



SEND Policy

<p>School Aim Statement:</p>	<p>Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the church at parish and diocesan level.</p> <p>The Christian Faith, and its practical expression, form a major part of the whole school ethos. The school aims to give children both knowledge and understanding of the Christian Faith while respecting and understanding other religions and cultures.</p> <p>The school aims to: -</p> <ul style="list-style-type: none"> • ensure that all children receive their entitlement to a broad, balanced National Curriculum, encouraging them to have high expectations in all areas of the curriculum and to reach their full potential. • provide a secure and relaxed environment in which the children are encouraged to have a healthy lifestyle, to be tolerant and to grow in confidence and self-esteem. • ensure that pupils develop an open and enquiring mind and are encouraged to be creative, imaginative and inventive. • work in partnership with parents and the wider community.
<p>Review History:</p>	<p>Reviewed by Governors: March 2008, Feb 2011, Jan 2015., April 2016</p>
<p>Next Review Date:</p>	<p>October 2017</p>

Rationale:

Dunchurch Boughton C of E Junior School (DBJS) is committed to providing an appropriate and high quality education to all the children attending our school. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

DBJS is committed to inclusion. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.



We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- girls and boys
- minority ethnic and faith groups
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs
- learners who are disabled
- those who are gifted and talented
- those who are looked after by the local authority
- others such as those who are sick; those who are young carers; those who are in families under stress.
- any learners who are at risk of disaffection and exclusion

This policy describes the way we meet the need of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At DBJS we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

DBJS sees the inclusion of children identified as having special educational needs as an equal opportunities issue, and we will also aim to model inclusion in our staffing policies, relationships with parents/carers and the community.

The development and monitoring of the school work on Inclusion will be undertaken by the subcommittee which meets each half- term.

The SEND Coordinator is Mr Andy Wardle, supported by Mrs Alison Kemp (EIS), who also take the lead role in relation to inclusion, and is a member of the SMT.

The SEND Governor is Mrs Diane Hammond.

Objectives

1. To ensure the Children and Families Act 2014 Part 3 relevant Codes of Practice and guidance are implemented effectively across the school.
2. To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with special educational needs.
3. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
4. To provide full access to the curriculum* through differentiated planning by class teachers, SENDCO, and support staff as appropriate.

(*Except where disapplication, arising from a EHC plan occurs, disapplication is very rare, and we aim to offer the full curriculum to all our pupils.)



5. To provide specific input, matched to individual needs, in addition to differentiated class room provision, for those pupils recorded as having SEND at **SEN support**.
6. To ensure that pupils with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.
7. To ensure that we are able to meet the needs of as wide a range as possible of children who attend our school.
8. To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
9. To involve parents/carers at every stage in plans to meet their child's additional needs.
10. To involve the children themselves in planning and in any decision making that affects them.

Arrangements for coordinating SEND provision

1. The SENDCO will meet with each class teacher at least three times a year to discuss additional needs concerns and to review IEPs.
2. At other times, the SENDCO will be alerted to newly arising concerns through the SEN concern form located in the staff room.
3. The SENDCO will discuss issues arising from these forms with the class teacher within one week of receiving the form.
4. Where necessary, reviews will be held more frequently than twice a year for some children.
5. Targets arising from IEP meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles.
6. The SENDCO / Head monitors planning for SEND and supports year group teams with curriculum planning.
7. The Headteacher, monitors the quality and effectiveness of provision for pupils with SEND through classroom observation.
8. SEND support is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided by trained teaching assistants (TAs) throughout the school. The support timetable is reviewed termly, by the SENDCO, and the management team, in line with current pupil needs, educational initiatives such as literacy and numeracy strategies. Additional support is funded through individual allocations from the LA when a child has been allocated high needs funding.
9. Support staff, class teachers, SENDCO and outside agencies liaise and share developments in order to inform reviews and forward planning.

Specialised Provision

Professional development to support the teaching and provision for children with additional needs within the school, has been provided to teachers and TA's supporting children with ASD, Complex learning difficulties, visual difficulties and Down's syndrome. This includes Makaton training, support from speech and language therapists and handwriting training from occupational health therapists.



Training and support is provided by Integrated Disability Service (IDS) for children with mobility issues, for children with Down's syndrome and for ASD.

Training and support are provided by EIS for children with learning difficulties, including specific learning difficulties and with emotional and behavioural difficulties.

