



**THE ROYAL SCHOOL, HAMPSTEAD
WHOLE SCHOOL AND EARLY YEARS**

**LDD/SEN Department Policy
January 2010**

Introduction

The Royal School Hampstead values the contribution that every girl can make to our community and we welcome their diversity of culture, religion and intellectual style. The Special Needs Department seeks to raise achievement, remove barriers to learning and increase physical and curricular access for every girl. We aim to do this by providing a sympathetic learning support structure which is designed to meet the needs of each individual and which takes into account each pupil's own perceptions of their areas of need and strength.

We believe that provision for children with SEN is a whole-school matter and that all educators within our community are responsible for addressing the specific educational needs of every girl they teach. As all teachers are teachers of children with SEN, the department takes responsibility not only for the educational needs of the pupils but also the professional developmental needs of the staff.

Objectives

To use the National Curriculum as a starting point for every pupil's education and to ensure that suitably differentiated resources are produced in order that each pupil may have full access to the curriculum

- To involve pupils in the setting, monitoring and achievement of goals in relation to their specific educational needs
- To ensure that the needs of children are swiftly identified and that appropriate provision is made in all curriculum areas
- To provide age- and need-appropriate specialised provision which changes as the girls' needs change as they move up the school
- To work cooperatively with parents in order to help them understand their child's needs and how they can best aide the learning process
- To work cooperatively with outside agencies and other professionals involved in the education of our pupils
- To work with staff in order to help identify their professional needs and to provide them with sufficient information to address the learning needs of each SEN pupil
- To develop a culture of caring and respect in the school which celebrates the differences and achievements of those with SEN

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Roles and responsibilities

SENCO

- Assess new pupils for potential SEN
- Record, monitor and evaluate progress of all SEN pupils
- Share information with staff regarding the specific needs of all pupils
- Monitor and evaluate the teaching of individual and small-group SEN lessons
- Conduct whole-school INSET to address SEN issues with the whole staff body
- Provide teaching staff with the relevant training and teaching materials in order to help them improve their teaching
- Work with NQTs and new members of teaching staff to address their teaching needs
- Work closely with parents to determine the best provision for their daughter
- Act as a link with external support agencies
- To coordinate the Gifted and Talented programme
- To coordinate provision for EAL pupils
- Manage the SEN Department budget and select and purchase appropriate learning resources when needed
- Maintain the SEN Register
- Maintain the records of all SEN pupils

- Monitor the effectiveness of the SEN programme and report to the governing body
- Manage the human resources linked to those children receiving SEN teaching

SEN Teachers

- Assess the specific needs of pupils they've been assigned to teach
- Plan, develop and implement a teaching programme which has been specifically designed for each pupil
- Report on pupil progress to the SENCO and other relevant teaching staff
- Conduct routine assessments to track and record progress at the beginning, middle and end of every school year.
- To contribute to the IEP process suggesting targets and strategies

Headteacher

- Oversee the assessment and admission of new pupils with SEN
- Oversee the development of new initiatives in the SEN department
- Evaluate the progress of pupils who are receiving SEN provision
- Act as liaison between the SEN department and the Trustees

Trustees

- Aim to secure the necessary provision for any pupils identified as having SEN
- Evaluate the provision of Special Needs education within the whole-school environment
- Ensure that pupils with Special Needs are making the expected progress
- Evaluate and make amendments to budgetary provision to ensure that adequate resources are deployed to meet the needs of SEN teachers.
- Act as a liaison to parents who have complaints regarding the provision made for their daughter
- Maintain an overview of SEN policy and practice within the school
- Have regular contact with the SENCO to discuss SEN strategy and provision within the school
- Feedback to the Trustees about the progress of SEN pupils, the levels of SEN provision and the anticipated needs of the department in coming terms
- Ensure that teachers within the school have had appropriate training and education to meet the needs of the SEN pupils within the school

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Teaching Staff

- Educate themselves on the specific needs of all SEN pupils in their lessons
- Familiarise themselves with the range of special needs that our pupils have
- Differentiate lesson materials so that they are suitable for individual pupil needs
- Plan, develop and monitor work for pupils with SEN which allows them to access the curriculum
- Using IEP targets, aide girls in their achievement of their personal academic goals when relevant to the subject area
- Provide feedback to the SEN Department regarding the progress and achievements of girls on the SEN Register

