

In relation to children/young people at risk of or with special educational needs and disabilities, class and subject teachers should:

- Ensure early identification of:
 - special educational needs;
 - barriers to learning;
 - appropriate interventions and actions (eg 'graduated approach', 'SEN support') in consultation with the SENCO;
- Have full knowledge of children's/young people's 'SEN support' or Education, Health and Care Plans;
- Provide access to a broad and balanced curriculum;
- Understand and provide 'high quality teaching';
- Have appropriate high expectations based on assessment;
- Assume responsibility and accountability for their learning, progress and development;
- Maintain responsibility for working with them on a daily basis, even when interventions; involve group or one-to-one teaching/support away from the main class;
- Regularly assess, monitor and review their progress (academic, developmental and social-emotional) during the course of the year with a view to ensuring the ultimate outcome of 'a successful transition to adult life';
- Through professional development, secure knowledge, understanding and skills around:
 - Identification of specific special educational needs in the context of monitoring all pupils' progress and development;
 - Appropriate basic or advanced understanding of specific special educational needs and disabilities;
 - Quality teaching for pupils with SEN.

(List sections for information: Sections 1.7, Chapter 6, 9.212)

Class and subject teachers should apply the graduated approach to suspected special educational needs in consultation with the SENCO (and Designated Teacher if the pupil is 'looked after' by the local authority), parents/carers and young people. They should:

- Confirm delivery of 'high quality teaching' as a first step;
- Identify evidence-based interventions related to the pupil's apparent special educational needs, implement them strategically and evidencing impact;
simultaneous with...
- Carry out a clear analysis of the pupil's needs based on all available evidence (eg school documentation of the pupil's progress to date with reference to national and peer-group data);
- Assess pupil needs formally and informally (including parents'/carers and pupil views);
- Where necessary, gain more specialised assessments from external agencies and professionals (as agreed with parents/carers');
- Make a decision about the level of special educational support required (with reference to the local offer and external agencies as necessary);
- Decide on the form and nature any special educational support (with reference to the local offer and external agencies as necessary).

For detailed description of the graduated approach read 5.36-5.47 (early years), 6.44-6.56 (schools), 7.14-7.21 (further education).