Allocation of Resources to and amongst Pupils

Each year we map our provision to show how we allocate resources to each year group and calculate the cost of the whole of our SEND provision.

This year's provision map is attached to this policy as Appendix 1.

Identification and Assessment Arrangements, Monitoring and Review Procedures

The school system for regularly observing, assessing and recording the progress of **all** children is used to identify children who are not progressing satisfactorily and who may have additional needs.

- § Baseline assessment results
- § Progress measured against the objectives in the National Literacy and Numeracy Strategies
- § National Curriculum descriptors for the end of a key stage
- § Progress measured against the P level descriptors
- § Standardised screening and assessment tools
- § Observations of behavioural, emotional and social development
- § An existing Statement of SEN/ EHC plan
- § Assessments by a specialist service, such as educational psychology, identifying additional needs
- § Another school or LA which has identified or has provided for additional needs

The schools system includes reference to information provided by:

School observations and assessment data and following a discussion between the class teacher, SENCO and parent, the child may be recorded as needing either:

1. Differentiated curriculum support within the class
2. Additional support through **SEN support** provision

Our current criteria for **SEN support** is described in **Appendix 2**.

Differentiated Curriculum Provision

In order to make progress a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies.



Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the weekly planning by the class teacher.

Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.

The child's progress will be **reviewed** each term using advice from EIS and at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

The school uses a definition of progress which is such that it :

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap from growing wider
- Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures full access to the curriculum
- Demonstrates an improvement in self-help or social or personal skills
- Demonstrates an improvement in the child's behaviour

Where a period of differentiated curriculum support has not resulted in the child making sufficient progress OR where the nature or level of a child's needs are unlikely to be met by such an approach, provision at the **SEND support** level may need to be made.

SEND support provision would be indicated where there is evidence that:

- There has been little or no progress made with existing interventions.
- Additional support is required to develop literacy or numeracy skills.
- Additional support is required for emotional, behavioural or social development
- Additional support is required for sensory or physical impairments.
- Additional support is required for communication or interaction needs.



There are likely to be two groups of children recorded at **SEN support**.

- 1.Children who have needs similar to other children with additional needs within the class, e.g. lack of phonic knowledge or phonological skills, spelling.
- 2.Children whom we consider to have more severe or longer term needs that are likely to result in an application for further professional advice.

Where needs are similar, it is appropriate to support these children within a group, focusing on the common needs. However, there is scope within the **SEND support** plan for each child to have an **individual target/s**.

Both groups of children will have provision for their common needs in a small group as well as some individualised support for their more unique needs. Provision will run concurrently with differentiated curriculum support.

The group may be taught by the class teacher and also supported by a TA.

The responsibility for planning for these children remains with the class teacher, **in consultation with the SENDCO**.

A child receiving support at **SEND support** may have an Individual Education Plan or may be provided for through an intervention group.

Monitoring of a child's progress will be carried out on a weekly basis by all those involved with the child. Progress against the Learning objectives including achievements and difficulties will be recorded. The monitoring information will form part of the evidence used to review the child and make adjustments to the provision for the child, if appropriate.

Individual Education Plans will be reviewed at least twice a year, although some pupils may need more frequent reviews. The SENDCO will take the lead in the review process. Parents/carers and wherever possible, their child, will be invited to contribute and will be consulted about any further action.

As part of the review process, the SENDCO and school colleagues, in consultation with the parents/carers, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions.



- Continues to make little or no progress in the areas of concern
- Continues working at National Curriculum levels substantially below that expected of children of the same age
- Continues to have difficulty in developing literacy and numeracy skills
- Has emotional, behavioural or social needs which regularly and significantly interfere with the child's or others learning
- Has sensory or physical needs which require additional specialist equipment or regular advice or visits from a specialist service
- Continues to have communication and interaction needs that interfere with the development of social relationships and act as a barrier to learning. That support is required from **specialist services**. A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the child. The specialist services can contribute to the planning, monitoring and reviewing of the child's progress.

School request for a statutory assessment

For a child who is not making adequate progress, despite a period of support at SEND support and in agreement with the parents/carers/carers, the school may request the LA to make a statutory assessment in order to determine whether it is necessary to make an Education Health Care Plan.