Admission Arrangements

The Royal School Hampstead is a non-selective school and as such girls with a range of Special Educational Needs are considered for admission. The criteria used to determine whether a pupil can be admitted is based on the girl's previous academic experiences, her engagement with her specific needs, the ability of the school to provide appropriate resources and the desire to create a cohesive and harmonious learning environment. In consultation with Deans of School and previous schools, when applicable, the SENCO works in partnership with the Headmistress to determine whether the school will be able to provide for a potential pupil's specific needs. The school aims to do all it can to make provision for girls with a range of Special Educational Needs because it is felt that the diversity of a community made

up of learners with varying skills and needs makes for a more secure and robust learning environment for all pupils.

Specialised provision

In addition to the in-class differentiation and specialised provision that all teachers are expected to administer, The Royal School Hampstead provides a range of specialised provision outside of the classroom for those pupils who require the additional support. The SEN Department offers one-to-one and small group withdrawal sessions in the SEN Unit where specialist literacy, numeracy, Speech and Language, EAL and Drama Therapy practitioners offer sessions. The Unit is also equipped with a range of ICT devices which enhance and make accessible those areas of the curriculum where girls need additional input. There are also a range of physical resources which are available to pupils, ranging from pencil grips to specially modified seating, all of which can be given to girls as it is appropriate. The SEN department works closely with the School Nurse in order to provide specially tailored conditions in which SEN pupils can work. The school has a lift and accessible toilets for those pupils whose physical requirements dictate the use of such items. Further, the school curriculum can be adjusted for any SEN pupil so that they may be disallowed from subjects if their SEN prohibits them from taking part; i.e. a Dyslexic pupil in KS3 may be excused from one or more foreign languages as our normal school curriculum consists of Latin, French and German.

Allocation of resources

One-to-one sessions are paid for directly by parents on an hourly basis. This is agreed with parents before the girl is admitted to the school and is reviewed termly. Small-group sessions are arranged by the SENCO and are funded by the school. Pupils with statements are assigned specialist teaching time or Teaching Assistant time as per their statement and this is paid directly by the relevant LEA. No additional specific funding is provided by the school to meet the requirements of the pupil's statement, funding for this comes from the general SEN Department budget.

The SEN Budget covers the purchasing of resources, including, but not limited to, ICT materials, physical learning aides, workbooks and other adapted curriculum resources, informative reading for staff, assessment materials and general departmental administration. The budget is reviewed annually and is determined by the school's Governors in cooperation with the Headmistress and the SENCO. The SENCO is responsible for the day-to-day management of the budget and the acquisition of resources.

Identification, Assessment, Provision and Review

Identification and Assessment

Girls who have a history of SEN or EAL and who are coming to the school with records of previous interventions are immediately interviewed by the SENCO and placed on the SEN Register if appropriate. Previous IEPs and Educational Psychologist's assessments are used to get a comprehensive understanding of the girl's needs and capabilities. All relevant teaching staff are met with and the girl's needs are discussed; a pupil profile is produced.

Through the course of their instruction, some teachers will identify pupils about whom they have concerns and when this happens they follow the 'Concerns' Procedure. There is a 'Pupil Concerns Form' which staff must complete and save on the shared network, the SENCO should be notified by email that this has been done. At this point, the SENCO will read the 'Pupil Concerns Form' and interview other relevant members of staff to get their views on those concerns. After this, a 'Pupil Observation Form' is completed while the SENCO observes the pupil in a series of lessons. (See Appendix A) This form also allows the SENCO to conduct work assessments from that pupil to see whether the concerns raised

are likely to be caused by an unidentified SEN or whether the concern is a more general academic delay. The SENCO is then responsible to meet with the pupil, interview her on her own views of her academic needs and conduct a series of assessments in order to get a better understanding of the pupil's specific needs. It is up to the SENCO to determine which assessments are conducted based on the concerns raised. If those assessments show that there is reason to believe that an underlying specific need exists, the pupil's parents will be contacted and asked to attend the school for a meeting at which point a general conversation about the girl's needs will take place. A recommendation that the girl be formally assessed by an Educational Psychologist will be made at this point and once completed; the Educational Psychologists recommendations will be followed.

