

# Class teachers' responsibilities for children with SEND

Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND. Equally it should not be assumed that attainment in line with chronological age means that there is no learning difficulty.



Teachers should use appropriate assessment targets which are **SMART (short, measured, achievable, realistic and timely)**. Potential areas of difficulty should be identified and addressed at the outset. **Lessons** should be planned to address any potential areas of difficulty and to remove barriers to pupil achievement.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. **Additional intervention and support cannot compensate for a lack of good quality teaching.**

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 classroom teaching.**

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff

**The first response to slow progress should be high quality teaching targeted at a child's areas of weakness.**

SEND Code of Practice  
2015

**All** those who work with children should be alert to emerging difficulties and respond early.

The class teacher should remain responsible for working with the child on a daily basis. Where interventions involve group or one-to-one teaching away from the main class or subject teacher, **they should still retain responsibility for the pupil.**

Class teachers, supported by the SLT, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances.

This can be characterised by progress which:

- Is significantly lower than that of peers **starting from the same baseline**
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap