



The Acorn School

Special Educational Needs and Disabilities (SEND) Policy

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Ltd.**

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1 Introduction

Acorn School is a small independent school with children from aged 6 – 18. We provide a nurturing environment which focusses on the development of the whole child in alignment with the guiding principles of the Steiner-Waldorf pedagogical approach.

We recognise that children have individual needs and that at any point in their school journey they may need additional support. The school aims to meet these needs in a way appropriate to the child's age, stage of development, and personal circumstances within our resources, and the ethos of the school.

This policy references children with special educational needs and disabilities.

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age.

[\(The Special Educational Needs and Disability Regulations 2014\)](#)

As guided by the Independent Schools Standards framework, we provide quality first teaching with differentiated teaching methods to meet the needs of all children, ensuring access to the curriculum and supporting all children to progress and achieve their full potential.

2 Aims

Our SEND policy aims to:

Set out how our school will identify, support and make provision for pupils with special educational needs and disabilities (SEND) and additional needs including students who are very able in a subject or area of learning.

Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

3 Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report
- [The Independent Schools Standards](#), which outline the standards set by the DfE that all independent schools in England must adhere to.
- The Equality Act 2010 including the schools duties in relation to disability, discrimination and reasonable adjustments.

4 Definitions

4.1 There are four broad categories of SEND:

4.1.1 Communication and Interaction

This can include but is not limited to:

- Difficulty in ignoring distractions
- May require prompts to stay on task
- Friendships may be fragile or may find social relationships and conversational norms difficult to maintain.
- Language processing difficulty
- Speech and Language; both the technical art of speech and understanding spoken language

4.1.2 Cognition and Learning

This can include but is not limited to:

- Cognition; difficulty in thinking/processing information
- Students may find it difficult to remember what they have learnt
- Memory and organisational skills
- Understanding of number and problem-solving
- Fine and gross motor skills
- Decision making and information processing

4.1.3 Social, Mental and Emotional Health

This can include but is not limited to:

- Students may experience depression or low self-esteem
- Isolation
- Attention disorders
- Attachment disorder
- Issues with self-image

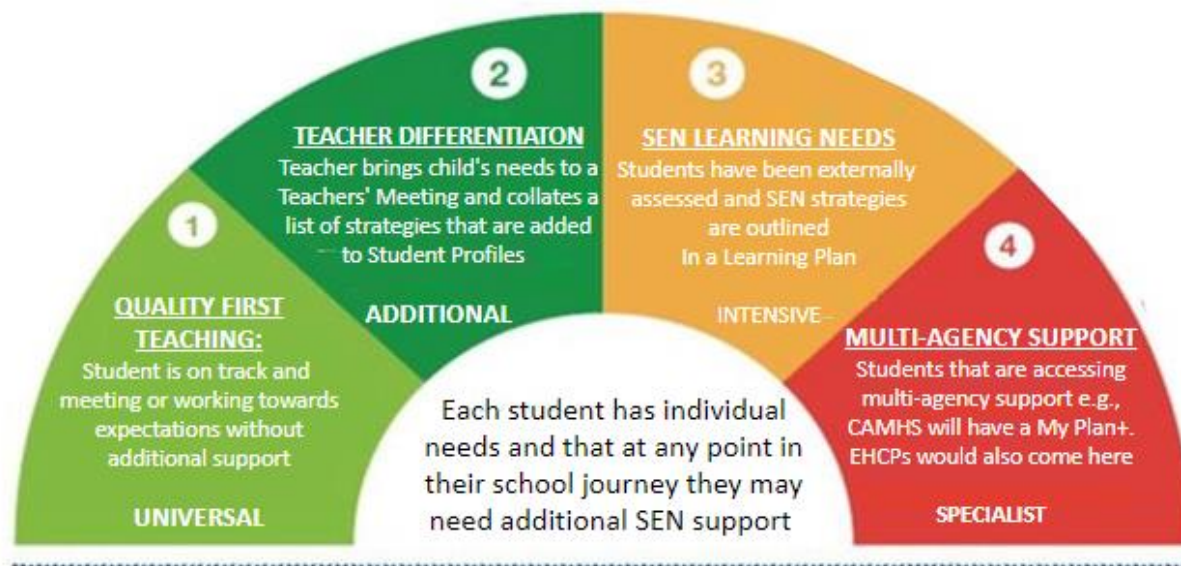
4.1.4 Sensory and/or Physical Need

This can include but is not limited to:

