



Special Educational Needs and Disability (SEND) Policy

Newbury Academy Trust

July 2018

SEND Policy

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1. Introduction

- 1.1. "Academy", "Academy Trust" all refer to Newbury Academy Trust, Love Lane, Newbury, Berkshire, RG14 2DU. School refers to one of the three schools within the Newbury Academy Trust, Trinity School, Love Lane, Newbury, Berkshire, RG14 2DU; Fir Tree School, Fir Tree Lane, Newbury, Berkshire, RG14 2RA; Speenhamland School, Pelican Lane, Newbury, Berkshire, RG14 1NU.

The term Governor refers to both Full Governing Body Trustees and Local Governing Body Governors.

- 1.2. All teachers are teachers of pupils with Special Educational Needs and Disability.
- 1.3. Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them (See Appendix A).
- 1.4. Children have a learning difficulty if they:
 - Have a significantly greater difficulty in learning than the majority of children the same age;
 - Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools of the Local Authority;
 - Are under compulsory school age and fall within the definition of the points above or would do so if special educational provision was not made for them.
- 1.5. A person has a disability if he or she has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

- 1.6. A child must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which he or she will be taught.
- 1.7. The aims of the Newbury Academy Trust are guided by the Code of Practice for Special Educational Needs (2014). We provide a broad and balanced curriculum for all our pupils including those with Special Educational Needs. To support these aims, the following structures, procedures and systems are in place.

2. Principles

- 2.1. All pupils are special and valued equally.
- 2.2. All pupils should have an equal opportunity to access a broad and balanced curriculum.
- 2.3. All pupils are entitled to an appropriately differentiated curriculum to ensure access and success.
- 2.4. The schools recognise the importance of early identification and assessment of pupils with special educational need and that these needs must be met.
- 2.5. The schools recognise the importance of working in partnership with parents.
- 2.6. The views of the pupil should be sought and taken into account.
- 2.7. All procedures and practices are based on:
 - Special Educational Needs Code of Practice DfES 2014
 - 2010 Equality Act

3. Aims and Objectives

- 3.1. The Schools aim to ensure that staff and governors are aware of the following:
 - 3.1.1. The school's Local Offer.
 - 3.1.2. Their legal requirements that every pupil is entitled to a broad and balanced curriculum.
 - 3.1.3. Their legal requirements to identify SEND pupils at the earliest possible time, assess, monitor and review progress.
 - 3.1.4. The definition of special educational needs.
 - 3.1.5. Their role and responsibilities in the identification, assessment, monitoring and reviewing of special educational needs.
 - 3.1.6. The need to liaise with parents.
 - 3.1.7. The policy for SEND and their involvement in its formulation and review.

- 3.2. The schools aim to ensure that SEND funding is managed effectively to meet special educational needs and disability and that appropriate resources are available.
- 3.3. The schools aim to fulfil their responsibilities in meeting the needs of Statemented children.

4. Admission Arrangements

- 4.1. The Trust will have full regard to the West Berkshire Local Authority admissions policy that the schools will not needlessly refuse admission to any child on the grounds that they believe either school is not able to meet the child's special educational needs.
- 4.2. Accessibility and provision for pupils with physical needs is continually being considered and developed in line with national guidelines.

5. Factual Information

- 5.1. Children with special educational needs or disability are included in appropriate classes.
- 5.2. All schools within the Newbury Academy Trust have appointed a Special Educational Needs and Disability Coordinator (SENDSCO), who manages a team staff comprising of Teaching Assistants, HLTAs and 1:1 Support Assistants.
- 5.3. Admissions arrangements for the schools are as detailed in the Admissions Policy.
- 5.4. There is an Educational Psychologist who is employed by the Newbury Academy Trust. He supports all schools in assessing and monitoring children, updating parents, advising on programmes and resources and offering any training that may be needed.
- 5.5. There is a Speech and Language Therapist that comes into our primary schools to visit referred pupils. They see individual children that have been referred and sets programmes and targets to be carried out in class. There is also a therapist who does the same at Trinity. In addition, there is a Speech and Language specialist HLTA based at Trinity School, who works across all the schools in the Newbury Academy Trust.
- 5.6. There is a specialist unit for children with Dyslexia (ACE) based at Trinity School.
- 5.7. There is a specialist ASD unit at Trinity School, and one at Fir Tree Primary School.
- 5.8. We can receive advice and support from the Behaviour Support Team, CAMHS, Occupational Therapy, Educational Welfare Officer (EWO), Family Resource Service, Social Services and the West Berkshire Learning Support Team.
- 5.9. The number of pupils in the schools with special educational needs varies from year to year.
- 5.10. All schools have accessible toilets. Trinity has a ramp for easy access to the building and Speenhamland has accessible entrances for wheelchair users.

- 5.11. Children with SEND will have a Support and Achievement Plan (SAP) which is a mechanism for meeting legal obligations.
- 5.12. Both primary schools have a number of First Aiders that provide cover throughout the day. Medications are kept in lockable cabinets. Trinity has specific members of staff who are trained in First Aid as well as a fully qualified Registered Nurse (three days per week). All medications are centralised in the medical room.
- 5.13. If medicines or therapy are required the necessary arrangements are made in line with school policy and there is a School Nurse based on site at Trinity but covers all schools in the Trust.
- 5.14. Allocation of SEND Resources – based on need.
- 5.15. Any internal Special Needs training will be delivered or co-ordinated by the SENDCOs across the academy. When necessary, training will be given by the Educational Psychologist, Speech and Language Therapist, Special Needs Support Team or any other professionals.
- 5.16. Transition arrangements – the schools liaise with other primary and secondary schools regarding any special provision and programmes for pupils transferring. There is a strong transition programme across the academy. Transition programmes are put into place for those who need extra support with transition. The SENDCOs are invited to any appropriate annual reviews for children joining the school. All relevant information is sent by post to the receiving school for other children transferring for any other reason.
- 5.17. If a child's needs are complex a Team Around the Child meeting (TAC) may be raised, where all the professionals involved and parents can work together.
- 5.18. All pupils are involved in all curricula and chosen extra-curricular activities wherever practical, irrespective of any special need. In the event of a social activity or school trip (day or residential) any needs are carefully considered in consultation with parents to agree on the best way to offer the required support.

6. Curriculum Access and Integration

- 6.1. Those pupils and students who need support in their learning are supported through the SEND team in each school and through the pastoral system. We recognise that some children have more challenging needs than the majority. To ensure all pupils have an inclusive curriculum, they may require additional or different help with their learning to allow them to take part to the best of their ability. In order for them to participate fully we will:
 - Create an appropriate environment
 - Ensure an communication rich environment in each class
 - Identify special needs as early as possible
 - Identify appropriate specialist help
 - Ensure support plans (SAPs) are in place and regularly reviewed

- Create provision for as full an access to the curriculum as the special needs allows
 - Ensure parents are involved in supporting their child's education
 - Take into account, where appropriate, the pupil's view of their learning
 - Use differentiated teaching in the classroom
 - Use Intervention programmes such as Catch Up, Precision Teaching or Accelerated Reader.
- 6.2. We have high expectations of all children. We look to provide a stimulating and varied curriculum for them all, no matter what their needs. We are aware of the range of curricular provision required to enable all children to feel equally valued members of our school community.

In response to this we will:

- Provide support for those pupils with communication, language and literacy needs
- Help children develop an understanding of the world around them through a variety of experiences
- Plan for the pupils to take full part in all physical and practical activities
- Help pupils manage their behaviour and emotions, by providing learning experiences that will support them in dealing appropriately with day to day situations.

7. Identification and Assessment of Pupils with Special Educational Needs

- 7.1. Pupils with special educational needs are identified and assessed as early as possible with on-going review throughout their school career. Pupils causing concern are identified by staff, parents/carers or by test results. After parents have been informed pupils are included in the SEND Register.
- 7.2. Needs encompass a broad spectrum including learning difficulties; health and medical problems; physical difficulties; and emotional, social and behavioural difficulties. Where there is concern about a pupil's learning being affected by any of the above observations and assessments of need will be carried out.
- 7.3. The early identification of pupils with special educational needs will follow liaison with teachers and Teaching Assistants, parents, and, where appropriate, with support services such as doctors, health visitors, educational psychologists and the Special Needs Support Team. Liaison is extremely important when children transfer to the primary school from their early years setting, from primary school to secondary school and from our schools to other schools, so every effort will be made to ensure a smooth transition by sharing records and information as completely as possible.
- 7.4. Identification of pupils with special educational needs in our primary schools are part of the structure of termly pupil progress meetings between class teachers, the SENDCO and the Headteacher. Provision for the pupils is monitored by the SENDCO and discussed regularly with the Headteacher. It is also shared with parents and Governors.

