

Ensuring all pupils make **good progress** including those with **Special Educational Needs**

An overview for parents and carers

We understand that all children learn differently and at differentrates.

**At Bell Lane, the teachers monitor the progress that all children make carefully:**

* The teachers meet every half-term with the Head Teacher, the Deputy Head Teacher and the Inclusion Leader to discuss the progress of every child in the school.
* Senior Leaders look at the children’s books regularly to ensure that they are doing work that is at the right level and with enough challenge.
* Lessons are observed to make sure that every child is being taught in a way that helps them to learn the best way that they can.



**What we do with this information?**

* We create ‘Provision Maps’. In the Provision Map, we map out how we can give targeted learning opportunities to certain pupils who made need extra support in specific areas of their learning.
* The pupils will get extra support in these areas to make better progress.
* We review these Provision Maps every half-term to make sure that the extra support is helping the children to make better progress.
* Extra support is planned by teachers and delivered by either teachers or teaching assistants (TA’s) or higher level teaching assistants (HLTA’s).

**What are some of the ‘barriers to learning’?**

‘Barriers to learning’ is a term that schools use to describe things that may be stopping children from making as much progress as they are able to.

There are lots of potential barriers to learning. Some include:

* They may not have learnt an early learning concept that is stopping them from being able to move forward.
* They may be lacking in confidence and this is stopping them from being able to achieve their full potential.
* They may need some extra support to understand

a certain part of their learning to help them

move forward.

**Special Educational Needs**

Sometimes, the school may seek the support from specialist agencies to help us to better understand a child’s barrier to learning. These agencies will meet with the parent and the teacher.

Some of the agencies are:

* **Alternative Education Provision (ie Pupil Referral Units)**
* **Outreach Support Services**
* **Educational Psychologist**
* **Child Adolescent Mental Health Service**
* **Education Welfare Service**
* **Health Service (school nurse, dietician, therapists)**
* **Families First**

This could lead to a further assessment by a specialist agency. The assessment may find that your child has a Special Need. This will help everyone to understand how best to support your child. School staff and parents may receive specialist training on how your child could be supported more appropriately.

The school will then meet with the parent again to use this information to set some goals for the child. This is helpful because we can set realistic and manageable goals that will help everyone to support the child to achieve. These will be reviewed regularly to ensure that the child continues to make progress.

**It is very important that parents are involved in every step of the process. Parents know their children better than anyone, and it is with your support that we can help your child meet their full potential.**

If you have any concerns about your child’s progress or development, please talk to their teacher. They can give you strategies to use at home. The teacher may also suggest that you arrange a meeting with the Special Educational Needs Coordinator (SENCo) if this is appropriate.

Please feel free to contact the school if you would like more information:

**Tel:** XXX

**Email:** XXX

***Or just come into the office to make an appointment.***