The school is required to submit evidence to the LA whose weekly Moderation of Assessments Panel makes a judgment about whether or not the child's need can continue to be met from the resources normally available to the school. This judgment will be made using the LA's current Criteria for making an EHC plan.

Review of a child with a statement/ Education Health Care plan(EHC)

Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request for EHC.

A child who had a Statement of Special Educational Needs will continue to have arrangements as for SEND support, and additional support that is provided using the funds made available through the Statement/ EHC.

There will be an Annual Review, chaired by the SENDCO, to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the Statement or to the funding arrangements for the child.

From September 2014 this provision will be made through a EHC plan. Statements will be transferred by 2017.



The School's Arrangements for SEND and Inclusion In-Service Training

- The SENDCO attends regular cluster meetings to update and revise developments in Special Needs Education and Inclusion.
- Meeting additional needs and Inclusion issues are targeted each year through the school's long-term goals and the School Development Plan. In-Service training and individual professional development is arranged matched to these targets.
- In-house additional needs and Inclusion training is provided through staff meetings as required.
- All staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified either at an individual pupil or whole class level.
- Support staff are encouraged to extend their own professional development and the management team will ensure tailor-made training where this is appropriate.

The use made of teachers and facilities from outside the school, including support services

- The Educational Psychologist visits the school regularly (according to timetable), following discussion with the SENDCO as to the purpose of each visit.
- The LA Early Intervention Service (EIS) and Integrated Disability Service (IDS) Learning support teachers visit regularly to provide support for children, specific information, to share resources and provide in-service training.
- The SENCO / Head liaise frequently with a number of other outside agencies, for example:
 1. Social Services
 2. Education Welfare Service
 3. School Nurse
 4. Community Pediatrician
 5. Speech Therapy
 6. Physiotherapy
 7. Occupational Therapy
 8. CAMH's Clinical Psychology
 9. Young Carers
- Parents/ Carers are informed if any outside agency is involved.

Arrangements for partnership with parents/carers

- Staff and parents/carers will work together to support pupils identified as having additional needs.
- Parents/carers will be involved at all stages of the education planning process. An appointment will be made with the class teacher to meet all parents/ carers whose children are being recorded as having additional needs. The SENDCO will arrange this meeting.
- We make sure that all parents/carers are given information about The Parent Partnership, which is our local parent support partnership organisation, as soon as a child has been identified as experiencing special educational needs.



- At review meetings with parents/carers we try to always make sure that the child's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.
- Parents/ carers are always invited to contribute their views to the review process and the setting of targets. All IEPs and reviews will be copied and sent to parents/carers after meetings.
- Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request. .
- Regular curriculum information sheets are provided for all parents/carers.
- Parents/carers evenings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request.
- Regular communication between school and home will ensure that concerns are promptly acted on and achievements shared. Where this has not happened, however, parents/carers are able to make a complaint by contacting the Headteacher or, if this fails to resolve the issues, the governing body. Our complaints procedures, available from the school office, sets out the steps in making a complaint in more detail.

Links with other schools/Transfer arrangements

- Year 3 staff will meet with staff from partner feeder schools prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENDCO after this meeting. Where necessary the SENDCO will arrange a further meeting.
- Class teachers of children joining from other schools will receive information from the previous school; if there is an SEND issue the SENDCO will telephone to further discuss the child's needs. Children transferring from DBJS to new schools will have details provided of particular needs and additional provision made by the school. The SENDCO will discuss these children with other schools on request.

Links with Health and Social Services, Attendance, Compliance and Enforcement (ACE) and any Voluntary Organisations

- The school regularly consults health service professionals. Concerns are initially brought to the attention of the school nurse by the SENDCO /Head, and referrals will be made as appropriate.
- Social Services and ACE will be accessed through the admin office or the visiting attendance officer as appropriate. Class teachers will alert the SENDCO if there is a concern they would like discussed.
- There are many voluntary organisations supporting SEND. Parents/carers will be given details of these groups on request or as appropriate. Information sent from organisations will be posted on the parents/carers notice board.



Inclusion Principles

- Staff at DBJS value pupils of different abilities and support inclusion.
- Within the school, staff and pupils will be constantly involved in the best ways to support all pupil's needs within the school. There is flexibility in approach in order to find the best placement for each child.
- Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process.

Access to the Environment (see also School Access Plan)

- DBJS is a single site Junior school . The school is built on one level, entrance to the building is through the main reception and year 4, which is level and therefore suitable for wheelchair access. Classrooms are accessed by corridors from which there is also wheelchair access.
 - There are shower, changing and laundry facilities. There is currently one disabled toilet for children or adults.
- We have made sure that there are good lighting and safety arrangements (for example, markings on steps) for all visually impaired pupils. Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised (part-carpeting, curtains, quiet areas).
- An access audit of the school has recently been carried out and we have designated an orange badge parking bay and dropped the kerb from the car park. We will incorporate a number of the other recommendations into our repairs and maintenance programme.
- Children requiring equipment due to an impairment will be assessed in order to gain the support that they require.
- Details of our plans and targets on improving environmental access are contained in the Access Plan.

Arrangements for providing access to learning and the curriculum (see also School Access Plan)

- The school will ensure that all children have access to a balanced and broad based curriculum, and that the National Curriculum programmes of study are flexible enough to meet every child's needs. (No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.)
- Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.
- Staff will work in a way to avoid the isolation of the children they are supporting, and will encourage peer tutoring and collaborative learning.



- Schemes of work and policies for each area of the curriculum are in place and are differentiated to include appropriate learning outcomes for all pupils
- Differentiation takes a variety of forms within teacher planning. Learning objectives are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.
- Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.
- The school will ensure that extra curricular activities are barrier free and do not exclude any pupils.
- Details of our plans for increasing access to the curriculum with targets are contained in our Access Plan.

Access to Information (see also School Access Plan)

- We adapt printed materials so that children with literacy difficulties can access them, or ensure access by pairing children/peer support/extra adult support.
- We provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.
- DBJS uses a range of assessment procedures within lessons to ensure children with additional needs are able to demonstrate their achievement appropriately.
- Details of our plan to improve access to information, with targets, are contained in the school's Access Plan.

Admission arrangements

- Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs. Children with a EHC plan are given high priority.
- There are two classes per year group; pupils are allocated to each class by age and gender to ensure that there is parity between both classes. Children identified, prior to joining our school, as having additional needs will also be matched to each class to ensure a balance of both provision and opportunity.
- Prior to starting school, parents/carers of children with a EHC plan or Statement pending will be invited to discuss the provision that can be made to meet their identified needs.



Incorporating disability issues into the curriculum

- The PSHE curriculum includes issues of disability, difference and valuing diversity. Advice will be sought from Disabled Persons organisations on appropriate resources.
- The library resources are regularly reviewed to ensure they include books that reflect the range of special educational needs issues and come from a disability equality perspective, and priority is given to the ordering of books with positive images and a positive portrayal of Disabled People as they become available.
- DBJS also recognises the importance of increasing awareness of Makaton as a language and has staff trained to support children.
- Opportunities are taken as required to teach the children Makaton signs and communicate in print symbols.

Terminology, imagery and disability equality

- We try to make sure we have positive images of disabled children and adults in displays, resources etc.
- We aim to make optimum use of Circle Time for raising issues of language and other disability equality issues.

Listening to disabled pupils and those identified with additional needs

- DBJS encourages the inclusion of all children in the School Council and other consultation groups. We also have Circle Time throughout the school.
- We aim to include children in their target setting and encourage and support them to take an active part in their annual reviews, through preparation, and making the information and meeting itself accessible and unthreatening.
- The staff has on-going training opportunities on issues relating to communication and listening skills.

Working with disabled parents/carers

- DBJS recognises that there will be a number of disabled parents/carers of children within the school, and we work to try to ensure they are fully included in parents/carers activities. We also make sure that we hold parents/carers meetings in an area that is accessible.

Disability equality and trips or out of school activities

- DBJS tries to make all trips inclusive by planning in advance and using accessible places. We take all year 4 children to York to study Romans and Vikings, Year 5 children to Wales to study mountains and Rivers and year six children to Castleton for Outdoor and adventurous activities. We provide additional TA support for individual children as required.
- All children are welcome at our afterschool activities and we try to rearrange SEND support as necessary.