7.5. Identification of pupils in Year 7 – pupils identified for support if any of the following apply:

- Pupils with reading ages below 9 years (accuracy and/or comprehension).
- Pupils at working below age related expectations (identified through teacher assessment) in English or mathematics, at the end of KS2.
- Vulnerable pupils as identified by their special educational needs who will benefit.
- From intensive teaching and support in SEND to facilitate a successful transition into Year 7.

7.6. Identification of pupils in Years 8 and 9

- Primarily these pupils who are functioning below age related expectations in English and/or mathematics and will continue to benefit from intensive intervention.

7.7. Provision provided

- Literacy intervention: 3 hours (in addition to mainstream English and instead of French lessons) for pupils who are working below ARE, with a reading age of below 9 years
- Numeracy intervention: 3 hours a week (again provided through the intervention lessons, instead of French).

7.8. Support of pupils in KS4

- Pupils with entrenched specific literacy and/or numeracy learning difficulties may require specialist intervention or alternative schemes of work in liaison with department heads and LA professionals.
- Workskills BTEC: Trinity offers a BTEC course in Workskills which is coursework based and certain pupils are targeted for this course.
- These pupils may also be supported by the ACE unit.
- Attend homework club after school.

7.9. The success of the SEND policy across the Academy will be measured in part by RAISEonline.

7.10. Arrangements for Provision of Education of pupils with Special Educational Needs.

Having been identified as having Special Educational Needs a pupil will be assessed referring to the following:

- Performance monitored by teacher as part of on-going observation and assessment
- Progress against objectives set in the class
- Performance against the descriptions within the National Curriculum
- Standardise screening and/or assessment tools

- End of year assessments.

8. The Graduated Approach

- 8.1. The schools use a graduated approach in line with the Code of Practice 2014. At all stages parents are informed of the school's actions.
- 8.2. Early Identification/Intervention at Fir Tree Primary School and Nursery and Speenhamland School.
 - 8.2.1. Pre-school providers, health or social services may express concerns and share with parents and the Early Years Foundation Stage Leader or the SENCO.
 - 8.2.2. Reception teachers hold pre-school interviews/assessments with each child and their parents. Any concerns are shared.
 - 8.2.3. Reception teachers share the Foundation Stage Profile with parents and highlight any concerns. During Year R the Reception teachers continue to develop pupils' skills, monitor progress and gather evidence.
 - 8.2.4. Throughout the whole school all teachers continually assess pupils in their classes. A review takes place, the outcome of which could be any of the following:
 - 1) Pupil no longer requires special help.
 - 2) Pupil continues at Early Identification/Intervention with revised targets, monitoring arrangements and review date.
 - 3) Pupil moves to SEND Support.
 - 8.2.5. Throughout KS1 and KS2, the above is the same but teachers would discuss any concerns with the SENDCO and any relevant assessments and/or observations would be carried out and next steps would be decided.
- 8.3. SEND Support
 - 8.3.1. Concern of teachers or others, underpinned by evidence, about a pupil who despite receiving differentiated learning opportunities makes little or no progress, shows signs of developing literacy or mathematics skills, presents persistent emotional or behavioural difficulties, has sensory or physical problems or has communication or interaction difficulties

Nature of Intervention:

- Special Educational Needs and Disability Co-ordinator (SENDCO) informed of concerns.
- Liaison with parents
- Liaison with any outside professionals already involved with the child (with parental agreement).
- Further assessment co-ordinated by SENDCO.
- Support and Achievement Plan (SAP) drawn up and delivered by the class teacher and other adults working with the child. The SAP targets should be

reviewed termly by the class teacher; relevant TA and SENDCO (see Appendix B).