- Students have a medical need or genetic condition that will need extra support and a Sensitive approach within school
- Hearing Impairment (HI)
- Visual Impairment (VI)
- Physical needs and Disability (PD)
- Sensitivity to light, noise, food/ chemical allergies
- Self-care and help with personal hygiene routines

4.2 Our Graduated Response to SEND needs – Levels of SEND intervention

SEND Guidance: Levels of Intervention



4.3 Student Profiles Document

We have a Student Profiles document for each class that we share with all staff. This includes information about where each student sits on the above pathway of graduated support:

- 1 = Universal (Student on track and meeting or working towards expectations without additional support)
- 2 = Additional needs (Differentiation beyond quality first teaching – creating a list of strategies that are added to Student Profiles)
- 3 = Intensive needs (Students have been externally assessed and have strategies outlined in a Learning Plan)
- 4 = Specialist needs (Students who are accessing multi-agency, specialist support)

Each of the following categories are included as a code – SEND/learning (L), safeguarding (S), wellbeing (W) and behaviour (B) – each with a code 1-4. Also included are medical needs, assessment cycle outcomes and brief notes introducing the student.

In terms of SEND, any child who is level 2 'Additional' or above will have the strategies and action points listed under learning support.

- Level 2 strategies are formulated through the process of discussing the needs of a child in the Teachers' meeting, the LSCO and class teacher collating collegial strategies, adding them to the Student Profiles document and then sharing the strategies with staff and the parent/s.
- Children who are at Levels 3 and 4 will also have a summary of their strategies under the same section but will have their additional Individual Learning Plan, Wellbeing Plan, My Plan+ or in exceptional circumstances EHCP to refer to by all who teach them.

- The Student Profiles document will be reviewed each term as part of the Assessment Cycle – through Pupil Progress Meetings and will also be updated as and when needed by the Class teachers with support from the LSCO where needed – with new changes being shared with all staff.

5 Roles and responsibilities

5.1 The Learning Support Coordinator (LSCO)

The Learning Support Coordinator (LSCO), under the guidance and support of the Headteacher, works closely with class teachers and subject teachers to identify and support children across all ages in the school. All teachers take responsibility for the children's learning and plan accordingly to meet the individual's needs. In addition, we have Higher-Level Teaching Assistant (HLTA) roles. The HLTAs provide additional support across the school to pupils in classes and in small groups who have learning differences or SEND needs where possible.

The LSCO, under the guidance of the Headteacher

- Has day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND
- Where required, provides and obtains professional guidance from SENDCO consultants and works with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support
- Adds summary points of the strategies and action points from Learning Plans, Wellbeing Plans, My Plan+s or EHCPs to the Student Profiles document and makes any changes to these following a review or update.
- Supports class teachers and subject teachers with following through strategies and action points, seeking out specialist training, CPD and resources where needed.
- Ensures all Learning Plans, Wellbeing Plans and My Plan+s are reviewed at least once a year, or more often if updates are needed, alongside class teachers, subject teachers, the child and the parent/s, involving the Headteacher where appropriate
- Works with the headteacher and local authority to contribute to EHCP review processes.
- Ensures all learning plans and documentation are reviewed and approved by the Headteacher and class teachers, before sending out to parents
- Advises teachers on the graduated approach to providing SEND support
- Liaises with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Works with the Headteacher to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensures the school keeps the records of all pupils with SEND up to date

5.2 The Headteacher

The Headteacher will:

- Work with the teachers to determine the strategic development of the SEND policy, training, and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

5.3 The SEND Governor (board member)

The SEND Governor will:

- Help to raise awareness of SEND issues at Governors' board meetings

- Monitor the quality and effectiveness of LSCO and disability provision within the school and update the Governors' board on this
- Work with the Headteacher and LSCO to determine the strategic development of the SEND policy and provision in the school

