PINEWOOD

Est. 1875

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

A Whole-School Policy including the EYFS

This document is written with reference to:

- 0-25 SEND Code of Practice 2015
- OCC SEN Guidance (September 2020)
- Equality Act 2010: advice for schools DfE May 2014
- Admissions policy
- Curriculum policy
- Monitoring & Evaluation policy
- Early Years policy
- Enrichment policy
- EAL policy
- Prevent policy

This policy is monitored by the Head of Learning Skills/SENDCo. It will be reviewed annually.

Introduction

At Pinewood School we aim to provide a curriculum that is appropriate to the needs and abilities of all our children. Teaching and learning are planned and differentiated in such a way as to help each child achieve their potential.

This policy is an integral part of the school's broader inclusion policy of educational opportunity for all pupils and states our commitment to providing an environment in which all pupils are enabled to realise their potential.

We recognise the right of pupils with special educational needs to have access to appropriate support, and for those with disabilities to have reasonable adjustments made for their needs, in order that all pupils may access the opportunities available at Pinewood.

Definitions

SEND Code of Practice 2015:

*xiii A child or young person has **SEN** if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.*

*xiv A child of compulsory school age or a young person is considered to have a **learning difficulty or disability** if he or she:*

- *has significantly greater difficulty in learning than the majority of others of the same age, or*
- *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 mainstream schools*

*xv For children aged two or more, **special educational provision** is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools*

Equality Act 2010:

*You are **disabled** under the Equality Act 2010 if you have a physical or mental impairment which has a 'substantial'* [more than minor or trivial] *and 'long-term'* [a year or more] *negative effect on your ability to do normal daily activities.*

Aims

Through this policy, we aim to:

- ensure that all pupils are able to access all the opportunities available at Pinewood
- ensure that the curriculum is accessible to all, with lessons planned to address potential areas of difficulty and to remove barriers to pupil achievement
- identify and provide appropriate support for pupils with SEND as early as possible
- have high aspirations for pupils with SEND
- ensure that pupils are able to express their views on their learning and are listened to
- ensure that parents' views are taken into account when provision is planned for their child/ren
- ensure open, effective and regular communication between the school and parents of children with SEND
- ensure good communication within the school about pupils' needs and effective provision
- provide support, advice and training for all staff working with children with SEND, ensuring a good level of staff expertise
- establish effective links and partnerships with other professionals and outside agencies, where appropriate, including Speech & Language Therapists, Occupational Therapists, Behavioural Optometrists, Visual & Hearing Impairment agencies and Educational Psychologists
- be guided by the 0-25 SEND Code of Practice 2015

The Learning Skills Department

At Pinewood, every teacher is a teacher of every child, but the Learning Skills department is responsible for coordinating the provision made for those children with special educational needs and disabilities, as well as supporting staff in providing for those with additional needs.

The LS department offers support for a wide range of needs, including those associated with communication and interaction, cognition and learning (e.g. specific learning difficulties such as

dyslexia, dyscalculia and dyspraxia), social and emotional skills and also sensory/physical skills (e.g. visual, hearing or motor impairments).

The Head of Learning Skills (HoLS)/Special Educational Needs and Disabilities Coordinator (SENDCo) is:

- Mrs Hatty Davies, BA (Hons), Level 5 Diploma in Teaching Learners with Dyslexia, Specific Learning Differences and Barriers to Literacy, Level 7 Certificate in Assessing & Teaching Learners with SpLD/Dyslexia
-

Our other specialist teachers are:

- Miss Charlotte Brassington, BSc (Hons), PGCE, Cert Advanced Ed Practice (Literacy Difficulties)
- Mrs Jo Lane, BSc (Hons), Level 7 Certificate in Advanced Ed Practice (Literacy Difficulties)
- Mrs Arabella Ferrer,

The Learning Skills department works closely with the Well-being department which is housed in the same space in the Hoyland building.

Additional support may also be provided by other teaching assistants (TAs) in the EYFS, Pre-Prep, Lower & Middle School.

The roles and responsibilities of staff for SEND provision are listed at Appendix 1.