- Some 1 to 1 or small group activities may take place, led by a TA or Special Needs Assistant (SNA).
- Small group spelling support.
- Small group speech and language support.
- Behaviour support.
- Handwriting and fine motor skills support.

8.3.2. Action may involve deployment of extra staff (Teaching Assistants), special equipment, different learning materials, group or individual support provided by class teacher and specific advice from an external agency.

8.3.3. It is the individual class teacher's responsibility to differentiate work and ensure that the strategies identified in the SAP are carried out and that appropriate use is made of staff and resources.

8.3.4. Arrangements for monitoring progress and a review date are agreed. The review could produce the following outcomes:

- 1) Pupil continues at SEN Support with a revised set of targets, monitoring arrangements and review date
- 2) Pupil reverts to Early Intervention or no longer requires special help
- 3) Pupil moves to the school requesting an assessment for an Educational Health Care Plan (EHC) if -
 - Pupil continues to make little or no progress in specific areas.
 - Pupil continues to work at National Curriculum levels substantially below that expected of children of a similar age.
 - Pupil continues to have difficulty in developing literacy and/or mathematics skills.
 - Pupil has emotional or behavioural difficulties which substantially and regularly interfere with the child's on learning or that of the class.
 - Pupil has sensory or physical needs (which require additional specialist equipment or regular advice or visits by a specialist service).
 - Pupil has an on-going communication or interaction difficulties that impede the development of social relationships or academic progress and cause substantial barriers to learning.

8.3.5. These on-going difficulties could also result in a decision being made by the SENDCO and teaching staff, in consultation with parents, to ask for help from an outside agency if there is none already in place.

8.3.6. Nature of Intervention:

- Parents informed of decision

- SENDCO, class teacher and external specialist should consider a range of different teaching approaches and appropriate equipment and teaching materials.
 - The strategies specified in the SAP should be implemented, at least as far as possible, in the classroom setting. The SAP targets should be reviewed termly by the class teacher, relevant TA and SENDCO.
 - Some 1 to 1 or small group activities may take place, led by a TA or Special Needs Assistant (SNA).
 - Where the difficulty is in Literacy and specifically reading, then the pupil will have daily intervention. At Trinity there is the Accelerated Reading programme which all pupils in year 7 participate in at different levels.
- 8.3.7. It is the individual class teacher's responsibility to ensure that these strategies are delivered.
- 8.4. Request for Assessment:
- 8.5. If a pupil is demonstrating significant cause for concern –
- 8.6. Nature of Intervention: A request from the Headteacher to the LA for a multi-professional assessment.
- 8.7. The LA will expect:
- 8.7.1. Evidence that any strategy or programme has been continued for a reasonable period of time without success.
- 8.7.2. Evidence of alternatives being tried without success.
- 8.7.3. Documentary evidence of the pupil's Special Educational Needs i.e:
- Schools action SEND Support
 - SAPs
 - Records of reviews
 - Medical history
 - Working below ARE
 - Attainment and progress levels in literacy and mathematics
 - Assessment or records of observations from any external agencies
 - Views' of parents and the pupil.
- 8.7.4. If the LA does not issue an Education and Health Care Plan as a result of this assessment then school and parents will be informed. Under these circumstances the LA will expect the school to continue to provide any necessary support from within the school's own resources.
- 8.8. Education and Health Care Plan
- 8.8.1. Nature of intervention:
- The LA will issue an EHC Plan

- The EHC will specify the pupil's needs, the objectives which the special educational provision should aim to meet, the level and nature of provision including equipment, staffing arrangements, and any necessary modifications to the curriculum.
- The SENDCO, class teacher and any external agencies will draw up short-term targets on an SAP, along with strategies to enable the child to make progress. The SAP targets will be reviewed half termly.
- The SENDCO should co-ordinate the allocation of extra teaching or support that comes with the EHC Plan.
- Pupils with an EHC Plan have a formal annual review meeting.

8.8.2. The Annual Review

8.8.2.1. The school (SENDCO) has a responsibility to convene an annual review meeting. Part of the process involves the preparation of a report, which will be discussed at the meeting.