In the Early Years, pupils are not admitted with known Special Educational Needs and as such a more robust dialogue between the teachers in those years and the SENCO is necessary. Information regarding concerns and progress from parents is combined with the teachers' own assessments and observations of girls and any concerns are passed along to the SENCO. At that point, the normal procedure including observations and assessments can be carried out. However, due to the nature of girls' learning at this age, it is more likely that the child will be 'Under Observation' (see below) for a longer duration before any action, other than communication with the parents, is taken. It is usually left to the girl's teacher to carry on communication with the parents at this stage, though this is done in consultation with the SENCO.

Provision

Pupils with Specific Learning Difficulties or a range of Speech and Language needs will be seen by specialists in their particular areas of need. When specialist lessons are arranged, a teacher is assigned to work with a girl for a specific number of sessions per week. The teacher will meet with the pupil and conduct an informal interview to assess the girl's own views of her needs. She will then sit a formal assessment with the specialist teacher selecting from a range of assessment materials as appropriate to the pupil's needs. All pupils are also given a WRAT Literacy or Numeracy assessment for baseline progress checking at the beginning, middle and end of every academic year. The specialist teacher will then complete an 'Individual learning Plan' (see Appendix A) which is a document that sets out the assessment results and the specialist teacher's analysis of needs based on those assessments. Short, medium and long term goals are laid out and these form the basis of lesson planning for the coming academic year.

Specialist teachers also complete daily lesson records (see Appendix A) which chart lesson content and implications for future teaching, allowing the teachers to be flexible in their approach to future planning as well as providing a space for making a record of areas of progress and areas which need to be covered again. This system works better for pupils with SEN because their learning needs and accomplishments cannot be predicted and are not likely to follow a scheme of work which was laid out 6 months previously. Therefore, the flexibility that this system creates allows teachers to modify and amend the content of their lessons as they move through the year. All of the documentation and paperwork for these lessons can be found in the SEN Department files, all school staff have access to these files.

Pupils with diagnosed Special Needs, pupils who are classed as EAL and pupils about whom their concerns will be placed on the Special Needs Register. The Special Needs Register uses a stages system much like that found in state schools with all pupils given a stage based on the level of need and the level of intervention currently in place. Pupils with diagnosed Special Needs will also have a Learner Profile which lays out the details of their specific needs, strategies that teachers can use to teach this pupil and guidance on how this pupil's specific SEN will need to be addressed within the context of the classroom. (see Appendix A) All pupils with diagnosed Special Needs will also be given an IEP. (please see the IEP section below for details of the system)

SEN Stages

1. **Under Observation:** Concerns expressed, pupil is 'Under Observation', no further action
2. **School Action:** Action being taken – differentiation/extra lessons, IEP
3. **School Action Plus:** Child has Educational Psychologist's report, Pupil Profile and further input from school or external agencies

It may also be the case that a pupil is found to have learning delays in a certain curriculum area but that no concerns about a specific learning disability are present. If this is the case, then a course of one-to-one remedial instruction in the necessary subject areas will be arranged. At this point, just as with the SEN pupils on the register, the girl's needs will be assessed by a specialist teacher and a scheme of work, tailored to the findings of the assessments, will be developed and implemented. This is done in conjunction with form teachers, subject teachers and input from any other relevant subject areas.

Girls about whom there are concerns but where there is no immediate academic need will be placed 'Under Observation' which means that her progress is checked termly by the SENCO and that all relevant teachers are made aware of the specific areas of concern. It is sometimes the case that teachers feel a child needs to be observed to ensure that she does not fall behind, rather than because she is behind in her work, or that particularly if outside factors (break-up of family, illness in family, etc.) could lead to difficulties in academic subjects. Teachers are given an opportunity to comment on these specific areas of concern on a termly basis. (see Appendix A) If it is felt that the girl's progress is not sufficient or that there are further concerns developing, then she will be formally assessed as per the procedure above.

Progress Tracking and Review

Once a girl has been assigned to a Specialist SEN teacher, her progress will be tracked by assessment with a WRAT test three times yearly; these results are monitored by the SENCO. Academic progress is monitored by teaching staff in the lower schools who are responsible for collecting a range of qualitative and quantitative data about every girl's progress. In the senior school progress is monitored through informal communication with teaching staff, regular pupil reporting and parent meetings.

Individual Education Plans

All pupils with diagnosed Special Needs will be a part of the IEP process. At the Royal School Hampstead, the IEP process is one that involves a pupil's teacher, the SENCO, the pupil and the parents. Every person is felt to have a responsibility for not only the writing of the IEP, but the implementation and monitoring of progress. This, we feel, stops the IEP from simply being a piece of paper in the pupil's file and allows it to become a working and helpful document. Obviously, the pupil's involvement in the writing of the IEP varies significantly according to her age and her ability to engage with the discussion. Each IEP session is tailored to individually meet the needs of each pupil.

Writing Process

With assistance from the SENCO and form teacher, a pupil is responsible for discussing her own areas of concern and her own perceived strengths. During the interview a pupil will be asked to talk about her recent successes, her frustrations and the areas that she would like to improve upon. She is also encouraged to look back at the work that she has done over the previous term and talk about whether she has accomplished what she wanted to and if she has not, what she thinks the obstacles to her accomplishments had been. Initially, goals are set according to the pupil's own desires though this is guided by the SENCO and class teacher. The pupil is encouraged to contribute what she feels her responsibility is in terms of meeting the goals, how her parents can help her at home with those goals and what class teachers can do in order to assist with the meeting of those goals. When the document is drafted, pupil,

parent and teacher are all asked for their comments and revisions so that a finalised document can be written up for that term's IEP.

Review Process

First IEPs are written in September/October and reviewed in February, second IEPs are written in February/March and reviewed in June/July. At a review meeting, pupils will be asked to comment on their progress in terms of the targets they set themselves, the amount of effort they feel that they contributed to the meeting of those goals and their perceptions of their progress on those goals. Past goals are discussed and revised if they have not been fully met and new goals are written to replace those that have been achieved.

Mini-IEPs

Once finalised IEPs have been approved and signed by all relevant parties, a mini-IEP containing goals and the pupil's own responsibilities is given to the teacher and pupil for the pupil to place in her daily diary. The form teacher also has a copy of the mini-IEP for ready reference and is encouraged to discuss this document with the girl on a once weekly basis in an informal chat regarding progress. The mini-IEPs are kept in diaries not only as a reminder of what the pupil has set out to achieve, but also for easy reference when discussing needs or progress with other subject teachers.

Pupil information filing

There are three places where pupil information is kept depending on the level of confidentiality. Confidential reports and correspondence is kept under lock and key in the SEN department office. Information in these documents can be shared with other members of staff at the SENCOs discretion, though it is unlikely that these documents will be handed over to staff for them to use without guidance from the SENCO. Reports, IEPs, Pupil Profiles, Individual Learning Plans and Lesson Summary Trackers are all kept in a filing system that is available for any member of staff to use. Teaching staff are encouraged to access these files for all of the SEN pupils that they teach. Pupils also have work files which contain all of the paperwork which they need to refer to through the course of their additional teaching sessions with specialist teachers. Teaching staff are also free to look through these files to get a better idea of the work that pupils are completing in this one-to-one time.

Access to the curriculum

All of our pupils have the entitlement to a broad, balanced, relevant and individually tailored curriculum. All girls with SEN are taught for as much of the week as possible in mainstream lessons by class or subject teachers who have been properly apprised of the most effective teaching methods for each girl. Girls with SEN are expected to access the normal National Curriculum where it is being taught and it is through the creative application of resources by the teaching staff that girls are able to achieve this goal. All teaching and support staff are aware of the National Curriculum Inclusion Statement and in their planning and teaching they strive to:

- provide achievable learning challenges which are designed to stretch each individual
- meet the diverse learning needs of every girl with SEN
- adapt the curriculum and assessment criteria in such a way that learning and progress are attainable

With advice and guidance from the SENCO as well as support from the Specialist SEN teachers, teaching staff are able to tailor their curriculum to the individual needs of each pupil. Teachers use a range of strategies to develop each girl's knowledge, understanding and skills. It is expected that all lesson materials will be presented in differentiated format in order that all pupils in a given class will have an option of working at a suitable level; SEN pupils may require that work is more specifically tailored to meet their precise needs (i.e. an academically capable and partially sighted girl will need the 'gifted' activity but

will need it presented enlarged to A3 and will also need specific conditions within the teaching room to be met, such as lighting, distance from the board, size of resources, etc.)

Teaching staff at the Royal School Hampstead appreciate that their successes and failures in meeting these aims are key contributors to a girl's long-running academic success. Because of this, the teachers regularly review issues related to specific children with SEN through monthly staff meetings, and through a running dialogue with the SENCO. Further, issues such as classroom organisation, teaching methods, lessons materials and differentiation of tasks are regularly reviewed through meetings with the SENCO in order that teaching staff can be assured that they are providing the most comprehensive learning environment possible.

Where possible, provision is made for pupils' needs to be addressed within the classroom setting. However, we have found that interventions outside of the classroom can be of great benefit if applied sensitively and with regard to the pupils' emotional needs. A particularly successful programme has been the Reading Recovery Intervention programme which sees younger, struggling readers paired with older pupils, staff and volunteer parents. In these sessions, which usually take place before the commencement of the academic day or in school break times, pupils are given an opportunity to develop their reading skills through a structured reading scheme which includes oral reading, questioning and discussion of texts.

It is often a necessary part of a SEN pupil's development that they are withdrawn from lessons for one-to-one teaching. This is done in such a way as to have the least impact on their education and the views of the pupil, parent and relevant teaching staff are considered when drawing up timetables for these sessions. As the upper and lower schools have separate lunch and break times, it is possible for each Specialist SEN teacher to see 4 pupils a day during break times which do not interfere with any of the girls' lessons. Following this, upper school pupils have withdrawal sessions booked in during their free study times. Otherwise, pupils are removed from lessons as appropriate to their individual learning styles. It is likely that the pupil will be removed from PE, Drama, Music or Art before the other more academic subjects, unless a parent or pupil has specifically requested that these lessons not be missed. Following that, it falls to the SENCO to negotiate a withdrawal schedule which has the least impact upon each girl's timetable. As it is school policy that girls take more than one foreign language with girls in the upper school taking French, German and Latin, it is sometimes the case that girls with SEN will be disapplicated from one or more of these foreign languages. If this is the case then the additional time created by this disapplication will be used to assist the girl with development of literacy or numeracy as appropriate. Disapplication from a specific subject is done in consultation with the SENCO, pupil, parents, relevant teaching staff and relevant members of the management team.

Access to the wider curriculum

In addition to the National Curriculum, the Royal School Hampstead provides a wide range of extra-curricular learning opportunities. These include inter alia textiles club, drama club, sports clubs, Duke of Edinburgh, Community Link, choirs, photography club, G&T Philosophy Club and Student Council. Pupils with SEN are often found to have exceptional talents in the performing arts, sport or specific curriculum areas. We believe that every pupil in our school has special talents and gifts and it is our responsibility to find and develop those talents. If specific activities which play to the strengths of a particular pupil do not exist, then activities can be tailored so that those pupils' needs are being met. For those girls whose home lives do not permit or enable studying at home, the school provides lunchtime and after-school study opportunities in a range of subjects so that they may complete their homework within an extended school day. This also gives pupils an additional opportunity to access teacher support in those curriculum areas in which they are having difficulties.

Monitoring and Evaluating SEN provision

The school, including the governing body, is committed to regular and systematic evaluation of the effectiveness of its work. In this respect, the governing body reports annually to the parents upon the quality of education provided for and the achievements of children and young people with SEN. The SENCO is responsible for monitoring and reporting on the progress of pupils with SEN and a range of methods will be used to gather data for this process:

- teacher observations
- analysis of the attainment of SEN pupils as compared to their non-SEN classmates
- success rate of IEP targets
- scrutiny of teacher planning and children's work
- the views of the parents and the child
- Regularly testing and recording spelling, reading and numeracy ages through WRAT assessment to track progress over time
- Regular meetings between all relevant teaching staff and the SENCO

The data collected from these observations will be regularly presented to the governing body for their analysis and communication to parents as appropriate.

Arrangements for dealing with complaints from parents

Complaints from parents are, in the first instance, directed towards the SENCO who will do what is possible to resolve the situation with them directly. The results of this communication are shared with the girl's form teacher and the relevant Dean who may also choose to inform the Headmistress. Complaints which cannot be resolved by the SENCO will be passed to the relevant Dean who will then either deal with the complaint or take the complaint to the Headmistress. Most grievances by parents can be dealt with simply and efficiently through understanding, listening and creatively approaching the problem. Those that cannot be easily resolved may take a more formal complaints procedure as outlined in the Royal School Hampstead's Parents' Complaints Procedure.

Arrangements for In-Service Training

The Royal School Hampstead recognises that it is essential to the development of the school that its staff are regularly given opportunities to access additional training through INSET courses. The SENCO is given funding to attend local and national courses and is expected to then disseminate this information to teaching staff through informal INSET. The SENCO is also supported in participating in the North West London SENCO Forum, an organisation that meets regularly during term time in order to share best practice and to provide support to one another through formal and informal dialogue. The Royal School Hampstead has also arranged for support staff to be allowed access to the range of training courses provided free of charge by Camden LEA for its support staff. Through allowing us access to these courses, support staff at our school have the same training and experiences as support staff working in the mainstream.

The SENCO is responsible for developing and delivering a range of INSET and providing a range of supporting materials to teaching staff. This is a rolling programme, administered on an 'as needed' basis and is tailored to the individual needs of the staff at any given time. In the past, INSET has been delivered on topics such as differentiation, gifted and talented, explanations of Special Needs, guides to learning needs, guides to developing a more SEN friendly classroom and guides to specific needs such as Dyslexia or Dyspraxia. The SENCO is responsible for meeting with new teachers to the school in order to share the SEN policies and practices in the school. These meetings also provide an opportunity for the SENCO to assess the needs of teaching staff in order to provide them with appropriate resources to improve the quality of their SEN provision. The SENCO is also responsible for observing, meeting with and monitoring NQTs in their provision of education for SEN pupils. This support system is also monitored by the appropriate Dean of School so that SEN pupils in an NQTs classroom are unlikely to notice any adverse affects of their inexperience.

Links with other schools, teachers and facilities

The Royal School Hampstead is fortunate to have strong links with a range of other educational establishments and professional bodies. The SENCO, as mentioned above, maintains a relationship with many of the other primary and secondary schools in the area through involvement in the NW London SENCO Forum. Here, pupils with specific needs can be discussed and referred, as appropriate, to other schools. The Royal School Hampstead has had several new pupils because of this link; it is felt by many schools in the area that The Royal School Hampstead is very able to meet the needs of SEN pupils from the area.

We are also fortunate to have a good working relationship with many SEN professionals in the area and as such we have had access to special courses for groups or individuals such as Drama Therapy, Art Therapy, Speech and Language Therapy and a range of more specific interventions for individual pupils such as Occupational Therapy or Sensory Therapy as needed. We also work with national organisations such as the RNIB or BEAT where they can provide training and information regarding the specific needs of pupils. We also work closely with Camden LEA as our statemented pupils come from this area. Camden has been very supportive in providing information and training for staff as it fits into the statements of particular pupils.

The role played by parents of children with SEN

In accordance with the SEN Code of Practice, the school believes that all parents of children with SEN should be treated as equal partners. The Royal School Hampstead has positive relationships with parents, provides information and guidance as needed and strives to ensure that parents understand the procedures and are aware of how to best meet the needs of their daughters. Parents will be supported and empowered to:

- play an active and valued role in their daughter's education
- have knowledge of the provision which is in place for their daughter and feel confident that they can discuss their daughter's progress in school
- be enabled to help their daughter at home because they are fully informed of their daughter's educational needs
- have access to information, support and advice as necessary to help them to understand better their daughter's needs

Regular telephone and written communication between the SENCO and parents is the first line of support towards achieving these goals. The SENCO has a responsibility to maintain a personal relationship with all parents of girls with SEN and face-to-face meetings are commonplace. Parents are given tailor-made information concerning their daughter's needs so that they can feel confident that they are doing all they can to help their daughter achieve.

Whole-school SEN self evaluation procedures

Currently, self-evaluation is conducted on an informal, qualitative basis, largely consisting of dialogue between academic staff and the SENCO. A new self-evaluation procedure is currently in development and this will involve the SEN Department looking at our pupils' achievements, areas of underachievement, predictions of successes and target-setting. The main areas for determination will be:

- Do children with SEN make good enough progress?
- What is the quality of provision for children with SEN?

- Do we meet our statutory requirements in respect of children with SEN?

- How have we improved since the last inspection?

Please see the SEN Department Development Plan for a more thorough explanation of the intended development of the SEN Self-Evaluation Procedures.

To be reviewed January 2012

APPENDICES

Pro formas

Pupil Concerns Form

Pupil Observation Form

Individual Learning Plan

Lesson Summary Tracker

Pupil Profile

Individual Education Plan (IEP)

Pupils Under Observation Form