Objectives of the Department

- To identify and respond to SEND as early as possible in order to make appropriate and effective provision and improve long-term outcomes.
- To maintain an up-to-date register of children with additional needs (the SEND Report on the school's information management system - iSAMS).
- To support and advise teaching staff on strategies and effective interventions to use in class, arrange in-class support or group work where appropriate, or carry out suitable programmes of work for a Booster group or 1:1 specialist teaching.
- To put in place targets as necessary, support staff in their implementation and review progress with staff, children and parents.
- To adopt positive strategies to help children with communication/interaction difficulties, social/emotional skills and sensory processing disorders (usually via a Personalised Support Plan).
- To liaise closely with the Head of Well-being and to make ELSA and 1:1 referrals to the Well-being department.
- To recommend referral to other professionals and outside agencies, where appropriate, that will enable children to receive the help they need quickly and effectively.
- To assist in making reasonable adjustments for those with a disability, through research and liaison with outside agencies, parents, children and staff.
- To maintain regular communication with parents and to work in partnership with them, keeping them informed of progress and regularly reviewing the appropriateness and effectiveness of provision.

- To contact previous and future schools to ensure relevant information is passed on and suitable provision is made for each child with SEND.
- To keep up-to-date LS Lesson Logs, Individualised Learning Plans, Personalised Support Plans, records of assessments, reports and all relevant communications.
- To maintain a high and current standard of expertise by undertaking relevant training.
- To support staff with a special interest in SEND by meeting informally and identifying possible training.
- To organise and deliver INSET for staff on specific topics relevant to our children and update them on developments in SEND.
- At all times, we seek to build confidence, encourage independence and develop the self-esteem of the children at Pinewood.

Identification, Assessment & Review Arrangements

Identification

- The Head of Learning Skills (HoLS) attends weekly Prep school and Pre-Prep school (including EYFS) staff meetings, weekly Senior Management Team (SMT) meetings, weekly meetings with Head of Pre-Prep, weekly year-group meetings, half-termly Pastoral Committee meetings, half-termly Heads of Department (HoDs) meetings and some set moves meetings as appropriate.
- HoLS to meet informally with teaching, boarding and other staff whenever need arises.
- These forums provide the opportunity for staff to raise and share concerns about individual children and allow for further discussion.
- Teaching staff who are concerned about any child/ren in the classroom setting should initially consult their HoD and implement any suggestions in their teaching.
- Continued concern should be discussed informally with the HoLS who may suggest further strategies.
- Ongoing staff concerns about pupils are formally noted to the HoLs by means of a Concern form, supported by evidence of what has been tried in the class setting; parents will also have been notified of the concern at this stage.
- The HoLS will liaise with the wider teaching staff to gather further evidence and arrange to observe the child in class.
- Whole school assessments are monitored by the HoLS in conjunction with all staff and especially with heads of academic departments. Assessments include annual reading and spelling assessments, AR reading assessments, VR and NVR tests, Progress in English & Maths assessments, National Curriculum levelling (in Pre-Prep and EYFS) and internal exams. The HoLS will make note, in particular, of standardised scores. A standardised score of below 85 is considered to be 'below average' and will often indicate the need for further support.
- Strategies and appropriate interventions are suggested and implemented to address the concern.
- Progress & provision are reviewed at a suitable date and next steps planned accordingly.
- If a specialist teacher assessment, a well-being intervention (such as ELSA, Drawing & Talking therapy or 1:1 well-being support) or referral to an outside agency seems appropriate, then the HoLS will liaise with parents.
- Where appropriate, parents, children and outside agencies speak with the HoLS when a child moves to Pinewood, to ensure continuity of provision.

- Any member of staff, any parent and the children themselves may identify a child at any time. Parents and children may approach any member of the teaching staff to initiate the procedure.

Assessment

- Following discussion with teaching staff, observation of the child in class if appropriate and consideration of the evidence collated, the HoLS determines a course of action.
- This action may include: continued differentiation within the classroom, specific strategies to be adopted, collaborative small group working, individual or small group in-class support (Universal support); inclusion in a Booster group (Targeted support); 1:1 or paired personalised teaching; in-house well-being support or referral to an outside agency (Specialist support).
- Standardised assessments may be used if the HoLS feels they are appropriate. The results of all standardised assessments are available to parents and are stored in the Learning Skills Shared Google Drive/isams.
- In the case of Specialist 1:1 or paired support being recommended, parents are contacted by a member of the LS department. A meeting to discuss this support may be appropriate. This meeting may also involve the Head of School, form tutor or the member of staff who originally completed the Concern form.
- In any case, action is agreed and recorded and a suitable date for review is set.