8.8.2.2. The following will be invited to the meeting:

- Parents
- Relevant teachers/TAs
- Headteacher
- SENDCO
- LA (SEND department) representatives
- Relevant outside agencies

8.8.3. In preparing the report the SENDCO will request written advice from all the above.

8.8.4. The review report must be submitted to the LA who subsequently review the statement in the light of the report and its recommendations.

8.8.5. The LA informs the parents of its review.

8.8.6. The purpose of a request for assessment is to ensure the appropriate actions, resources and funding are allocated to a child with an EHC Plan to enable him/her to remain in the appropriate class with access to a broad and balanced curriculum related to the individual child's rate of development.

9. Roles and Responsibilities

9.1. The Governing Body: The Governing Body should:

- 9.1.1. Do its best to ensure necessary provision is made for any pupil who has special educational needs.
- 9.1.2. Ensure that where the Headteacher has been informed by the LA that a pupil has special educational needs, those needs are made known to all who are likely to teach them.

- 9.1.3. Ensure that teachers in school are aware of the importance of identifying and providing for those pupils who have special educational needs.
- 9.1.4. Consult the LA and governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.
- 9.1.5. Ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as it is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources
- 9.1.6. Where appropriate, report to parents on the implementation of the schools Policy for pupils with special educational needs.
- 9.1.7. Have regard to the Code of Practice when carrying out duties towards all pupils with special educational needs.
- 9.1.8. Ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

9.2. The SENDCO

- 9.2.1. To give specialist advice with regard to curriculum planning, delivery and assessment of students with SEND, working closely with each Key Stage, including Key Stage 2 transition.
- 9.2.2. To liaise with the local authority and outside agencies and advise staff, parents and students on the appropriate support needed in class.
- 9.2.3. To ensure that student needs, once identified, are met through:
 - Their main curriculum entitlement, differentiated by the teacher as appropriate,
 - Specialist intervention teaching for literacy and numeracy.
 - Support from Teaching assistant and HLTA staff where appropriate.
 - Inclusion support.
- 9.2.4. To prepare and write the SEN Register and ensure that this is updated each term.
- 9.2.5. To write SAPs for students, and to produce staff advice notes in respect of students as necessary.
- 9.2.6. To attend Senior Leadership Team and Head of Curriculum meetings as requested.
- 9.2.7. To work closely with the Headteacher and School Finance Manager to ensure the appropriate deployment and management of SEND funding.

- 9.2.8. To liaise closely with West Berkshire Dyslexia Resource (ACE) and the ASD Units based at Trinity school and Fir Tree Primary School.
- 9.2.9. To assess eligibility for Access Arrangements in liaison with the Examinations Officer.
- 9.2.10. To attend Consultation Evenings and liaise with parents.
- 9.2.11. To reviews and annual reviews of Students with SEN and Statements of SEN.
- 9.2.12. To recruit and oversee the work of Learning Support Staff (including TAs and HLTAs), and to support the Head of Faculty with the deployment of departmental support staff and to be involved in the performance management of support staff.
- 9.2.13. To contribute to staff in-service training, and ensure that support staff have appropriate access to professional development.
- 9.2.14. To teach part-time in mainstream school according to subject background.

9.3. The Teachers: The teachers are responsible for:

- 9.3.1. Identification of special educational needs and the discussion of these with the SENDCO.
- 9.3.2. Informing parents of these needs.
- 9.3.3. The management, and adherence to Support and Achievement Plans (SAPs).
- 9.3.4. Setting specific programmes to meet the needs.
- 9.3.5. Liaising with support staff (special needs assistants) to enable them to carry out the programmes.
- 9.3.6. Liaising with the SENDCO.

9.4. **The Parents:** The Parents are encouraged to support their children as much as possible. Discussions take place between the teachers and the parents when needed. The SENDCO is also available to speak to the Parents. Parents are kept regularly updated on their child's progress at Parents' Evening and SAPs are shared with parents.

