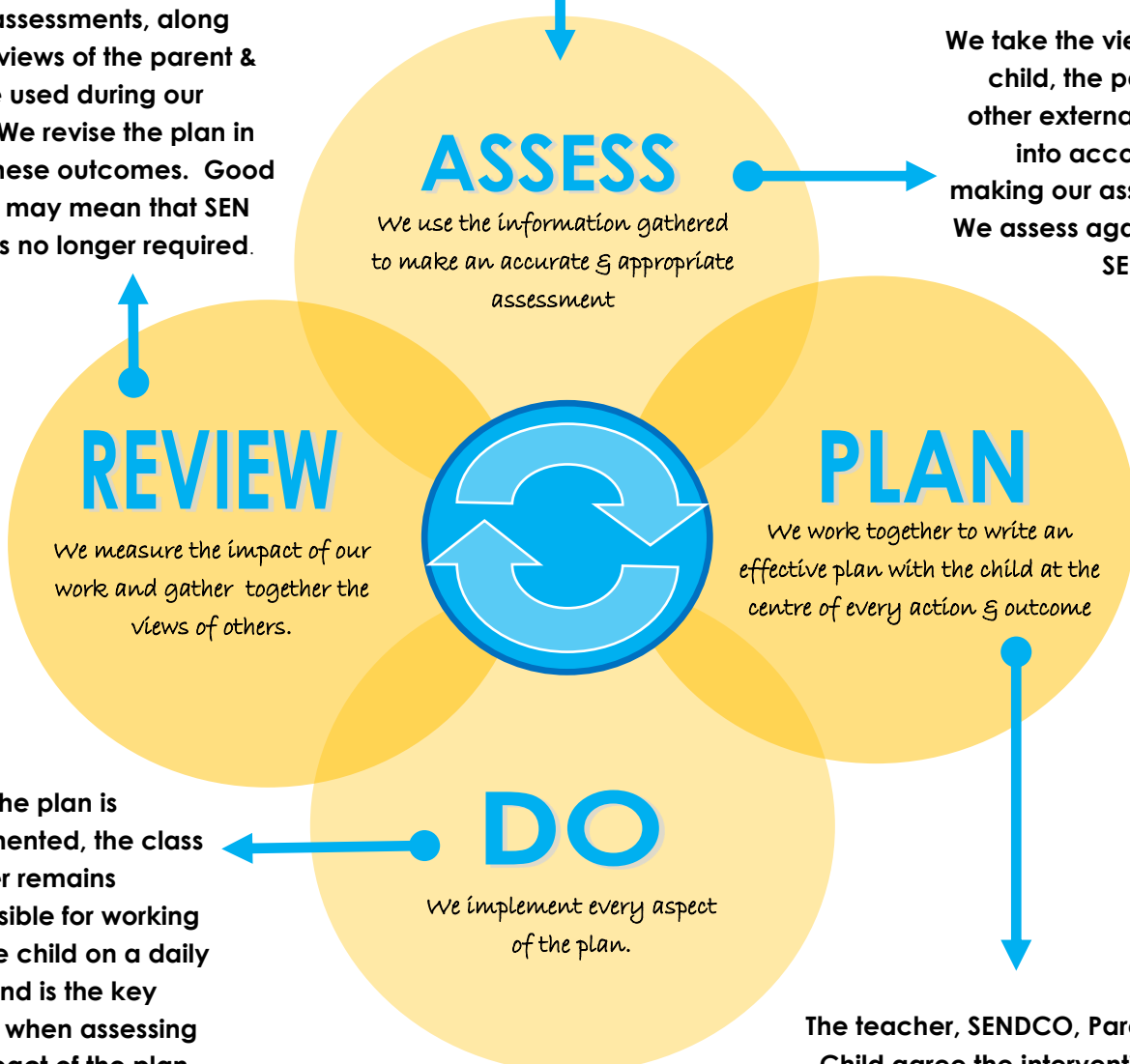


At Primrose Hill we focus on inclusive and engaging quality-first teaching. We have whole school systems in place for assessing, planning, monitoring and reviewing pupil progress. This happens on a regular basis throughout the term.

Sometimes a child is identified who is not making the progress expected of them.  
At this point we start a graduated response..

Impact assessments, along with the views of the parent & child are used during our review. We revise the plan in light of these outcomes. Good progress may mean that SEN support is no longer required.

We take the views of the child, the parent and other external services into account when making our assessment. We assess against clear SEN criteria.



When the plan is implemented, the class teacher remains responsible for working with the child on a daily basis and is the key person when assessing the impact of the plan.

The teacher, SENDCO, Parent and Child agree the intervention and support identified. Expected outcomes are agreed together. We record on our school system the planned actions and inform all relevant staff.

