

Working with other professionals

The SENCO (and Designated Teacher if the pupil is 'looked after' by the local authority) should advise and support the class or subject teacher in assessment, problem-solving and the effective implementation of support

Working with the SENCO (and Designated Teacher if appropriate), class teachers and subject teachers should revise a pupil's support in light of their progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support to be provided and any teaching strategies or approaches that are required (This information should also be available on the school's information system)

Teachers should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to whole-class teaching.

Teachers should work with the SENCO to identify patterns in the identification of SEN.

Teachers should work collaboratively with other professionals (including those from other disciplines) to improve special educational needs identification and support (eg approaches, strategies, resources, outcomes, review dates, etc).