9.4.1. Parental Involvement:

- The schools have a duty to inform the child's parents that Special Educational provision is being made for the child because he/she has Special Educational Needs.
- The involvement of parents is encouraged at every step of a pupil's education.
- We aim to work in close partnership with parents/carers in all aspects of identification, assessment and provision for children with Special Educational Needs. Parents are invited to meet with class teacher to review the SAP at parents evening.

9.4.2. In the event of dissatisfaction parental complaints can be addressed in the first instance to the Executive Headteacher and then to the Governing Body.

10. Monitoring Arrangements

10.1. Governors

10.1.1. The SEND Governor is kept informed of referrals to LA for Statutory Assessment

10.1.2. Regular meetings between SEND Governor and SENDCO (minimum once per term) at which the following are discussed:

- a) SEND Register
- b) Use of outside agencies
- c) Resources
- d) Screening and assessment procedures
- e) Communication with parents
- f) Liaison with other schools, SENDCOs etc.
- g) Staffing and training needs
- h) Policy
- i) Reports to Governors

10.2. Headteacher.

10.2.1. Headteacher and SENDCO meet regularly.

10.2.2. Ensure all aspects of SEND are being carried out.

10.2.3. Ensure the SEND policy is reviewed annually.

10.2.4. Ensure all aspects of SEND are reviewed against performance indicators and monitoring arrangements.

10.3. SENDCO.

10.3.1. Meets with the SEND Governor regularly.

10.3.2. Gives a report to the Governors annually.

10.3.3. Tracks the progress of the children on the SEND register.

10.3.4. Evaluates the effectiveness of the strategies and interventions used.

10.4. In-Service Training: Governors are committed to supporting the professional development of staff in SEND matters and full details are training are in the School Development Plan.

11. Complaints Procedures

11.1. We aim to work very closely with parents, but if they are unhappy about the way in which their child is being supported, they should:

- Discuss their concerns with the class teacher, tutor or Head of House
- Have a further discussion with SENDCO and/or Headteacher
- Talk to the Governor responsible for Special Educational Needs
- Follow the school Complaints Procedure outlined in the Complaints Policy for Newbury Academy Trust.

Authorised by	The Board of Trustees
Date	11 th July 2018
Effective Date of the Policy	11 th July 2018
Effective Date for Review	July 2020

Appendix A

DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITY

Definition

A child has special educational needs if he or she has a learning difficulty, which calls for special educational provision to be made for him or her, or if they are achieving a much higher level than their peer group, or if behaviour hinders progress. A child has a learning difficulty if he or she:

- has a significantly greater difficulty in learning than the majority of children of the same age.
- has a disability, which either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in schools.
- is under five and falls within definitions (above) or would do if special educational provision was not made for the child. (DfE Code of Practice).

Aims and Objectives

Some children have barriers to learning that mean they have special needs and require particular action by the school. Children may have special educational needs either throughout or at any time during their school career.

This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child. It recognises that children learn in different ways and may require additional support in experiencing success in their lessons, and all teachers are responsible for the children with additional needs in their class.

It is the responsibility of the Governing Body to ensure that these objectives are fulfilled. Governors are regularly informed about the impact of SEND provision within the school via the SEND governor and the Head Teacher. The governing body will review this policy in the light of any new legislation.

School staff are supported by the SENDCO, who is responsible for managing the provision and outcomes for children with identified needs throughout the school and has direct responsibility to the Head Teacher. Our Behaviour policy will directly support Special Educational Needs.

The current Special Educational Needs and Disability Co-ordinators are.

Speenhamland: Karen Griffiths

Fir Tree: Kayleigh Moore (until September 2018), then Michelle Pearse

Trinity: Fran Pearless (until September 2018), then Jo Passey

Appendix B

Support and Achievement Plan (SAPs)

Should:

- Outline a pupil's individual special educational needs
- Provide a recommended programme to meet those needs
- Be reviewed regularly to re-assess identified targets to inform judgements made about future learning and teaching
- Be shared and discussed with pupil and parents
- Be a working document for teacher, TA, SNN, SENDCO and pupil

A good SAP will:

- State area of concern
- Set clear achievable targets and date written
- Specify materials, equipment, SNA support (individual or small group) needed to achieve target and method of assessment
- Set criteria for success
- Give some guidelines for home support
- Be shared with and signed by parents and pupils