into account all information gathered.

Parents/carers are always informed if school staff consider that their child may need additional support. At first a 'Cause for Concern' form is completed by the class teacher and two cycles of intervention are completed in consultation with the SENDCo. Following this, it may be decided that the child needs to be placed on the Special Educational Needs Register and parents are asked to sign an acknowledgement form where possible. We also recommend initially that eyesight and hearing are checked to discount these aspects as possible underlying causes of learning barriers.

Provision for children on the SEN/D register

At Brigg Primary, we use 'Graduated Approach' with five stages:

Graduated Approach

Stage 1 - Quality First Teaching

Stage 1 includes differentiated learning, class teacher support, teaching assistant support, same day / next day interventions and termly monitoring. A 'cause for concern' cycle may begin if a child has been identified as having a barrier to learning.

Stage 2 - SENDCo Support

At Stage 2, a child is placed on the SEN/D register and the Assess - Plan - Do - Review cycles start on their Individual Learning Plan (ILP). All of the elements of Stage 1 continue with SENDCo involvement, but their ILP states further additional provision (Specific interventions, strategies and/or specialist resources) required. At least termly review meetings with parents will be offered.

Stage 3 - Outside Agency Support

At Stage 3, a Graduated Approach continues - Assess - Plan - Do - Review with all elements of Stage 1 and Stage 2. In addition to this, outside agency involvement will begin (e.g. Speech and Language Therapist, Occupational Therapist, Educational Psychologist, Downright Special, Hearing and Vision Team, Complex Behaviour Team, CAMHs, ASET). Outside agency assessments and multi-agency meetings may take place. At least termly review meetings with parents will be offered.

Stage 4 - Education, Health and Care Needs Assessment Request

At Stage 4, all elements of Stages 1-3 will take place, with the additional steps of:

- Evidence having been collected for an education, health and care needs assessment request.
- Request submitted to Local Authority

Stage 5 - Educational Health and Care Plan (EHCP)

At Stage 5, a child will have an EHCP and will continue the cycle of Assess-Plan-Do-Review with multi-agency support if / when requested. An annual review will take place as well as termly meetings being offered.

Assessing and reviewing:


- All children are subject to accurate and focused assessments every term. However, some children with SEN/D may also be assessed using the specialised assessments outlined above.
- We track pupil progress every term.
- We review and evaluate Individual Learning Plans every term.
- We carry out a cycle of consultation meetings, based on the Graduated Approach and Assess-Plan-Do-Review model.



- We hold Annual Review meetings for pupils with SEN/D who have an Education Health Care Plan (EHCP).
- When children are assessed by external agencies (e.g. Educational psychologist), meetings take place with the parents/carers and the class teacher to discuss the findings and how best to address the child's need and meet targets.
- When assessing children with SEN/D, we consider the child's recording need. If a child requires a reader, a scribe, additional time or rest breaks in the classroom environment then it will most likely be permitted during standardised tests and assessments.

Children who are on the SEN/D register are rigorously monitored and we continuously evaluate the effectiveness of provision by:

- Reviewing and evaluating Individual Learning Plans every term.
- Using assessment information, progress rates and pre- and post-intervention scores.
- Using attainment and progress data for children with SEN/D as part of the whole school tracking of children's progress every term.
- Monitoring the SEN/D provision during learning walks.
- Monitoring the SEN/D provision and moderating assessment through book scrutiny.
- Gathering parent, staff and pupil voice regularly.




He tries so hard and has made progress this term. He is becoming more independent with his homework, being in the small groups definitely helps with his writing at home.

How are pupils and their parents/carers involved in decision making?

Involving parents/carers and children is central to our approach, and we do this through:

- Parents' Evenings or Open afternoons/ evenings which take place termly for every child.
- Annual reports shared between the school and parents/carers on their child's progress. These formal reports will compare a child's attainment with national expectations and are written once per academic year.
- Parents/carers are informed throughout the termly review process of Individual Learning Plans and have the opportunity to share their views, wishes, feelings and future aspirations. Parents/carers will receive a copy of the Individual Learning Plan each time it is reviewed. For parents/carers of children holding an Educational Health Care Plan, this will be in addition to an annual review.
- Additional meetings may be set up as required or as requested by parents/carers to discuss particular aspects of a child's SEN/D. We particularly welcome information from parents/carers about how their child learns best in order that it can be shared with those people who teach their child.
- Parents/carers are given specific advice where necessary to support their child outside of school.
- Parents/carers are invited, where appropriate, to meet with other professionals/external agencies involved with their child to discuss progress and outcomes of assessments.
- A Lead Learning Mentor is available throughout the day for parents/carers to ring or meet face to face in a morning/evening as children arrive/leave school.
- Individual Learning Plan targets are discussed with children and they are asked to contribute their pupil voice termly. This is actively encouraged throughout the school and children are supported where necessary (age appropriate) to think of areas for development and how best to develop in these areas in school and at home.
- Pupil voice is gathered as part of SENDCo monitoring.
- Individual Learning Plan targets are printed on stickers with pupil's planners so both they, and parents, have updated targets each term.

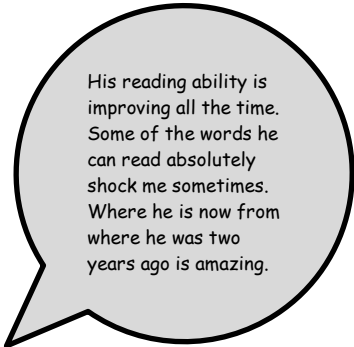


The communication between school and home has been fantastic and we as a family feel really well supported.

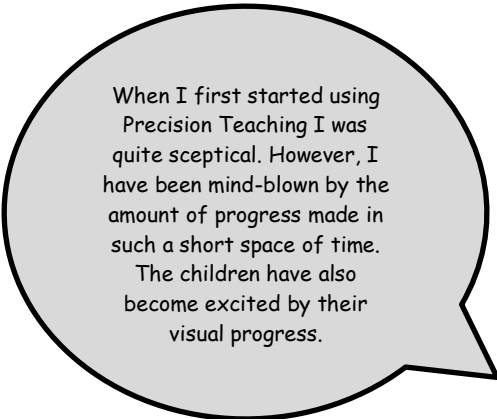
Alongside the above, informal discussions take place daily to celebrate individual successes. Our parents/carers appreciate the way in which class teachers and the SENDCo are easily contactable via the school office/telephone and via Class Dojo.

What is our approach to teaching pupils with SEN/D?

- Our Graduated Approach ensures that pupils are closely monitored and move throughout the stages if / when they need to. The continuous cycle of assessing, planning, teaching and reviewing is firmly embedded, which takes account of the wide range of abilities, aptitudes and interests of our children; the majority of our children will learn and progress within these arrangements.
- At Brigg Primary and Nursery School, all children identified with SEN/D will have full access to and engage in activities available with children and young people in the school who do not have SEN/D. This will take account of all Health/Safety and Risk Assessment etc.
- Quality first teaching takes place in all classrooms with the setting of high expectations and the provision of opportunities for all to achieve.
- Provision for children with SEN/D is a matter for the school as a whole, as all teachers are teachers of children with SEN/D. Children with SEN/D will receive support that is additional to or different from the provision made for other children. All teachers take account of a child's SEN/D in planning and assessment and enable them to learn by removing barriers to learning they may have.
- Some children require specific provision throughout aspects of the learning and / or their day where as other pupils require intervention and specific targeted work to achieve their targets. Intervention and / or provision is clearly outlined on their Individual Learning Plan.
- We work in partnership with all of our families and external agencies where appropriate to make high aspirations a reality for every child, taking specific action to create effective learning environments, secure children's motivation and concentration, provide equality of opportunity, use appropriate assessments and set suitable targets for learning.



His reading ability is improving all the time. Some of the words he can read absolutely shock me sometimes. Where he is now from where he was two years ago is amazing.



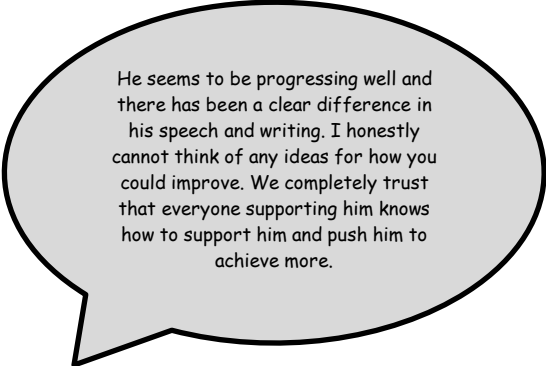
When I first started using Precision Teaching I was quite sceptical. However, I have been mind-blown by the amount of progress made in such a short space of time. The children have also become excited by their visual progress.

