

How your child's progress is reviewed regularly and communicated to you

Targets are set for each student in all subjects. The targets are based on each student's prior performance, current level of attainment and rate of progress so that both your child's abilities and their barriers to learning are taken into account. Teachers keep a record of the academic progress made by your child. The progress made is reviewed at the end of each term and if there are concerns that a student is unlikely to achieve his or her targets by the end of the year, an intervention is put in place to enable him/her to catch up. You will be contacted and the intervention will be explained to you. The progress your child is making is shared with you at termly parents' evenings, annual reviews and in the end of year reports. If you are concerned about your child's progress, you are welcome to get in touch with his / her tutor to discuss the matter.

The tutor reviews your child's Individual Learning Plans and the Behaviour Management Strategies each term and amendments are recommended as required. The Individual Learning Plans and Behaviour Management Strategies are shared with you on Parents Evenings and amended in the light of the discussions between the you and the tutor.

The school's Special Educational Needs Coordinator (SENCO), reviews Individual Learning Plans, Communication Profiles, Risk Assessments and Behaviour Management Strategies regularly to ensure that they are up to date and are fulfilling their function. To support his judgements he reviews incident reports each half term and any increase or decrease in the pattern of incidents is noted and where necessary additional interventions are put in place. This may involve the services of the school's Autism Support Team, speech and language therapist or occupational therapist.

Each student has an annual review of their Statement of Special Educational Needs or Education Health and Care Plan (EHCP) where the progress made by the student in all areas of their life is considered as well alongside the effectiveness of the educational provision. Parents / carers and the student are always invited to the annual review meetings together with any other relevant professionals. The Connexions adviser is also invited to all transitional reviews, along with a representative of social services and the Special Educational Needs Assessment and Review (SENAR) service.

Where a professional involved in the student's care cannot attend the meeting, a report is requested and made available at the meeting.

The educational psychologist is involved in those annual reviews which are likely to result in a change in the Statement or the EHCP, particularly when alternative provision is being considered.

The decisions of the meeting are recorded on a standard form. Copies of the completed documentation are sent to SENAR where the recommendations of the meeting are considered and amendments made to the Statement or EHCP.