Evaluating the success of the School SEND Policy

- Every year, we analyse the data we have on the percentage of our pupils with very low attainment at the end of their key stage, compared to the percentage in similar schools. We also analyse data on behaviour: major behaviour incidents and exclusions (including lunchtime exclusions). We use this analysis to help us plan our provision map. At the same time, we set new targets for the year ahead, aiming for:
 - X A reduction in the percentage of children with very low attainment,
 - X An increase in the percentage of children recorded as having special educational needs and disability meeting the standards in reading, writing, spelling, punctuation and grammar and maths at the end of KS2,
 - X A reduction in behaviour incidents and exclusions
- We report progress against these targets to the governing body, who prepare the SEND report for Parents on the school website. This also includes the details of SEND provision. The access plan is provided on the school website along with the information required by the Disability Discrimination Act.
- Each term, the Head/ SENDCo will provide information to the governing body as to the numbers of pupils receiving special educational provision through SEND support and Statements as well as any pupils for whom a Statutory Assessment has been requested. The number of pupils transferring to or from each type of provision will be noted. The Head will report on any whole school developments in relation to inclusion, at the same time, and will ensure that governors are kept up to date with any legislative or local policy changes.
- SEND and Inclusion is a standing agenda item at all Standards Sub-Committee meetings and will be reported at the full governing body meetings through sub-committee reports, which are then discussed as necessary.
- The SENDCo will meet with the SEND governor to discuss Inclusion and current SEND concerns. The SEND governor will lead governor monitoring of the SEND policy through sampling, observations and other procedures to be agreed annually.
- Individual targets for children with additional needs will be reviewed through IEP targets, and a summary of the outcomes arising from these targets will be discussed at staff meetings.
- Whole school monitoring and evaluation procedures will include sampling of work and observations. Outcomes pertinent to SEND provision and planning will be taken forward by the whole staff and used to build upon successful practice.
- Target setting for all pupils takes place daily, half-termly and annually. Targets are set for children to meet the standards expected at the end of Key Stage 2. Our success in all these areas is evaluated annually and reported to parents/carers in the annual report in July
- The policy itself will be reviewed annually by the school's Standards committee.



Dealing with complaints

- If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENCO, who will try to resolve the situation.
- If the issue can not be resolved within 10 working days, the parent can submit a formal complaint to the Headteacher in writing or any other accessible format. The Headteacher will reply within 10 working days.
- Any issues that remain unresolved at this stage will be managed according to the school *Complaints Policy*. This is available, on request, from the school office.



APPENDIX 1

Allocation of Resources to and amongst pupils for the year 3 to 6

Year	Differentiated curriculum provision	SEND support	SEND support
Year 3/4/5/6	TA support for:	TA support for:	X Speech and Language Therapy 1:1/group work
	X Groupwork within the literacy/ numeracy hours	X Phonics 1:1	
	X Paired reading	X Precision teaching	X IDS / EIS input to planning, monitoring and reviewing of IEPs.
	X Additional guided reading	X Reading 1:1	X IDS Autism support group.
	X Additional maths support	X Social use of language	X Personal power anger management (EIS teacher led)
		X Catch up programme	X Literacy/ Numeracy support (EIS teacher led)
		X Personal power anger management (TA led)	X Phonics support (EIS TA led)
		X TA Mentor	
		X Numeracy bespoke programme	
	X Talking partners		



APPENDIX 2

GUIDELINES FOR IDENTIFICATION OF SEN AT SEN support

	Language and Literacy	Mathematics	Personal and Social Development (see attached descriptors for P levels)		
			Interacting & working with others	Independent & organisational skills	Attention
Y2 Term 3 Y3 Term 1	<ul style="list-style-type: none"> Reading: 6months below Chronological age on Reading age test KS1 SATs - not meeting the standard for the end of year 2 	<ul style="list-style-type: none"> KS1 SATs – not meeting the Standard for the end of year 2. 	Less than level P8	Less than level P8	Less than level P9
Y3 Term 3 Y4 Y5 Y6	<ul style="list-style-type: none"> At any time if reading/spelling age is 18 months or more below chronological age At any time if working at more than one year behind the standard for a particular year. 	<ul style="list-style-type: none"> At any time if working at more than one year behind the standard for a particular year. 	Reaching final sanctions in school behaviour plan Behaviour that restricts own/others access to the curriculum on a daily basis Requires adult support to organise self to complete familiar tasks Unable to work without peer/adult support for more than 15 minutes		

The criteria map is a guide, for the purpose of making clear to parents/carers, children and school staff, about the levels at which children might be considered for extra help. The actual decisions, however, will depend on assessment of the child's rate of progress, as set out in the *Code of Practice*.