

# Evaluating the effectiveness of provision

Guided by the new Code of Practice, the school follows a cycle of *Assess, Plan, Do, Review*:

## Review:

- Assessments - including both in-school and diagnostic - completed.
- Observations to evaluate impact.
- Pupil Passports updated as live documents and formally reviewed twice annually.
- Ongoing reflection of progress against APDR targets.
- Education, Health and Care Plans formally reviewed on an annual basis.



## Assess:

- In-school assessment data is used to identify pupils making less than expected progress.
- Further assessments are completed, using expertise in school.
- Observations in class and at other times (e.g. break time) completed.
- Parent or carer and pupil views sought.
- If required, external advice and assessments may be requested.

## Do:

- Quality First Teaching, including access arrangements within normal classroom practice.
- Learning opportunities delivered in response to targets outlined on each child's APDR.
- Possible provision of targeted teaching assistant support - small group or 1:1, according to need.
- Interventions to address areas of need.

## Plan:

- Quality First Teaching, including differentiation and small group support.
- Interventions - additional to or different from a normal differentiated curriculum.
- Pupil Passports and Individual Support Plans completed: strengths, barriers, support strategies, individual targets and reasonable adjustments identified.
- Adjustments to the school environment.
- Access external professional involvement, if required.

