

Pupil Progress Meeting (PPMtg) Cycle at Highbury School

Pupil Progress meetings are held 3 times a year. A child could enter or leave at any point on the cycle during the year.

PPMtg 1- Initial concerns are raised over child's progress or well-being. Discussion with class teacher and INCo around differentiation/support in class. Child becomes a "School aware or focus child" until the next termly review. This information is shared with all adults at school involved in supporting the pupil.

PPMtg 2-Focus child is again discussed and progress checked. If it is felt the child is back on track the child continues to be monitored with the rest of the class at the usual termly interval. If child is felt to not be making sufficient progress and additional support is needed over and above what is classed as normal differentiation, then the child will be put on a Provision Map (PM). This clarifies to those working with the child what the increased support, often delivered in a group format, will look like and will be shared with parents. The child will then be on the SEND register and as well as the child's general progress being reviewed termly at the PPMtg, the PM areas will also be specifically reviewed and shared with parents each term. It is likely that a child on a PM will remain on it for several terms in order to see the required progress.

Subsequent PPMtgs- If the child is now making good progress and no longer needs additional support via the PM then the child will step back down (and off the SEND register) to termly monitoring at the PPMtg but having been on a PM will now be recorded as MONitor for a further year to ensure progress continues.

If the child is emerging as needing a more specific, targeted response to poor progress, then they may step up to an IEP. This is likely to concentrate on 2 or 3 focussed areas, with small targets. Again the IEP will be reviewed termly with new targets set and is shared with parents. In some cases, notably where progress remains slow or a concern, the school may need to seek the support of an outside agency such as the Educational Psychology service, in order to further clarify the child's need and set appropriate targets on future IEPs. **(IEP+ external support)**

At each subsequent progress meeting, decisions will be made around whether a child should be set new targets at their current level (whether that is PM or IEP) whether external advice or training is required or whether the child needs to step up or down the framework. [Click here to see our diagram of this graduated response to SEN](#)
Where there is a serious shared concern amongst parents and professionals around a child's outcomes despite continued support, an EHCP (Education, Health and Care Plan)

may be applied for. This represents the top of the framework and very few children are expected to reach this threshold.

There may be occasions where you as a parent have concerns relating to your child. In which case, we encourage you to either share any relevant information with the school at one of the scheduled parent consultation evenings or discuss informally with the child's teacher when the need arises. Having spoken with the class teacher, you may later decide to share any concerns with the INCo, Mrs McConnell Smith.