

How do you involve and support parents of children with SEND regarding identifying and meeting their needs?

At Meriden, we believe the on-going monitoring and assessment of each individual child's progress is essential. The school's rigorous systems 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. The system includes reference to information provided by:

- Baseline assessment results
- End of EYFS results
- End of KS1 results
- Progress made against curricular targets
- Observations of social, emotional and mental health development
- An existing statement of SEN or Educational Health Care plan
- Assessments made by a specialist service

Pupil Progress Meetings, held half termly, are used to highlight any concerns staff may have about a child's progress. These are then followed up by the Inclusion Leader. Based on the school's observations and assessment data, and following a discussion between the class teacher, Inclusion Leader and parent, the child may be recorded as needing either:

- Differentiated curriculum support within the class
- Additional support

Additional support may be in the form of a targeted intervention group. Parents are kept fully informed if their child is involved in a particular intervention via a letter. Alternatively, a child may benefit from a Personalised Learning Plan which has very specific short-term targets which are identified to support the child's progress. In these cases, parents will be invited in to school to discuss the targets with the INCLUSION LEADER and class teacher and then be invited to termly review meetings to review the progress made against the targets and set new targets as appropriate. For further information, please see the school's SEN Policy. [click here](#)