

How is extra support allocated to children and how do they progress in their learning?

Hasland Junior School reviews the provision each term using the Ofsted framework for self-evaluation. This includes scrutiny of:

- ❖ Pupil achievement
- ❖ Behaviour and safety
- ❖ Leadership and management
- ❖ Quality of teaching

Governors are involved in this process and receive regular reports. All pupils who access an intervention are monitored closely and entrance and exit assessments are carried out using different assessment packages. The increase in attainment is analysed to ascertain whether the progress made on these interventions is below expected, expected or better than expected.

In Hasland Junior School assessments are carried out each term to analyse the level that each pupil is attaining. Termly Pupil Progress Review meetings look in detail at the progress made in all areas by pupils with SEND. Parents are involved in the review process at least 3 times per year at Individual Education Plan (IEP) review meetings/parent consultations. At these meetings a number of targets are set and ways parents can help at home are discussed.

At the end of each academic year a written report is sent to parents detailing progress. The SENCO and class teacher are available for appointments to discuss progress at any other time of year.

All pupils on the SEND register have an IEP detailing their next steps and strategies to address these next steps. All pupils with SEND receive high quality first teaching (differentiated work within and outside the classroom). Carefully matched interventions enhance this teaching. Pupils may be taught as part of a class, in a small group or individually depending on the activity.

The School's staff is supported by outside agencies with regard to strategies best matched to the teaching of specific teaching.