Review

- The progress of the child is regularly reviewed by the HoLS and teaching staff, and next steps are planned. Key information is kept up to date on iSAMS.
- There is ongoing, informal discussion about children's progress between staff during non-contact times.
- The meetings attended by the HoLS allow for ongoing discussion about a specific child's progress.
- Universal & Targeted support is reviewed by the class teachers in their planning, meetings and with the Learning Skills team. Teaching staff also write full reports for all children and meet parents to discuss progress at parents' evenings.
- Review is an integral part of our 1:1 LS support. LS teachers also review and evidence progress by reference to LS assessment results, AR star reading scores, class work, classroom observation, whole school assessments, internal exams and discussions with class teachers.
- Parents and LS teachers are in regular contact to review a child's progress and provision, by email, telephone and meetings.
- 1:1 and paired support progress is reported to parents and form teachers by a termly email. Group support progress is reported to teachers by a termly update which is shared with parents as appropriate. Regular updates on pupils' progress are also given to parents and form teachers throughout the term as appropriate.
- Formal re-assessments are carried out for all 1:1 pupils by LS staff annually in Summer term and results are accessed via Learning Skills Department Shared Google Drive and isams. Significant changes in assessment results are communicated with relevant staff and noted on pupil's Learning Plans/SEN snapshot.
- The HoLS may also re-assess other children to review their progress, possibly to gain evidence for exam access arrangements and to review the need for intervention.

SEND Provision

Inclusion and Access to the Curriculum

Children with SEND have access to the full breadth of the curriculum by:-

- Teachers being informed through regular communication, through the SEN Snapshot, SEND Report and the Learning Plans/Support Plans of any special educational needs or disabilities and of how they can help in class.
- Teachers organising their classrooms and planning activities according to the needs of the pupils.
- Teachers adapting teaching methods to match the learning styles of the pupils.
- Teachers being flexible about organising and managing teaching groups to increase the support available to children with additional needs; this may include support given by teaching assistants, available LS staff and use of co-operative group working.
- A flexible approach to recording methods used by children (such as use of ICT).
- Access to a range of resources and equipment in the LS department to assist children with specific learning needs.
- Sharing resources and expertise, where beneficial.

Universal support: High Quality Teaching

- Pinewood offers a broad and balanced curriculum to all pupils.
- Teachers work in collaboration with HoDs and the HoLS to ensure that the teaching in their classrooms is appropriately planned, organised and differentiated, and therefore accessible to all pupils, taking into account their individual needs. This inclusive practice of high-quality teaching should eliminate the need for additional provision for most pupils.
- In-class individual or small group support may be offered as part of that process of differentiation, using teaching assistants and available LS staff.
- LS staff take weekly spelling groups in Lower School, as appropriate.
- LS offer support during daily reading slots throughout the school through reading programmes such as Toe by Toe, Stride Ahead or Five Minute Box, structured group reading sessions or listening to individual children read.
- If there is an ongoing concern, which has been discussed with parents, a child may be flagged to the HoLS for monitoring or targeted input.

Targeted support: Booster Groups

- If a more specific need is identified, the class teacher liaises with parents to discuss the child's inclusion in a Booster group for more targeted support.
- These are small groups of approximately 3-8 children run by a specialist LS teacher on a weekly basis, reviewed half termly.
- Groups aim to boost the children's confidence in an area specified by the class teacher, and also serve to identify any possible specific difficulties.
- A group Lesson Log is kept.
- At the end of each term, the LS teacher will liaise with the class teacher to feed back on the Booster group and plan any further provision.
- If further assessment or referral is recommended, this will be discussed with parents by the Learning Skills department.

- If further support is needed this may take the form of support within the classroom, an extended Booster group or 1:1 specialist intervention.