- We acknowledge that not all children with disabilities necessarily have special educational needs. All our teachers take action however, to ensure that children with disabilities are able to participate as fully as possible in the school curriculum and statutory assessment arrangements. Potential areas of difficulty are identified and assessed at the outset. Teachers plan enough time for the satisfactory completion of tasks; plan opportunities, where required, for the development of skills in practical aspects of the curriculum.

How do we adapt the curriculum and environment to enable children with SEN/D to engage in all activities?

The curriculum is scaffolded and differentiated to meet the needs of all our children. Differentiation may occur in the classroom by:

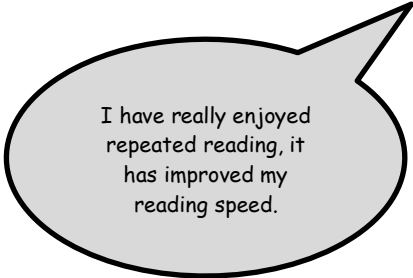
- Grouping (e.g. small group, 1:1, ability, peer partners/class experts)
- Content of the lesson
- Teaching style
- Lesson format (e.g. thematic games, simulations, role-play, discovery learning)
- Pace of the lesson
- Provision of alternative recording methods (e.g. scribing, use of ICT, mind mapping, photographs etc)
- Outcomes expected of individual children
- Materials used
- Level of support provided
- Provision of alternative location for completion of work




He seems to be progressing well and there has been a clear difference in his speech and writing. I honestly cannot think of any ideas for how you could improve. We completely trust that everyone supporting him knows how to support him and push him to achieve more.

We receive advice and support from external agencies, both general and for individual pupils. Adaptations that may be used within the classroom are:

- Most advantageous positioning of children who are Visually or Hearing Impaired
- Use of coloured overlays and exercise books for children with scotopic sensitivity or dyslexic tendencies
- Alternative means of recording, e.g. laptops / iPads and the use of 'Clicker Sentences'
- Use of writing frames and modelled examples
- Use of physical apparatus e.g. writing slopes, foot blocks, adapted paper and triangular pencils
- Use of sensory equipment e.g. black-out tents, stretch suits, peanut balls etc.
- Use of Makaton to aid communication
- We endeavour to ensure that our class rooms are Autistic Spectrum Continuum friendly including use of visual timetables and personalised timetables as necessary, quiet work stations, areas of retreat and labelled resources.
- Have group rooms available to provide quiet work areas for 1:1 or small group work.



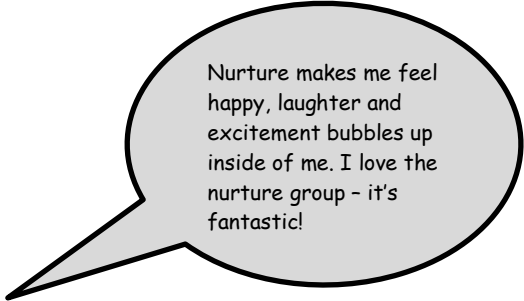
I have really enjoyed repeated reading, it has improved my reading speed.



He has made great progress with his learning targets. He has made great progress with his speech and has now been discharged.

For children with social, emotional and mental health needs, we offer a range of support:

- A 'Forest Family Team' with designated 'Forest Family' Staff, who provide activities to meet the social and emotional needs of our children. The activities may change on a termly basis, but often include:
 - Time to Talk
 - Drawing and Talking
 - Lego teams
 - Art Therapy
 - Blob Tree Feelings
 - Socially Speaking
 - 1:1 Counselling (including bereavement)
 - Lunchtime support
 - Turn taking games and activities



Nurture makes me feel happy, laughter and excitement bubbles up inside of me. I love the nurture group - it's fantastic!

Attendance

Good attendance is so important for the all-round development of children and can impact greatly on their progress. Our Lead Learning Mentor and attendance officer are responsible for monitoring and supporting attendance. In order to monitor and support attendance we:

- Carry out first day phone calls to establish pupil absence.
- Inform parents with a letter when their child's attendance falls below 95%.
- Send a further letter and arrange a meeting with parents when their child's attendance falls below 90%.
- Monitor lateness and work with parents if this is habitual.
- Have a daily breakfast club onsite.
- We follow the new attendance framework guidelines.
- In order to support staff with the emotional and social development of children, we are able to seek:
 - Specialist advice from an Educational Psychologist.
 - Specialist advice from colleagues at With Me In Mind, CAMHS, the Behaviour Support Team and ASET.

What expertise and training do our staff have to support children with SEN/D and how will specialist expertise be secured?

