

How we involve pupils in consulting with us about their needs

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum so that they know what their targets are and why they have them,
- self-review their progress and set new targets
- (for some pupils with special educational needs) monitor their success at achieving the targets on their IEP

We pride ourselves on knowing our children and families really well and take feedback from children and families both formally and informally to gather views of children in their learning.

Children are formally invited and supported to contribute to their IEP at each review stage and their views are considered. This process will look different for different children depending on their age or need.

Throughout the year, your child's IEP will be formally monitored by the SENDCO and they will have the chance to discuss how they feel about school, their support, their learning and development and the things in place for them. You as a family will be sent home a questionnaire for your views on this too at the point of your child's IEP being monitored.

Informal ways of involving pupils in their learning and support include; everyday observation and discussion from class teacher, looking at the work they are producing, how your child is presenting within themselves throughout the day at school.