Specialist support: Personalised 1:1/paired Provision

- Where 1:1/paired/ group specialist intervention is considered appropriate by the HoLS, a child will be allocated a specialist Learning Skills tutor who will meet with the child and contact parents to discuss needs, provision, targets and outcomes.
- The LS tutor will liaise regularly with parents and with the child's teachers to monitor progress and review provision.
- A lesson log will be kept, recording LS targets, work covered and evaluation of progress made.
- An Individualised Learning Plan will be drawn up with the pupil within half a term to provide teaching staff with relevant information, including aspirations, strengths, weaknesses, how to support the child in the classroom and interventions in place. This is shared with parents and staff.
- LS staff work with each pupil according to their needs. The majority of our 1:1 pupils have a 40 minute session of LS support weekly, but more, or alternative support, may be accommodated as the timetable/staffing allows.
- LS teachers work individually with pupils to develop skills to become independent learners, and may work alongside them in the classroom if appropriate.
- Targets are set for 1:1 lessons. These are drawn up in conjunction with teaching staff, children and where appropriate parents, and are reviewed as necessary.
- The primary focus of 1:1 lessons is intended to improve the acquisition and independent application of literacy and/or numeracy skills. Some lessons may focus on developing social and emotional skills and may help with personal organisation.
- As children move up through the school there may be a shift to curriculum-based tasks, study skills, an understanding of personal learning style, essay writing, revision and exam techniques.
- At all times we seek to build confidence, encourage independence and develop self-esteem.
- 1:1 provision is reviewed termly to ensure appropriate provision and that progress is being made. Following discussions with class teachers, Heads of School and Learning skills teachers and by looking at assessment data results, support may be increased, reduced or stopped according to need and the HoLS decision on this will be final. Parents will be informed when, and given reasons why, 1:1 provision is altered.
- Parents will also be informed that any provision will be subject to the school's available resources.
- Referral to outside agencies may also be recommended if it is felt that a child is not making expected progress despite targeted or specialist provision, or if updated information is requested prior to transfer to senior school.

Education, Health and Care (EHC) Plans

- 'For pupils whose needs are complex or severe, and incorporate health or care needs alongside educational ones.'

At parents' request, where a pupil has complex needs and does not make sufficient progress despite the school having taken purposeful action, we will work with parents to access whatever

support is available through the Local Authority. We will also refer to outside agencies, as appropriate and agreed by parents.

Resources

- The school employs 3 specialist teachers in the Learning Skills department, who are available for specialist teaching, Booster groups, in-class support and advice throughout the school.
- The Learning Skills department comprises 4 purpose-built teaching rooms in the Hoyland building and houses a considerable range of specialist resources for use by staff, children and parents (by agreement). It also incorporates the Well-being department which includes a Nurture Hut, breathing space and Lego resources.
- A library of specialist SEND literature is held within the LS department and is available to all staff, parents and children.
- Reading books suitable for children with SEND are held in the LS dept & school libraries.
- Resources suitable for the classroom, such as timers, sensory fiddle/chew objects, wobble cushions, lap weights, writing slopes, reading rulers, pencil grips etc, are available from the LS department as needed.
- The need to make reasonable adjustments for children with special educational needs and disabilities is recognised and specific resources may be acquired on an individual basis, as necessary e.g. a practical resource or programme may be purchased as recommended by an outside professional's assessment.
- The school's librarian will source other specific books and artefacts, as required.

ICT

- The Learning Skills department uses a variety of software programmes and internet resources to support teaching and research.
- A child may also generate Word/Google documents, make use of Google Classroom or practise touch typing within a 1:1 session as part of their programme of work.
- The department may buy in specific software, as appropriate.
- The department has access to approximately 25 Chromebooks which are allocated to children on a need basis e.g. if this has been recommended by an Educational Psychologist or Occupational Therapist, or if the school feels that the child would benefit because of poor handwriting or organisation. This is done with parents' consent.
- The department also has access to 3 ipads for use within the LS department.
- The children are only permitted to use school laptops/tablets, except in exceptional circumstances agreed by the school and parents.
- The department also has access to an 'Exam Reader Pen' which is being trialled by some older students to help their reading independence.

PSHE+C ('Life Skills')

- It is the role of Learning Skills staff to support the children at Pinewood, and the environment we cultivate is one of safety and respect to enable a child's voice to be heard.
- Our input to PSHE+C is usually implicit rather than explicit. A child may come and find a member of the LS staff, needing support with a particular issue e.g. facing new challenges positively or seeking help to move on responsibly.

- The LS teacher may listen to a child, talk through an issue and help them to draw a positive and workable solution.
- Any issues dealt with in 1:1 lessons are recorded on our Lesson Logs.
- Where appropriate, the LS teacher will communicate the details of any PSHE+C issues to the child's form tutor, Head of School or the Head of Well-Being & Emotional Support.
- Any safe-guarding concerns would be referred directly to the school's designated Safe-Guarding Lead.

EAL (English as an Additional Language)

A number of children at Pinewood have English as an additional language, or may speak an additional language at home. These children are identified, for staff awareness purposes, on the SEND Report on iSAMS. However, EAL needs are not considered to be SEND and are dealt with distinctly. We do seek to ensure that children with EAL have full access to the curriculum by ensuring that their acquisition of English is supported, as appropriate. This may mean that some in-class, small group or 1:1 interventions are arranged.

