

### **SEN Point:**

In line with teacher standards and the code of practice, those teaching staff working with SEN students must maintain the following:

6.2 Every school is required to identify and address the SEN of the pupils that they support.

6.36 Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

6.44 Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle : assess, plan, do, review structure.

6.57 SEN support should include planning and preparation for the transitions between phases of education and preparation for adult life

6.64 Schools **must** provide an annual report for parents on their child's progress. Most schools will want to go beyond this and provide regular reports for parents on how their child is progressing. Within LWF we are moving to a system of parental engagement in ILP reviews on a face to face level three times a year, plus an EHC review / report.  
(code of Practice 2015)

The allocation of an SEN allowance is to accommodate the additionality of the role for these students including:

- EHC reports and monitoring of / reporting on objectives and outcomes
- Additional reports requested for meetings in order to meet needs, such as TAC, LAC, CIN
- Regular assessment and reporting to parents / carers
- Creation and monitoring of ILP objectives
- Assess, plan, do , review, cycle with effective interventions in place, which may include the creation of alternative and additional resources to support in breaking down barriers.

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