**Implementing interventions**

* A child is identified by the class teacher as potentially underperforming – either in terms of attainment or progress. This will be through test scores or ongoing work in books.
* The teacher considers extra support – specifically differentiated work, TA / other adult support, pair with more able child. They identify and focus on gaps in understanding. The progress is monitored and possibly (informal) contact is made with parents.
* The teacher discusses the case with SENCO for further advice.
* If the child continues to cause concern, a support plan is completed with very specific, targeted interventions with actions and outcomes monitored – individually or in a small group.
* A pupil commentary is completed, updated every short term and monitored by the SENCO
* At any point the teacher can complete the WGRSS which gives suggestions for support and highlights the level of need with signposts to the most appropriate agency for referral for specialist support.
* Regular review happens at all stages by class teacher, SENCO and through pupil progress meetings. TAs feed into the review if they complete any of the interventions, as do outside specialists e.g. Speech and Language Therapists.

**AGAT**

Inform parents about Braeside courses.

Quality first teaching

To be discussed at staff meeting

**OFSTED**

Discussed with staff

Staff meeting planned for later this term