Prevent

The Learning Skills department recognises the need to safeguard children from the risks of radicalisation, whilst also developing their understanding of the importance of diversity in our society. In our 1:1 lessons and small group teaching we are often uniquely placed to address issues and views as they arise, particularly when the support we provide spans the curriculum. We encourage children to share their views and experiences, but aim to present a balanced perspective which places their ideas in a wider context, and helps them to respect and value diversity.

Parents in Partnership

- The importance of effective and regular dialogue between teachers and parents is fully recognised.
- Parents and LS staff liaise regularly to review children's progress, via email, telephone or meetings. Parents of 1:1/paired support pupils will receive written feedback on progress each week. The progress of children in a Booster group is discussed with class teachers and shared with parents as appropriate.
- The school's policy for SEND is available to parents on the school's website.
- The school has a procedure in place for complaints and this policy is also available to parents.

Other Schools and Outside Agencies

- In order to ease the transition between schools for any child, arrangements are in place for liaison with the previous school when a child enters Pinewood. When children move on from Pinewood, the Headmaster collates a report and contact details are included. In addition, the HoLS is often in direct contact with the Registrar or SENCo at the next school to ensure continuity of provision.
- The school has excellent links with other schools, professionals and outside agencies and the Learning Skills staff co-operate with a number of specialists in the provision of support for children e.g. Play therapists, Speech & Language Therapists, Occupational Therapists,

Behavioural Optometrists, Visual & Hearing Impairment agencies and Educational Psychologists.

- Links with child health services (e.g. PCAMHS) are relevant for some individuals.
- The HoLS liaises and meets regularly with other HoLS in the independent sector.

Training

- The governors agree a training fund with the school and all staff are involved. Access to funding is via the Deputy Head.
- Teachers and support staff attend appropriate in-service training, and continued professional development is actively encouraged.
- Learning Skills staff continue to update their skills and expertise by attending conferences and courses both out of and in school, and feeding back to other staff, as appropriate.
- SEND will be allocated time during INSET as appropriate to ensure that all staff are aware of new developments in SEND and that key information or strategies are highlighted.

Abbreviations

LS	:	Learning Skills
SEND	:	Special Educational Needs and Disabilities
CoP	:	Code of Practice
HoLS	:	Head of Learning Skills
SENDCo	:	Special Educational Needs and Disabilities Co-ordinator
HoD	:	Head of Department
SMT	:	Senior Management Team
EYFS	:	Early Years Foundation Stage
EP	:	Educational Psychologist
SLT	:	Speech & Language Therapist
OT	:	Occupational Therapist
PCAMHS	:	Primary Child & Adolescent Mental Health Service
ICT	:	Information & Communication Technology
EAL	:	English as an Additional Language
CE	:	Common Entrance
ELSA	:	Emotional Literacy Support Assistant

Reviewed: September 2025
Reviewed by: Sara Stephens, Head of SEND and EAL
Next Review Date: September 2026

Reviewed and approved by: Governance Committee
Review Date: 23 January 2025
Next Review Date: February 2026

APPENDIX 1

1. **Roles and Responsibilities**

- The **Headmaster** may consult with the HoLS when assessing a child for entry, on matters relating to concerns about the needs of any pupil in the school and when advising parents on senior school moves. The HoLS may use departmental assessments to help inform the Headmaster.

- The **SEND Governor** liaises with the HoLS and is welcome to visit the department in order to meet with the HoLS and LS staff and to observe LS lessons. This is a crucial link with the Governing Body regarding the work of the LS department, our successes and concerns.

- The role of the **Head of Learning Skills / SENDCo** is to:-
  - coordinate the provision made for those children with SEND in the Prep, Pre-Prep & EYFS (ensuring compliance with statutory guidance in the EYFS)
  - provide guidance and support to the other members of the LS team and to teaching staff
  - liaise with staff and observe pupils where concern is raised across the school
  - recommend strategies or interventions to address the concern
  - support staff in implementing those strategies or interventions
  - review the effectiveness of those strategies or interventions and plan further provision as necessary
  - seek parental permission to assess a child, where appropriate
  - liaise with parents and staff on the outcomes of any assessment
  - respond to parents, children and staff who ask for support or advice
  - ensure all Learning Plans and Support Plans are up-to-date and accessible to all staff
  - maintain the SEND Report and update policies throughout the year
  - lead weekly departmental meetings and meet regularly with the Head of Pre-Prep and HoS to discuss SEND concerns across the school.
  - attend weekly Prep and Pre-Prep (and EYFS) staff meetings
  - attend SMT, HoDs, Pastoral Committee, year-group meetings
  - meet informally with teaching staff, assistants and boarding staff as necessary
  - notify staff of courses and developments in SEND
  - liaise with outside agencies, as necessary, and provide information prior to assessments
  - provide evidence outlining the need for specialist teaching and the provision proposed when parents seek additional funding e.g. for HM Forces SENA applications
  - provide evidence for external agencies outlining need for exam access arrangements e.g. Associated Board Music examinations, LAMDA or CE
  - maintain up to date exam information to inform access arrangements for all Prep school exams
  - liaise with senior schools regarding pre-test/CE exam access arrangements and continuity of provision
  - observe, discuss & review the specialist teaching provided by the department each term
  - appraise each member of the Learning Skills team on a rolling programme
  - keep a running departmental budget
  - write the annual departmental review for the School Audit for the Headmaster and governing body

- fulfil the role of specialist teacher, as required (see below)

.

- The role of the **specialist teacher** is to :-
  - provide specialist support to pupils across the age range from EYFS and Pre-Prep through to Y8
  - teach pupils individually/paired (Specialist support), or in Booster groups (Targeted support), support in class, in small groups or in reading groups/5-minute box/Number box and other in-class interventions (Universal support)
  - use effective multisensory and structured teaching methods to develop their independent learning skills and enable the child/ren to access the school curriculum to the best of their abilities
  - observe and/or support pupils in class as appropriate for their learning and to inform 1:1 teaching
  - keep an ongoing Lesson Log for each pupil or Booster group taught, incorporating agreed targets and lesson notes
  - complete an Individualised Learning Plan with each pupil taught (within half a term of taking on a new pupil), reviewing each year/as appropriate and sharing with parents & staff
  - liaise with staff on appropriate learning/teaching strategies and pupil progress
  - put in place appropriate targets on the Target Record Sheets by liaising with staff & children and continually monitored throughout the year.
  - liaise regularly with parents via email, telephone contact and meetings to discuss progress, provision, assessments and reports
  - keep a record of all significant meetings
  - advise parents and staff if referral to outside agencies is advisable
  - assess 1:1 pupils annually (usually Summer term), using appropriate standardised assessments, and update their assessment results on the school's information management system
  - ensure all 1:1 and Booster group pupil information is up to date on Google Drive.
  - invigilate for internal exams, those children who require a reader, scribe or a separate room
  - attend school INSET days
  - maintain and update professional knowledge and skills through reading and attendance of courses and conferences; update personal Career Development Training Record

- The role of **teaching staff** is to:-
  - be familiar with the children on the SEN Snapshot, the SEND Report on iSAMS and use it to highlight those children with SEND, or those who are being monitored within their classes
  - be aware of how to support pupils with SEND in class and access copies of relevant Learning Plans and Support Plans detailing this information
  - liaise with HoLS and LS staff on provision for and progress of pupils with SEND
  - discuss any concerns that arise about particular children with their HoD and work together to improve their learning experience
  - alert the HoLS regarding any ongoing concerns about particular children through the Concern form; ensure parents are also aware of any concern
  - work with the HoLS to put in place strategies and interventions to address the concern
  - review the effectiveness of these strategies and interventions and plan accordingly

- discuss with HoLS the need for possible Targeted or Specialist provision and provide evidence, if appropriate, to support this
- where appropriate, liaise with LS staff, parents and children about class-based targets; monitor these and review each term
- ensure that their pupil reports and discussions with parents reflect all support that has been provided and the progress that has been made
- accept the presence of LS staff in class to observe or work with pupils and work collaboratively to make this level of support positive and effective

- The role of **parents** is to :-
  - try to encourage and support their child/ren with their organisation, school work and any specialist teaching programme
  - support staff, as appropriate, in reinforcing positive attitudes to learning and regularly practising essential skills such as reading
  - approach the teaching staff, HoLS or specialist teacher at any time for support, advice, discussion of their child/ren's progress or with a concern or complaint
  - share any information or experience from outside school which may inform our care, teaching or assessment of their child/ren
  - contact the school about any changes in circumstance which may affect their child/ren in school