Frizinghall Primary School

SEND Policy

Approved by the governing body on:	Autumn 2 2025
To be reviewed on:	Autumn 2 2026
Signed on behalf of the governing body:	Samaira Afzal

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1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Set out how our school will:
    - Support and make provision for pupils with special educational needs and disabilities
    - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
    - Help pupils with SEND fulfil their aspirations and achieve their best
    - Help pupils with SEND become confident individuals living fulfilling lives
    - Help pupils with SEND make a successful transition into secondary school
    - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil

- Make sure the SEND policy is understood and implemented consistently by all staff

2. Vision and values

When pupils leave Frizinghall Primary School they will have developed self-respect which will help to keep them safe. Their confidence and resilience, along with knowledge and skills learned here, will help them to face life's challenges so that they experience the achievements which are waiting to happen. With a positive and healthy mind these firm foundations will form the basis of your child's future. These expectations are for all children, no matter what.

To achieve this, we will provide all pupils with access to a broad and balanced curriculum. This offers them a range of different experiences; both academic and creative.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

3. Legislation and guidance

This is based on the statutory guidance Special Educational Needs and Disability (SEND) Code of Practice, Keeping Children Safe in Education and working together to improve school attendance.

This policy is also based on the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The Governance Handbook, which sets out governors responsibilities for pupils with SEND
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

5. Definitions

5.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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.

5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.

AREA OF NEED	
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences • Experiencing emotional based school avoidance (EBSA) These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

6. Roles and responsibilities

6.1 The SENCO

The SENCO at our school is Tom Ruddock (can be contacted via the school office)

They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN/ Inclusion link governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.2 The governing board

The governing board will:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Ensure the publication of information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Ensure the publication of information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

6.3 The SEND / Inclusion link governor

The SEND/ Inclusion link governor is Zeenat Begum

The SEND/ Inclusion governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

If a parent/carer would like to contact the SEND link governor, they can leave a message with the school office or email office@frizinghall.bradford.sch.uk. Ensuring that 'FAO Zeenat Begum – SEND link governor' is in the subject line.

6.4 The headteacher

The headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
    - Set clear outcomes and review progress towards them
    - Discuss the activities and support that will help achieve the set outcomes
    - Identify the responsibilities of the parent, the pupil and the school
    - Listen to the parents' concerns and agree their aspirations for the pupil

6.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

6.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be considered in making decisions that affect them, whenever possible.

7. SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

A teacher will monitor a child and assess to see if the high-quality teaching is having a desired impact. If they notice a child may have a special educational need, they can complete an initial concern form for the SENCo. The child's parents will be consulted at this stage. The SENCo will review the concern form, along with any attainment data, to see if the child needs to be included onto the additional needs register. A parent can also complete a concern form if they feel that their child may have a SEND.

Before a child is added to the additional needs register, there may be an individual learner plan written to assess if their needs can be met through a short-term input of support; above what quality first teaching can provide.

A child may be added straight onto the additional needs register if there are more profound additional needs evident. Additionally, a child may be added if there has been a report received, from an external professional, with additional outcomes and provision suggested.

Once a child is identified as having a SEND, the teacher will complete an APDR (assess, plan, do, review) plan to support the child further in school. If a child has had an individual learner plan, this may be converted to an APDR plan after a review. This is if it is evident that the child may need more support due to a special educational need.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

See Appendix 1 for a flowchart that can be shared with parents and staff. This shows the school's process for identifying a child with potential SEND and the support they receive. Appendix 2 also states what a parent can do to share their concerns, if they have any.

8.2 Consulting and involving pupils and parents

The school will put the pupil and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

A note of these discussions will be added to the pupil's record. Parents will sign the concern form which states that the child may be added to the additional needs register and will receive special educational provision.

The SENCo will arrange sessions for parents to book a one-to-one meeting to discuss any concerns that they may have.

8.3 The graduated approach to SEN support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. **Assess**

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. **Plan**

The teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, Provision Mapper, and will be made accessible to staff.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. **Do**

The pupil's class teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching**.**

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

8.4 Levels of support

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

8.5 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents
- Focus on SEND children at pupil progress meetings.

9. Attendance

- Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.
- Our approach to supporting pupils who are absent from school due to their SEND is set out in our attendance policy.

10. Safeguarding

- We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.
- For more details of the pastoral support we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our safeguarding/child protection policy.

11. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development. There will be an annual professional development questionnaire for staff to recommend areas they feel they need further development.

Support staff will work in teams to develop their understanding around different areas linking to SEND. This will be through reflection of webinars, training materials and face to face training.

12. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services (SCIL Team)
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists

- General practitioners or paediatricians
- School nurses
- Education based Emotional Wellbeing Practitioners
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services
- Early Help Practitioners
- Policing team

13. Admission and accessibility arrangements

13.1 Admission arrangements

All schools are required by section 324 of the Education Act 1996 to admit to the school a child with an Education Health Care Plan (EHCP) that names the school. This is not an oversubscription criterion. This relates only to children who have undergone statutory assessment and for whom a final statement of SEN or an EHCP has been issued.

If a child has an EHCP, and is wanting to join the school, the local authority will consult with the SENCO and the headteacher to see if they can meet the needs of the child. Schools are required to make reasonable adjustment to cater for children but this needs to be for the best interest of the child. Schools can state that they cannot meet the needs of a child however, there needs to be a solid ground for this.

These are reviewed on a case-by-case basis.

13.2 Accessibility arrangements

At Frizinghall, we have made reasonable adjustments to cater for everyone. Given the nature of the school, being an old Victorian building, we have planned to ensure that it is as accessible as possible. Further information about the accessibility arrangements can be found in the Accessibility Policy and plan. This is found on the teachers' shared drive (internal system) and on the school's website.

14. Complaints about SEND provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher. We will try to resolve the complaint informally in the first instance. If there is a further need to speak to someone more senior, they can contact the Assistant Head for Inclusion (SENCO) whom will try to informally resolve the matter. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the Assistant Head for Inclusion in the first instance. They will be handled in line with the school's complaints policy.

If there is a need to escalate the matter more formally, the complaint could be passed onto the Head Teacher who will be able to investigate the matter further.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

15. Monitoring and evaluation arrangements

15.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Attendance of the children who are identified as having a SEND.
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

15.2 Monitoring the policy

This policy will be reviewed by Curriculum and Standards Committee every year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

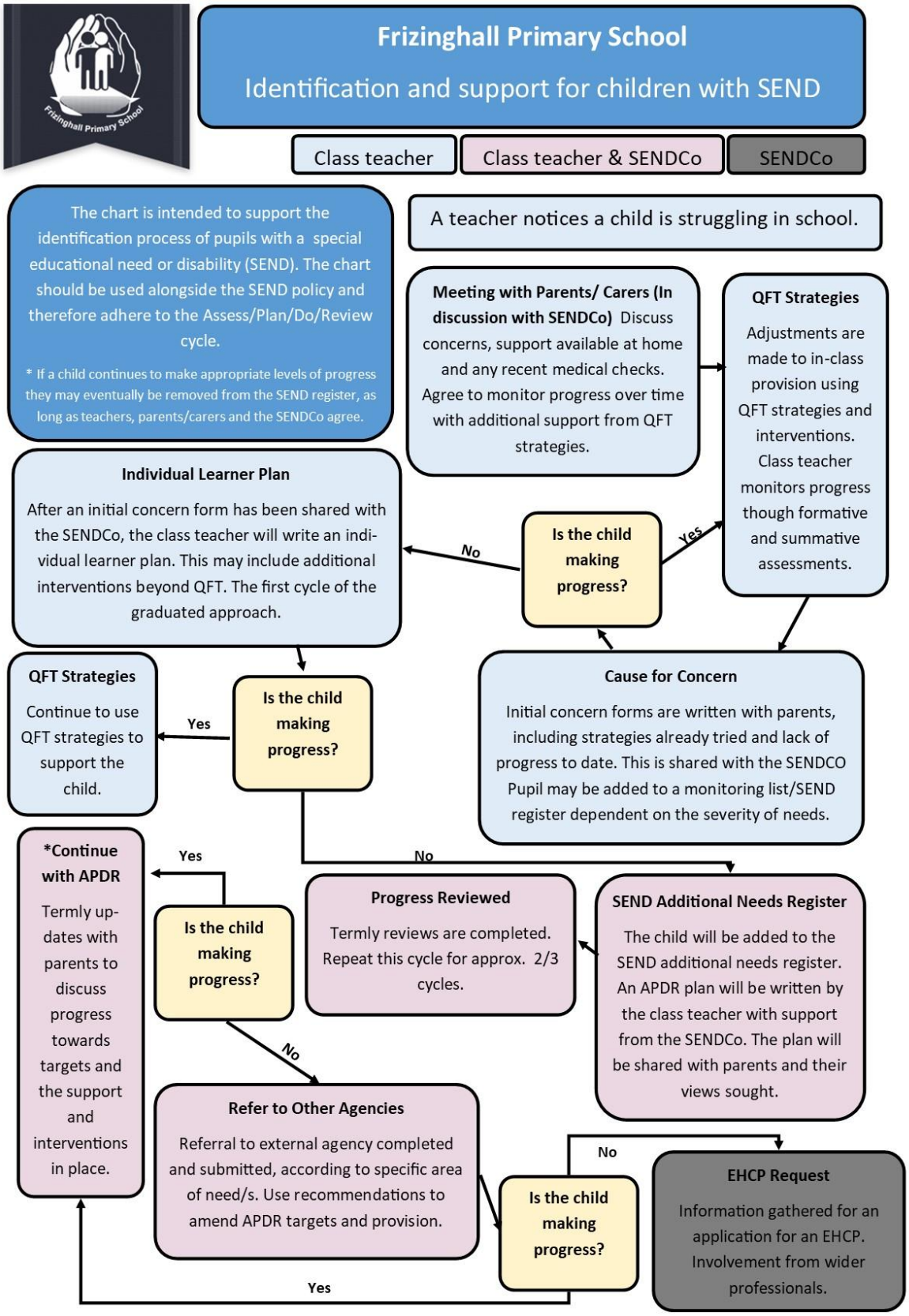
It will be approved by the full governing board.