At Brigg Primary School and Nursery we are committed to developing the ongoing expertise of our staff and are proud to have:

- A qualified SENDCo who holds a *National Award in Special Educational Needs Co-ordination* and has experience of working alongside the Special Needs Team in North East Lincolnshire Council, as well North Lincolnshire Council.
 - Our SENDCo has 3 days per week to manage SEN/D in the school.
 - Our SENDCo is a participant on the SENDAP panel for North Lincolnshire Council.
 - Our SENDCo attends a 'Reflection and Action' group and SENDCo network meetings once per term.
 - Our SENDCo has completed the 'Senior Mental Health Lead' certificate run by The National College.
 - Our SENDCo attends termly SENDCo networking meetings.

- Our SENDCo took part in the 'Peer leader' pilot scheme and continues to mentor another SENDCo for the second academic year.
- A 'Forest Family Team' led by a Lead Learning Mentor
- Teaching Assistants who are trained to deliver a range of interventions
- Qualified First Aiders and Paediatric First Aiders
- A qualified Forest School Leader with an Outdoor First Aid qualification
- Teaching and non-teaching staff who have completed Safeguarding and Prevent training
- Teaching and non-teaching staff who have completed Team Teach training.
- A Head Teacher who was previously a SENDCo for over 10 years
- A head Teacher with post graduate certificates in social, emotional and behavioural difficulties.

Under the SEN Code of Practice legislation, schools and academies need to offer high quality professional development and training to the work force. At Brigg Primary School and Nursery, staff have received CPD in the following:

- Little Wandle
- TeamTeach
- Scotopic Sensitivity Screening
- Attachment and Trauma training
- Precision Teaching
- Restorative Practice
- Speech and Language Toolkit
- Makaton
- Numicon
- Social Stories
- North Lincolnshire's Local Offer
- The new SEN/D Code of Practice
- An Introduction to Downs Syndrome
- Autistic Spectrum Awareness
- Dough Disco
- Foetal Alcohol Syndrome
- Physical Disability team training
- Managing big emotions CPD
- My Happy Mind introduction and implementation

The way that the Precision Teaching was modelled and explained was brilliant. It has been very easy to set up and a great tool to have in the classroom.

The training on Downs Syndrome was insightful and helped me to understand how to support pupils effectively.

At Brigg Primary School and Nursery, we also engage with a range of professionals and external agencies, including:

- Local Authority Educational Psychology Service
- Speech and Language Therapists
- Autism Spectrum Education Team (ASET)
- Children and adolescent mental health service (CAMHS)
- Behaviour Support Team (2-12)
- Complex Behaviour Team
- Physical Disability Team
- Vision Impairment Team
- Occupational Therapists
- St Luke's Outreach Team
- Downright Special Education - Hull
- Children's Safeguarding Service

Dough Disco is a fun way to incorporate fine motor skills and hand-eye co-ordination.

I have really enjoyed using the typing skills games, and have improved my speed by lots!

- Children's Centre
- School Nursing Team
- Physiotherapy
- Changing Minds, Changing Lives
- Special Educational Needs and Disability, Information, Advice and Support Service (SENDIASS)
- Local Authority Support Services - Inclusion, Pastoral and the Education Welfare Officer
- With me in Mind

Some of these services are paid for through a Service Level Agreement with the Local Authority or they are paid direct to the outside agency.

Finance and budgeting

At Brigg Primary School and Nursery, we allocate our SEN/D budget for:

- Staffing, including external agency support e.g. Educational Psychology Service and Downright Special Education
- Equipment and facilities to meet the needs of all children requiring additional support either recommended by the school or by external agencies supporting the pupil.
 - The resources we provide to support children with SEN/D include coloured overlays, coloured exercise books, ICT software and writing aids e.g. pencil grips or tripod pencils.
 - The facilities our school have to support children with SEN/D include a disabled toilet, wheelchair access and a nurture room for quiet retreat.
- Alternative provision to support an identified child to overcome barriers.
- Training to ensure that staff have up-to-date knowledge and are appropriately equipped to meet the needs of pupils with SEN/D and to deliver interventions effectively.

The impact of interventions and provisions for pupils with SEN/D

- The SENDCo closely monitors the impact of intervention and provision each term. As a result, staff training needs can be identified and individual pupils can be identified for further assessment and / or monitoring.

