

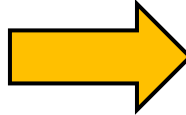
## Concerned about your child's progress?

### What should you do?

\*References to the SEND Code of Practice 2015

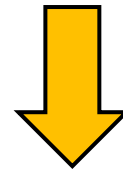
You raise an initial concern about your child's progress to their class teacher. The class teacher will discuss with you whether they are making the expected level of progress and if not, why this might be the case.

\*6.23 Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN.



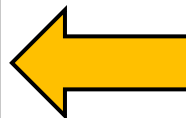
The class teacher will then consider the appropriate action e.g. in-class boosters, adjustments, resources or interventions. This action plan will be followed for a half term/ approximately 6 weeks to see if this accelerates progress.

\*6.37 High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN

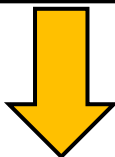


If further support is required then the class teacher will organise a meeting for you with Ms Smith the school Special Educational Needs and Disability Coordinator (SENDCo).

\*6.39 These early discussions with parents should be structured in such a way that they develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps.



The class teacher will then meet again with you, following this period to discuss whether the action put in place is working well to accelerate progress or whether further support is required.



At this meeting it might be agreed that adding the pupil to the SEND register is the most appropriate next step. The class teacher would then create a Provision Plan which outlines the additional support the pupil will receive to meet their needs.

\*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.