5.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff such as the LSCO to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Reviewing each pupil's progress and development and deciding on any changes to provision with support from the LSCO
- Bringing concerns and observations about need to Teachers' meetings, and if a child is deemed to be at Level 2 – additional needs, collating a list of shared strategies to be shared with staff and parent/s.
- Use Request for Learning Assessment form (appendix 2) for children who are needing support beyond Level 2.
- Contributing to the review of an Individual Learning Plan, Wellbeing Plan, My Plan+ or EHCP.
- Undertaking training relevant to the development of delivering an inclusive, accessible curriculum as part of the school's CPD training
- Ensuring they follow this SEND policy

5.5 Subject teachers

Each subject teacher is responsible for:

- The progress and development of every pupil in classes that they teach
- Working closely with any teaching assistants or specialist staff such as the LSCO, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Reviewing each pupil's progress and development; communicating observations to the class teacher directly, and through the school's assessment cycle
- Contributing to Level 2 – additional need strategies through the Teachers' meeting and conversations with the class teacher/sponsor and LSCO
- Consult with class teacher or LSCO and if needed, use Request for Learning Assessment form (appendix 2) for children who are needing support beyond Level 2.
- Contributing to the review of an Individual Learning Plan, Wellbeing Plan or My Plan+ or EHCP where required.
- Undertaking training relevant to the development of delivering an inclusive, accessible curriculum
- Ensuring they follow this SEND policy

6 Identification, Assessment and Review

6.1 Identifying pupils with SEND and assessing their needs

Please see Appendix 1 – Assess, Plan, Do, Review cycle for a step-by-step approach to how we identify, assess and support children with additional needs.

We will assess each pupil's current skills and levels of attainment and application during their experience weeks. This will build on information passed on by previous settings and existing support plans or assessments where

applicable. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, teachers' observations -including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it, or whether something different or additional is needed.

The class teacher/upper school sponsor and subject teachers, alongside the LSCO, will work to carry out a clear analysis/assessment of the pupil's needs. This will draw on:

- The class teacher's/sponsor's assessment and experience of the pupil
- The pupil's previous progress and attainment and behaviour
- Subject teachers' assessments and observations
- The individual's development in comparison to their peers
- The views and experience of parents
- The pupil's own views (if age appropriate)
- Advice from external support services, if relevant

The majority of this assessment will take place within class through formative and summative strategies, including assessment that comes from our termly assessment weeks across Lower School, and Upper School's own assessment timetable. Where class teachers feel that additional support is needed, they will bring concerns to a teachers' meeting for collegial support, ideas and strategies. They will form a list of strategies that will be shared with all staff and the parent/s. The strategies are added to the Student Profiles, which are updated termly. This is Level 2 – Additional needs. Subject teachers can share observations with class teachers at any point and can escalate concerns to the Headteacher if required.

If after a term, strategies are not supporting progress, and there are still concerns, the LSCO, with support from an external SENDCO where needed, will complete the school's own internal observations and screenings. At this point, the Class teacher/sponsor will contact the parent/carers to let them know an internal assessment is going to take place to identify any additional needs. External support may be required, including a formal diagnosis of a learning difference. The LSCO will work with class teacher and parent to identify the relevant pathways to external agencies (see links in Appendix 1). Children who have an external assessment report from a SENDCO, educational psychologist or associated professional will move to Level 3 – Intensive need, and will have a formal Individual Learning Plan put in place. Where a child's identified needs require more intensive or individualised support, the school may move the child to Level 3 and put appropriate provision in place without waiting for an external assessment or formal diagnosis

Individual Learning Plans have manageable targets, resources and actions specific to each child. They will be developed by the LSCO alongside class teachers/sponsors, subject teachers, and the child, and will be reviewed and approved by the Headteacher before being shared and formalised with the child's parents. The learning plans will be reviewed once a year, or as and when updates are needed.

Children who are under a multi-agency approach, with a designated external Lead Practitioner (eg CAMHS), will have a My Plan+ or in some circumstances an EHCP. These children are at Level 4 – Specialist need. Their plans will also be reviewed in conjunction with outside agencies such as the local authority in the case of EHCPs, by the LSCO and the leadership team / safeguarding team.