16. Links with other policies and documents

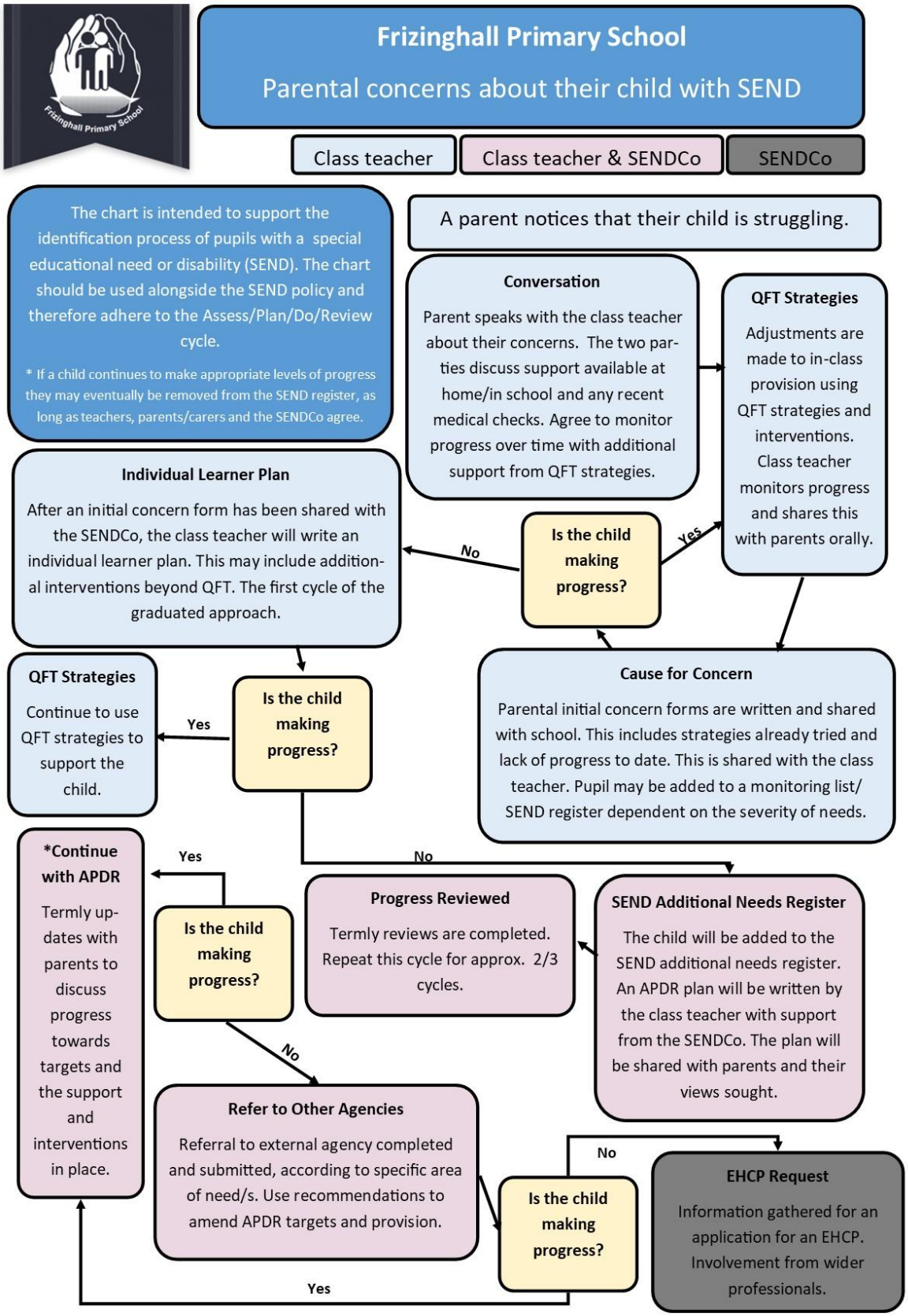
This policy links to the following documents:

- SEN information report
- The local offer
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding and child protection policy
- Complaint's policy

Appendix 1


Frizinghall Primary School
Identification and support for children with SEND
Class teacher
Class teacher & SENDCo
SENDCo
The chart is intended to support the identification process of pupils with a special educational need or disability (SEND). The chart should be used alongside the SEND policy and therefore adhere to the Assess/Plan/Do/Review cycle.
* If a child continues to make appropriate levels of progress they may eventually be removed from the SEND register, as long as teachers, parents/carers and the SENDCo agree.
A teacher notices a child is struggling in school.
Meeting with Parents/ Carers (In discussion with SENDCo) Discuss concerns, support available at home and any recent medical checks. Agree to monitor progress over time with additional support from QFT strategies.
QFT Strategies
Adjustments are made to in-class provision using QFT strategies and interventions. Class teacher monitors progress though formative and summative assessments.
Individual Learner Plan
After an initial concern form has been shared with the SENDCo, the class teacher will write an individual learner plan. This may include additional interventions beyond QFT. The first cycle of the graduated approach.
No
Is the child making progress?
Yes
QFT Strategies
Continue to use QFT strategies to support the child.
Yes
Is the child making progress?
Cause for Concern
Initial concern forms are written with parents, including strategies already tried and lack of progress to date. This is shared with the SENDCO Pupil may be added to a monitoring list/SEND register dependent on the severity of needs.
*Continue with APDR
Termly updates with parents to discuss progress towards targets and the support and interventions in place.
Yes
Is the child making progress?
No
Progress Reviewed
Termly reviews are completed. Repeat this cycle for approx. 2/3 cycles.
SEND Additional Needs Register
The child will be added to the SEND additional needs register. An APDR plan will be written by the class teacher with support from the SENDCo. The plan will be shared with parents and their views sought.
No
Refer to Other Agencies
Referral to external agency completed and submitted, according to specific area of need/s. Use recommendations to amend APDR targets and provision.
Is the child making progress?
No
EHCP Request
Information gathered for an application for an EHCP. Involvement from wider professionals.
Yes

Appendix 2


Frizinghall Primary School
Parental concerns about their child with SEND
Class teacher
Class teacher & SENDCo
SENDCo
The chart is intended to support the identification process of pupils with a special educational need or disability (SEND). The chart should be used alongside the SEND policy and therefore adhere to the Assess/Plan/Do/Review cycle.
* If a child continues to make appropriate levels of progress they may eventually be removed from the SEND register, as long as teachers, parents/carers and the SENDCo agree.
A parent notices that their child is struggling.
Conversation
Parent speaks with the class teacher about their concerns. The two parties discuss support available at home/in school and any recent medical checks. Agree to monitor progress over time with additional support from QFT strategies.
QFT Strategies
Adjustments are made to in-class provision using QFT strategies and interventions. Class teacher monitors progress and shares this with parents orally.
Is the child making progress?
Yes
No
Individual Learner Plan
After an initial concern form has been shared with the SENDCo, the class teacher will write an individual learner plan. This may include additional interventions beyond QFT. The first cycle of the graduated approach.
Cause for Concern
Parental initial concern forms are written and shared with school. This includes strategies already tried and lack of progress to date. This is shared with the class teacher. Pupil may be added to a monitoring list/ SEND register dependent on the severity of needs.
Is the child making progress?
Yes
No
QFT Strategies
Continue to use QFT strategies to support the child.
SEND Additional Needs Register
The child will be added to the SEND additional needs register. An APDR plan will be written by the class teacher with support from the SENDCo. The plan will be shared with parents and their views sought.
Progress Reviewed
Termly reviews are completed. Repeat this cycle for approx. 2/3 cycles.
Is the child making progress?
Yes
No
*Continue with APDR
Termly updates with parents to discuss progress towards targets and the support and interventions in place.
Refer to Other Agencies
Referral to external agency completed and submitted, according to specific area of need/s. Use recommendations to amend APDR targets and provision.
Is the child making progress?
No
Yes
EHCP Request
Information gathered for an application for an EHCP. Involvement from wider professionals.