Statutory assessment

We aim for all pupils to take part in the statutory assessments within school, but there may be some circumstances which mean that individuals do not participate in these. We communicate closely with parents / carers in advance to gather their views and ensure they fully understand procedures and decisions. The following assessments were compulsory in the academic year 2023-2024:

- Year 1 phonics screening test
- Year 4 multiplication test
- Year 6 standard assessment tests (SATs)

Attainment of pupils with SEN/D in the statutory assessments 2023-2024:

Year 1 phonics screening 2024:

Number of pupils with SEN/D in Year 1	7	Number of pupils with SEN/D in Year 2 who resat the check	6
% of pupils in Year 1 with SEN/D who passed the check	57%	% of Year 2 pupils with SEN/D who passed their resit	0%

Year 4 Multiplication check 2024:

Number of pupils in Year 4 with SEN/D	% of pupils with SEN/D who passed the multiplication check
12	25%

Year 6 SATs 2024:

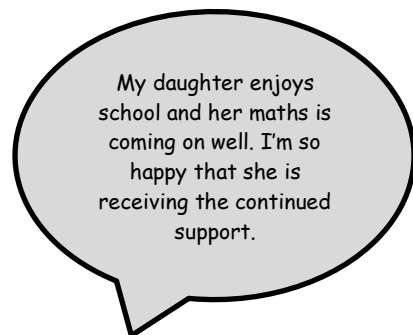
	% of SEN/D pupils achieving age-related expectations or above
READING - 8	66%
WRITING - 3	25%
MATHS - 4	33%
GRAMMAR, PUNCTUATION AND SPELLING - 2	17%

The designated SEN/D Governor aims to meet with the SEN/D Co termly to monitor the impact of provision and interventions. This information is compiled into a report which is presented to all Governors at the termly Full Governing Body meeting.

Transition to and from Brigg Primary School

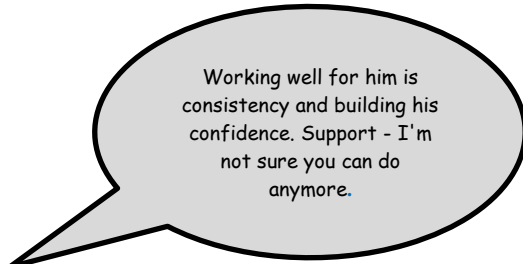
For all children with previously identified SEN/D entering our school, we ensure everyone involved is informed and prepared for their start. On entry to our school this involves:

- An initial phone call to discuss needs and gather background information will take place between parents and the school administration team.
- Parents/carers and new pupils are always offered to look around the school prior to their start date and meet the SENDCo whenever possible.
- Information is gathered from previous schools and external agencies in order to fully understand any additional needs a pupil has prior to their start date.
- Documentation is transferred securely between schools.
- A baseline assessment may be carried out during the settling in period.



When children leave our school, we work with the receiving school to ensure that the transition is as seamless as possible. In preparation for this, we ensure that:

- Good links are established with the secondary schools, where the majority of pupils transfer to.
- A detailed transition process for vulnerable year 6 pupils which begins in the spring term may be put in place. Parents are involved in this process throughout, including visits.
- The school engages all year 6 pupils in dedicated transition days and additional support is put in place where necessary. This may include additional transition days, social stories and transition books.
- All records of pupils leaving either Year 6 or mid-year are sent on with a notification or signature on receipt where possible.



Who can parents or carers contact for further information?

For more information or to raise any concerns:

- The first point of contact for any parent/carer should be the class teacher.
- An appointment with our SENDCo can be made through the school office.
- Our school welcomes the involvement of Special Educational Needs and Disability, Information, Advice and Support Service (SENDIASS) to support families within the school setting.
- Any formal complaint must be addressed using the appropriate 'Complaints Procedure'.

North Lincolnshire's Local Offer

Local Authorities are required to publish a 'Local Offer' which sets out support that is available for children and young people with SEN/D in the local area.

North Lincolnshire's Local Offer tells you how to access services in this area and what to expect from these services. You can find the Local Offer on the council website: <https://localoffer.northlincs.gov.uk/>

How do we plan to develop and enhance the school provision in the next academic year?

Our strategic plans for developing and enhancing school provision in our next academic year include:

- Further developing the structure of in-class support by ensuring children understand their targets and work on these throughout lessons as well as interventions to maximise the progress made.
- Building a relationship with the new SEN/D governor and working together to monitor SEN/D provision.
- Continuing to address training needs that arise throughout the year and are identified through staff voice, monitoring and provision mapping analysis.
- Continuing to build a larger selection of key interventions which have a proven impact on progress.
- Making amendments to policies and reports in line with the guidance provided by the Local Authority and also changes in our school practice.
- The development of the SENDCo's leadership skills through continuing the peer leader mentor role within the local authority.