6.1.1 Wellbeing Plans

If a child has only wellbeing needs, rather than SEND or learning needs, they will have identified strategies at Level 2 on the Student Profile under the wellbeing section. If there has been an external assessment or involvement, with strategies or an action plan, the child moves to Level 3 Wellbeing (W3) and will have a Wellbeing Plan. This plan is created and reviewed by the class sponsor, LSCO and the safeguarding team – with the LSCO having the overview of its implementation and review process twice a year. If the family and child require specialist support, this then moves to Level 4 and the My Plan+ process, with plans that are written with the support of external agencies such as CAMHS.

6.2 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a pupil will receive SEND support. This will be to share a list of strategies being used if the child is at Level 2 – Additional needs, or to be part of the conversation in moving a child to Level 3, if external assessments, diagnoses or support is required. Parents will be part of the review process for children at Level 3 and 4.

When a pupil joins mid-year, we will seek information from previous schools to inform our planning.

6.3 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

As detailed above, children may be at Level 2 - Additional needs, with a list of strategies, or Level 3 – Intensive needs, with an Individual Learning Plan or Wellbeing Plan, or Level 4 – specialist needs, with a My Plan+.

- **Level 1 – Universal needs:** All children are assessed, and their level of wellbeing, SEND, behaviour and safeguarding are reviewed each term and shared with the Student Profiles for each class. This includes data from the termly assessment weeks and differentiation required as part of quality first teaching.
- **Level 2 – Additional needs:** Children who have a list of strategies compiled by the class teacher/sponsor created and shared collegially, will have this list on the Student Profiles document as well as being shared with parent/s. The Student Profiles are updated termly, and so the list of strategies can also be adjusted termly by the class teacher/sponsor, with support and observations from the teaching staff. A child may also be placed at Level 3 where their identified needs require more intensive or individualised support, without the need for an external assessment or formal diagnosis.
- **Level 3 – Intensive needs:** Children who have an outside diagnosis, or external report from a SENDCO, EP or associated professional. They have an Individual Learning Plan or Wellbeing Plan which will be updated twice a year, or more frequently if updates are required. The review process involves the LSCO, class teacher/sponsor, subject teachers associated with the targets, parent/s, and the

child where appropriate. Plans are reviewed and approved by Headteacher before sharing with parent/s for feedback and signing.

- **Level 4 – Specialist needs:** Children and families who are under a multi-agency approach with a designated Lead Practitioner, will have a My Plan+ or EHCP. Their plans will be reviewed yearly, or more frequently as required by the local authority in conjunction with the LSCO, leadership team and safeguarding team as appropriate.

All teachers and support staff who work with SEND pupils will be made aware by the LSCO of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required through their Individual Learning Plan. We will review the effectiveness of the support and interventions and their impact on the pupil, a minimum of three times per academic year, through our assessment cycle meetings, and updating of the student profiles. We will formally review all plans yearly or more frequently as required.

6.4 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. This is informed by the guidance set out in the Independent Schools Standards.

High quality teaching is our first step in supporting pupils who have SEND. This will be differentiated for individual pupils using the strategies and resources stated on the Student Profiles document, Individual Learning Plans, Wellbeing Plans, strategy lists, My Plan+s and EHCPs.

6.5 Adaptations to the curriculum and learning environment.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work, teaching style, adapting content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as coloured paper for handouts, visual timetables, larger font, dyslexia-friendly fonts such as Open Dyslexic etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, scaffolding, over learning etc.

6.6 Additional support for learning

We ensure that our class sizes are small, and the structure of our school day enables teachers to get to know the pupils, build trusting relationships and understand the child's specific needs and therefore better supports differentiation and individualising the learning within the classroom. Where pupils require additional support, this may come from the class teacher, subject teacher, the HLTA or a Learning Assistant. As an inclusive setting we aim to support pupils within the classroom.

We may recommend that students engage in additional external online or face to face tutoring programmes if a student's needs are beyond the resources the school can provide.

6.7 Supporting children who are very able, gifted or have specific talents or skills

We seek to provide high quality education to all children, aiming to ensure that the most able children are given opportunities to excel. This may apply to academic ability but also applies to the full range of activities and subjects we provide such as handwork, sport, maths and art.

