

4. How will the school let me know if they have any concerns about my child's learning in school?

- When a teacher has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher will call you in for an informal discussion. He/she will also raise this with the Inclusion Manager.
- Our school has pupil progress tracking meetings every half term between each class teacher and the Senior Leadership Team to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as expected. We use Target Tracker data, including gap analysis, as a way of measuring progress.
- Other methods of assessment include:
 - checklists for ADD, ADHD provided by the paediatrician, eg. Conners Rating Scale
 - screening tools for ASD
 - SDQ checklist for children with social and emotional difficulties
 - a range of standardised assessments for literacy and numeracy
- If your child is then identified as not making progress we will make a decision about whether to monitor this for a further period or set up an intervention group and will inform you.
- We use a range of evidence-based interventions which are scrutinized to measure impact and progress. Interventions have pre and post assessment measures, whether qualitative or quantitative.
- If your child is still not making expected progress we will discuss with you
 - Any concerns you/we may have, including feedback from interventions, specialist teacher visit notes, reports from outside agencies, monitoring and observation notes
 - What support is needed, what the specific barriers to learning are and to understand why a pupil may not be making progress.
 - Any further interventions or referrals to outside professionals to support your child's learning
 - How we could work together, to support your child at home/school.