Class teachers and subject teachers will plan for children to experience depth of learning and have opportunities to learn how to learn, and to build their resilience. Examples of how students are stretched and challenged may include:

- Being given open-ended projects that allow them to extend their learning and knowledge;
- Being given extension tasks in the classroom or as part of their homework, such as additional/more challenging spellings, access to more advanced reading books, or opportunities to further reason, or applying knowledge and further problem solving in mathematics;
- Working through higher order thinking stretch tasks in small groups, individually, or in pairs
- Explaining what they've been doing to other pupils, which can benefit all.

We recognise that it is important to look after all children's emotional and social needs no matter where they are in their attainment and help individuals who may struggle with friendships, become easily frustrated, or have a tendency towards perfectionism and put undue pressure on themselves.

6.8 Expertise and training of staff

Our LSCO will work alongside the Headteacher, and an external SENDCO Consultant where appropriate, to ensure SEND provision at The Acorn School is fit for purpose and provides quality education for all and positive outcomes.

The LSCO is allocated protected time each week to manage SEND provision.

Where possible, a TA may work alongside teachers to support pupils with additional learning needs within the classroom.

The LSCO will regularly bring training content to the weekly teacher's meetings, ensuring all teachers are trained in learning needs specific to our school, differentiation and scaffolding, and are aware of all children with learning plans on school roll and how to support them in their lessons. They will seek specialist training resources and advice for staff as required.

6.9 Accessibility

All our extra-curricular activities and school visits are available to all our pupils, including our after-school clubs.

All pupils are encouraged to go on our trip(s), adventure days and residential camps

All pupils are encouraged to take part in sports activities/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

Where necessary appropriate adaptations will be made to ensure full inclusion in all activities.

6.10 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the class teacher in the first instance. If the matter is not satisfactorily resolved the Headteacher should be contacted. If the matter remains unresolved, please refer to the school's complaints policy.

7 Monitoring arrangements

This policy and information report will be reviewed by the Governors & the Headteacher every year. It will also be updated if any changes to the information are made during the year.

8 Links with other policies and documents

- This policy links to our policies on:
- Accessibility plan
- Assessment
- Behaviour – Healthy Social Life and Good Behaviour Policy
- Complaints Policy
- EAL (English as an Additional Language)
- Equality, Diversity and Inclusion Policy

9 Appendices

9.1 Appendix 1 – Assess, Plan, Do, Review Format

 Assess Stage:	Step 1	Teachers Assess and Identify: Class and subject teachers will make regular assessments of progress for all pupils and identify those whose progress: Is significantly slower than that of their peers starting from the same baseline Fails to match or better the child's previous rate of progress Fails to close the attainment gap between the child and their peers Widens the attainment gap
Level 2 needs	Step 2	Class Teacher to bring concerns and observations about a child to a teachers' meeting: Subject teachers bring initial concerns to class teacher and can escalate to Headteacher if required. In meeting, all teaching staff to listen and advise on strategies that are working for the child and that could be used. Class teacher/sponsor to formulate list of strategies and add to Student Profile and share with teaching staff. Child now at Level 2 – additional needs Strategies reviewed each term by the class teacher and LSCO and updated if required.
Review Level 2 Additional needs	Step 3	Class Teacher to inform the Parents verbally: Class teacher/sponsor discusses with the student's parents that additional needs have been identified, get parental views, and share list of strategies staff will implement.
	Step 4	Class Teacher /Sponsor Requests LSCO to observe a student: If student not progressing, class teacher/sponsor completes the one-page Learning Needs Observation Request (see below). Class teacher/sponsor communicates that internal screenings / observations are happening.
	Step 5	LSCO observes the student in class, with support from external SENDCO where needed

Assess for Level 3 Intensive needs	Step 6	LSCO provides feedback to class teacher and parents and gains feedback from student: Class teacher / Headteacher and LSCO meet with the parents to discuss the next steps. This may include sharing information with parent/s on pathways to external support and diagnoses. LSCO to meet with student and gain more information and/or assess with internal screenings if appropriate For children without an external report, adjustments are made to the Level 2 strategy lists, with support from external SENDCO where needed.
Plan Stage Moving to Level 3 Intensive needs	Step 7	Children with an external report are at Level 3 – intensive needs. The LSCO drafts an Individual Learning Plan (ILP) with contribution from class teacher/sponsor, subject teachers and parent/s and child (age appropriate): LSCO shares the document with class teacher, and Headteacher approves before meeting and sharing with parents The class teacher/sponsor and LSCO meet with the parents/student to discuss the ILP and if the parent agrees, to sign the ILP document. LSCO uploads the ILP into CPOMS and Teams
	Step 8	LSCO to inform the other teaching staff of the ILP: LSCO SENDthe learning plan recommendations to the teachers in the staff/teachers’ meeting, or through individual meetings LSCO and class teacher/s share ILPs and all additional needs of relevant pupils/classes with new staff during the induction process



Do Stage	Step 9	Class teachers and other teaching staff implement the recommended guidance on an ongoing basis
Review Stage	Step 10	LSCO to review the students ILP once a year or more frequently if needed: Review with Class teacher/sponsor Inform teaching staff of changes/implement training or resources
Level 3 Intensive needs review		
Level 4 specialist needs and review	Step 11	Children who are under a multi-agency approach will have a My Plan+ and a designated Lead Practitioner and are at Level 4. Their plans are also reviewed yearly or more frequently if required.
	Step 12	LSCO, alongside Headteachers, refer to external agencies or SEND Consultant for a formal assessment or for more support: Children at Level 3 will already have an external report (step 5) If progress is slow with an ILP, the LSCO and Class teacher/Sponsor to meet with parents to share concerns LSCO, alongside Headteacher, to suggest more external support and assessment by a specialist or through the SENDCO consultant. Provision will then be reviewed dependent on the outcome of the assessment

9.2 Useful links:

- ❑ Glosfamilies directory is a useful source of information for parents and schools:
<https://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/home.page>
- ❑ CAMHS Neurodiversity Team (Child and Adolescent Mental Health):
<https://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/advice.page?id=xS7raKzyGSE>
- ❑ FREE online Understanding Neurodiversity Programme:
<https://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/service.page?id=BSLpJhkmhA4&familychannel=0> (from the ADHD foundation)
- ❑ SENDIASS (Special educational needs and disability information advice support service):
<https://SENDIassglos.org.uk/>
- ❑ The Dyslexia Association – an indicator of dyslexia checklist plus other services:
<https://www.dyslexia.uk.net/what-is-dyslexia/signs-of-dyslexia/>
- ❑ The ADHD Foundation – including a screening pre-diagnosis test for 6-17 yr olds:
<https://www.adhdfoundation.org.uk/neurodiversity-clinic/6-17-year-olds/>
- ❑ ADHD UK – lots of information and links regarding ADHD: <https://adhduk.co.uk/about-adhd/>
- ❑ National Autistic Society: <https://www.autism.org.uk/advice-and-guidance/topics/diagnosis/pre-diagnosis/parents-and-carers>
- ❑ SCAAS (Social Communication and Autism Assessment Service) including making a referral for a diagnosis: <https://www.ghc.nhs.uk/our-teams-and-services/cyp-glos/scaas/>
- ❑ Private assessment routes e.g. The Owl Centre: <https://theowltherapycentre.co.uk/services/show/autism-asd-assessment-for-children-36>

9.3 Appendix 2 – Learning Needs Request Form from Class Teacher / Sponsor / Subject teacher to LSCO

INTERNAL USE ONLY:

Date:			
Name of Child:			
Class:		Age: (year, months)	
Class teacher / subject teacher / sponsor:			

Particular Learning Needs: <i>Gauged by the class teacher/sponsor/subject teacher, with specific and clear explanations</i>
Have there been any concerns from parents, about the child? Y / N If yes, please comment below:
Comment on any additional provision given inside or outside the school, especially by the class teacher?
What additional support has been provided by you for the child whilst they have been in your class?
Does the child mentioned have any social difficulties? e.g. joining in group work, at play times. Y / N If yes, please detail below:

Write a brief up-to-date report on the child's current progress in the class
Have you discussed these concerns with the parents? Y / N If so, please provide date of discussion and add a few details here:

Class Teacher Name:

Signed:

Date: