Nurture and grow together through compassion, kindness and integrity

'But as for what was sown on good soil, this is the one who hears the word and understands it, who indeed bears fruit and yields'
Parable of the Sower: Matthew (13:23)

THREE RIVERS FEDERATION

Special Educational Needs and Disabilities (SEND) Policy 2026 - 2027

Clyst St Mary Primary School and Stoke Canon Primary School

Consultation draft for 2026-27

Based on the Devon SEND Policy Template (2020), updated for current Devon OAIP, Dvon practice changes and graduated approach arrangements.

Policy owner	3 Rivers Federation Governing Body
Executive Headteacher	Louise Herbert
Governor responsible for SEND	Stuart Busby (Inclusion Officer)
SENCO	Tracey Jones
Approved	Approval Due – Nov 2026]
Next review	Autumn 2027 or earlier if guidance changes

Context and statutory framework

This policy pays due regard to:

- The Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015).
- Part 3 of the Children and Families Act 2014 and associated regulations.
- The Equality Act 2010.
- The School Admissions Code and the statutory guidance Supporting pupils at school with medical conditions.

It should be read alongside the following Federation policies: SEND Information Report, Accessibility Plans, Safeguarding and Child Protection Policy, Relational Behaviour Policy, Anti-Bullying Policy, Supporting Pupils with Medical Conditions Policy, Equality Information and Objectives, Admissions Policy, Teaching and Learning Policy, Complaints Policy and Privacy Notices.

The policy will be reviewed annually and may be amended sooner where national legislation, statutory guidance or Devon County Council processes change.

Rationale

This policy seeks to promote the successful inclusion of pupils with special educational needs and disabilities at Clyst St Mary Primary School and Stoke Canon Primary School.

At Three Rivers Federation we are committed to an ambitious, inclusive curriculum and to enabling every pupil to attend, engage, belong, learn and thrive. All pupils are of equal value. We work in partnership with children, families and relevant professionals to understand strengths, identify barriers and secure appropriate provision.

Our starting point is high-quality, inclusive and adaptive classroom teaching. Devon's Ordinarily Available Inclusive Provision (OAIP) is the foundation for all pupils, including those receiving targeted or specialist support. Additional intervention complements - rather than replaces - access to the class teacher, the curriculum and peers.

Definition of Special Educational Needs and Disability (SEND):

- *'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.*
- *A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*
  - *has a significantly greater difficulty in learning than the majority of others of the same age, or*
  - *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions'*

  Special Education Needs and Disability Code of Practice: 0-25 years January 2015
  https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Special educational provision is educational or training provision that is “additional to or different from” that made generally for others of the same age. A diagnosis is not required for a pupil to receive support, and a diagnosis does not by itself determine the provision needed.

Admissions and accessibility

No pupil will be refused admission on the basis of their special educational need. Admissions decisions are made in accordance with statutory admissions arrangements. The Federation will not discriminate against disabled pupils and will use its best endeavours to secure the special educational provision called for by a pupil's SEN. Reasonable adjustments are considered in advance and kept under review.

Families are encouraged to discuss access needs with the school as early as possible so that practical arrangements and reasonable adjustments can be considered. Those who have a child with an EHCP should also contact Devon County Council (DCC) SEND Ops team. The Accessibility Plans are available through each school website.

SEND Information Report

Each school publishes and reviews a SEND Information Report explaining how this policy is implemented in that setting, including contact details, support arrangements and links to the Devon Local Offer. The Information Reports should be read alongside this Federation policy and can be found on the school’s website.

1. Aims and objectives of our SEND policy

Early identification and support is important. We aim to ensure that pupils’ individual SEN and disabilities are identified and supported through our provision so that they can make good progress and achieve their person potential within our community. Therefore, we aim to:

- Identify pupils' strengths, emerging needs and barriers as early as possible, drawing on the views of the pupil and family and on assessment information.
- Provide an ambitious, broad and balanced curriculum through high-quality OAIP and adaptive teaching.
- Layer support for pupils with SEND on top of universal and targeted school-based support and OAIP.
- Use the graduated approach of Assess, Plan, Do and Review (APDR) to refine support and understand and monitor its impact.
- Keep the class teacher at the centre of day-to-day provision, supported by teaching assistants, subject leaders, the Senior Leadership Team (SLT) and the SENCO.
- Select targeted interventions where these are needed, link them to classroom learning, define intended outcomes and review their impact.
- Make reasonable adjustments for disabled pupils and support pupils with medical conditions to access education, visits and physical education.
- Work openly with parents and carers, valuing their knowledge and involving them in decisions.
- Ensure that staff have access to suitable professional development and internal school support (from our SLT and SENCO) to ensure that they remain up-do-date and confident to support pupils and make adaption for their needs.

- Seek external advice where appropriate, proportionate and available, while remaining clear that access is subject to service criteria, triage, capacity and consent.
- Support successful transition between classes, schools and age phases.
- Recognise preparation for adulthood from the earliest years through independence, communication, relationships, self-advocacy and participation.

There may be times in a pupil's school career when they are identified as having SEN. These pupils will be provided with intervention and/or support that is additional to or different from the normal curriculum offer, after appropriate adaptive teaching and ordinarily available provision have been considered, implemented and reviewed.

A note on diagnosis

Pupils with or without a specific SEND or health diagnosis may be listed on the schools SEND register if they require support which is above or different to the school's usual responses and OAIP. Equally, some children with a named diagnosis or those enroute to diagnosis may have their needs met through OAIP and typical school level support – thus not needing to be placed on the SEND register. At 3 Rivers Federation, we also hold as SEND aware register which can help staff to be aware of specific needs for a pupil and closely monitor their progress even where current support is not currently needed in addition to or which is different from age-typical peers.

The purpose of assessment is to understand functional strengths, needs and barriers and to decide what support is likely to help. Support is not dependent on a diagnostic label. Whilst diagnosis can be useful to understand and communicated needs for some pupils, we look at and work with the child's needs and endeavour to reduce or remove barriers.

2. Broad areas of special educational need

The SEND Code of Practice identifies four broad areas of need. These help schools to plan, but they are not labels and do not describe the whole child. Needs may overlap, change over time and present differently across contexts.

Communication and interaction

This includes speech, language and communication needs, social communication differences and autism. Pupils may experience barriers in understanding or using language, speech clarity, interaction, processing, flexibility or communication across contexts.

Cognition and learning

This includes moderate, severe or profound and multiple learning difficulties and specific learning difficulties (such as dyslexia, dyscalculia) and developmental coordination differences. Barriers may relate to literacy, numeracy, memory, processing, organisation, generalising learning and/or executive functioning.

Social, emotional and mental health

Pupils may experience difficulties with emotional regulation, wellbeing, attention, relationships, impulsivity, participation or behaviour. Pupils may also experience difficulties with sensory regulation and sensory processing differences and/or mental health needs. These may affect emotional regulation, attention, participation, behaviour, self-regulation, transitions, social

interaction and access to learning. We seek to understand behaviour as communication and consider underlying need, context, safety and belonging rather than relying on sanctions alone.

Sensory and/or physical

This includes vision impairment, deafness or hearing impairment, multi-sensory impairment, physical disability, coordination needs that affect access, participation or independence.

3. A graduated response to SEND

Early concerns

The progress made by all pupils is regularly monitored and reviewed – this can be academic, physical or personal and social development. Initially, concerns are addressed through appropriate adaptive teaching, reasonable adjustments and Devon OAIP within the classroom. The class teacher records strategies used and considers their impact with the pupil and family.

A pupil making slower progress than peers does not automatically have SEN. The first response is high-quality teaching targeted at the identified area of weakness. The teacher should consider attendance, prior learning, English as an additional language, changes at home, health, safeguarding, disadvantage and access to teaching, without allowing these factors to delay support.

If concerns continue, the class teacher gathers a clearer picture with the pupil and family, reviews assessment information, checks implementation of OAIP and seeks advice from the SENCO or appropriate leader. Where support needed is additional to or different from that generally available, and is required because of a learning difficulty or disability, the pupil may be identified as receiving SEN Support.

Ordinarily Available Inclusive Provision (OAIP)

Devon OAIP describes inclusive provision and practice that Devon schools and settings should be able to provide from their own resources. It includes universal inclusive education and ordinarily available targeted support. It is described by Devon “**as helpful to all, harmful to none and crucial for some”**.

https://www.devon.gov.uk/support-schools-settings/ordinarily-available-inclusive-provision/

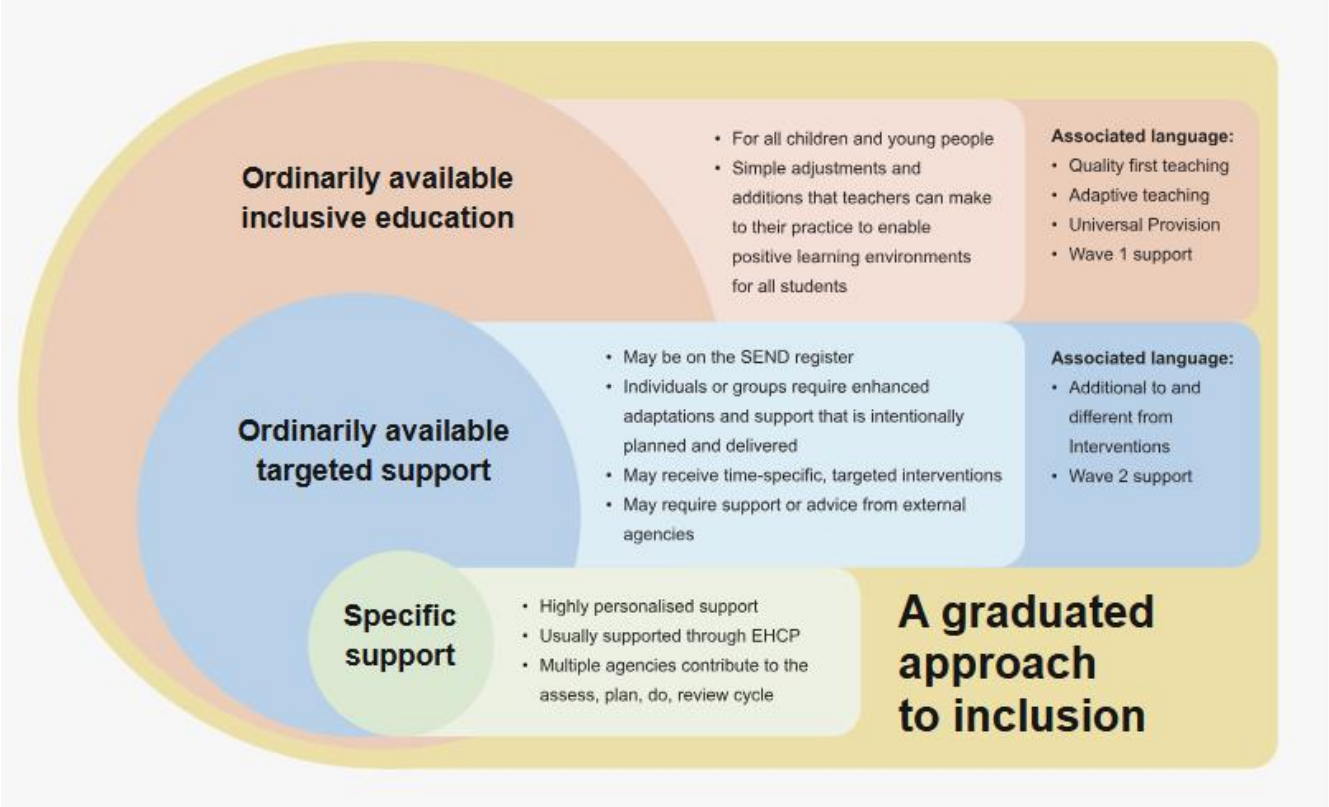

Figure 1. A practical model of universal, targeted and specialist provision. From Devon OAIP graduated-approach guidance.

The circles are not separate pathways. OAIP remains underneath targeted and specialist provision. Support should be proportionate, achievable within available resources, and matched to assessed need.

Adaptive teaching and the Education Endowment Fund (EEF) five-a-day

Adaptive teaching means being responsive to information about learning and adjusting teaching so pupils can access the same ambitious curriculum wherever appropriate. It avoids creating routinely separate, lower-expectation tasks and focuses on removing barriers through thoughtful adjustments.

- Explicit instruction: clear explanations, modelling, guided practice and frequent checks for understanding.
- Cognitive and metacognitive strategies: helping pupils remember, plan, monitor and evaluate learning.
- Scaffolding: temporary visual, verbal, written or practical support, reduced as independence develops.
- Flexible grouping: purposeful, temporary grouping based on current learning need rather than fixed labels.
- Use of technology: tools that improve access, practice, communication or recording where they add value.

These approaches are a repertoire, not a checklist. Teachers use professional judgement and knowledge of the pupil and subject when selecting strategies and approaches. Targeted intervention is added when classroom adaptation alone is not sufficient.

Graduated approach and the Assess, Plan, Do, Review cycle (APDR) -

The purpose of SEN Support is to put effective provision in place, remove or reduce barriers and secure progress towards agreed outcomes. The graduated approach is a repeated four-

part cycle. The graduated approach is an ongoing form of assessment and support. It is not a single one-time process. Each cycle builds understanding of what is working, what is not yet working and what should happen next.

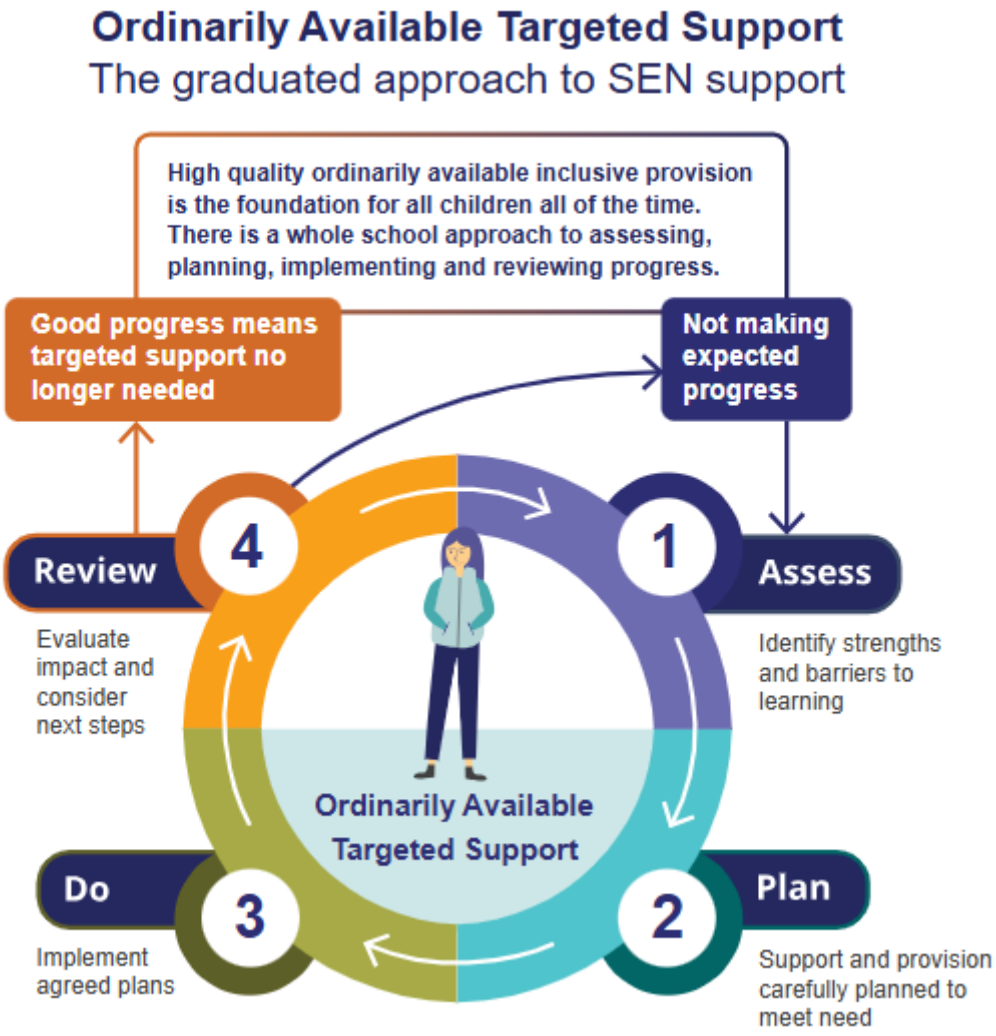

Figure 2. Assess, Plan, Do, Review. Recreated from the current Devon graduated-approach description.

Assess

The class teacher leads a clear, proportionate analysis of strengths, needs and barriers, supported by the SLT and SENCO where required. Evidence may include everyday assessment, work scrutiny, progress and attainment, attendance and participation, observation, response to previous support, pupil and parent views, transition information and relevant professional advice.

Plan

The teacher, pupil and parent/carer agree a small number of meaningful outcomes, the adaptive strategies and additional provision to be used, who will do what, and a review date. The plan should be specific enough to implement and review but proportionate to need. At 3 Rivers Federation, this may be recorded in an Individual SEN Plan (ISP) or other agreed APDR record. Parental involvement may be sought, where appropriate, to reinforce or contribute to the progress at home.

Do

The class teacher remains responsible for day-to-day teaching and progress, including when a pupil works with a teaching assistant or receives an intervention away from the classroom. The teacher ensures that adults understand the intended outcome, connects intervention learning back to the curriculum and classroom learning and checks that agreed strategies are consistently used. The SENCO, SLT and subject leaders provide advice, coaching and oversight as appropriate.

Review

The class teacher reviews impact with the pupil and parent/carer *at least* termly for pupils receiving SEN Support. This may be through an extended part of the schools' regular reporting and meeting schedule or through a separate meeting. The review considers progress towards the agreed outcomes, the quality and consistency of implementation, wider participation and wellbeing, and the pupil and family view. Support is then continued, adapted, intensified or reduced. Where good progress is sustained and special educational provision is no longer required, removal from the SEN Support register is discussed with the family and monitoring continues through OAIP.

Where a pupil's needs indicate that provision may need to be enhanced, the class teacher will consult with the SENCO and, where appropriate, other school leaders to review the pupil's needs, current provision and progress, and to identify any further strategies, support or guidance required.

External advice within the graduated approach

External involvement is considered when school-based assessment and successive APDR cycles indicate that further expertise may help to understand need or refine provision. Requests are discussed with parents/carers and, where appropriate, the pupil. The school will share relevant evidence with consent.

Access to services cannot be guaranteed. It may depend on eligibility criteria, triage, professional judgement, waiting times, Local Authority or health capacity and the outcome of multi-agency planning. While advice is awaited, staff continue to review OAIP, reasonable adjustments and school-based support.

4. Education, Health and Care needs assessments and plans

Where, despite relevant and purposeful action to identify, assess and meet a pupil's SEN, expected progress has not been secured and needs remain significant, the school or parent/carer may consider requesting an Education, Health and Care (EHC) needs assessment. Evidence will usually include the pupil and family views, APDR records, school assessments, provision and its impact, costs and any relevant professional advice.

Devon County Council decides whether to carry out an EHC needs assessment and whether to issue an EHCP. Parents and young people have rights of appeal if they disagree with the outcome. The Federation will work closely with families throughout any statutory process, helping them to understand each stage, gathering and presenting accurate evidence, and ensuring that the child or young person's strengths, needs and views are clearly represented.

Whilst outcomes and timescales are determined by the Local Authority and other agencies, the school will continue to work collaboratively with families and provide support throughout the process.

Where a pupil has an EHCP, the school will use its best endeavours to secure the specified special educational provision. The Local Authority reviews the plan at least every 12 months. The school holds annual review meetings on behalf of the Local Authority and may request an early review where circumstances have significantly changed.

Further information about EHCPs and Devons Local offer families should visit the following wesites:

https://www.devon.gov.uk/children-families-education/send-local-offer/

https://www.devon.gov.uk/children-families-education/send-local-offer/education-health-and-care-plans/

5. SEND funding and use of resources

Schools receive core funding for all pupils, including basic entitlement funding often described as Element 1. Mainstream schools also receive additional needs funding, often described as Element 2. This funding is delegated to schools and is used to support pupils with SEND and other identified additional needs. It is generally not allocated to individual named pupils but contributes to the provision and support available for pupils with SEND across the setting. The Federation uses its delegated resources to provide Ordinarily Available Inclusive Provision (OAIP), reasonable adjustments and additional SEND support across the cohort.

High Needs funding, often described as Element 3 or top-up funding, may be allocated by the Local Authority for pupils whose needs require provision beyond that which can reasonably be met through the school's delegated funding. This is associated with an Education, Health and Care Plan (EHCP). The Local Authority determines whether additional funding is allocated and, where relevant, the level of funding provided. Local funding arrangements, criteria and values may change and should be checked against current Devon guidance.

An EHCP identifies the provision required to meet a pupil's needs. Schools remain responsible for using their available resources, including delegated SEND funding and any additional funding allocated by the Local Authority, to secure and deliver appropriate provision.

The Federation reviews SEND expenditure and provision through leadership and governor oversight. Decisions about SEND provision are based on assessed need, statutory duties, evidence of impact, pupil safety and wellbeing, inclusion, available resources and the expertise of staff.

6. Roles and responsibilities

Provision for pupils with SEND is a whole-school responsibility. The following responsibilities are deliberately distributed so that inclusive practice does not depend on one person.

The Governing Body

- Uses its best endeavours to make sure pupils with SEND receive the support they need.
- Ensures pupils with SEND engage in school activities alongside peers who do not have SEND.
- Designates a qualified teacher as SENCO and assures itself that sufficient time and resources are available for statutory and strategic duties.
- Ensures parents are informed when special educational provision is made.
- Publishes the required SEND information and monitors the Accessibility Plan and equality duties.
- Holds leaders to account for the quality, impact, affordability and sustainability of SEND provision.

The Headteacher and Senior Leadership Team

- Retain overall responsibility for the day-to-day management of SEND across the Federation.
- Establish an inclusive culture and ensure curriculum, teaching, behaviour, attendance, safeguarding and disadvantage strategies consider pupils with SEND.
- Ensure staff understand their responsibilities and have access to appropriate professional development, systems and resources.
- Create sufficient capacity for the SENCO to carry out the role across multiple settings and ensure statutory work is prioritised.
- Monitor the quality of adaptive teaching, OAIP, interventions and APDR through normal school improvement processes.

Class teachers

- Are responsible and accountable for the progress and development of every pupil in their class, including where support is provided by others.
- Know the pupils they teach and use assessment to anticipate and remove barriers.
- Plan and deliver high-quality adaptive teaching and OAIP, including reasonable adjustments.
- Lead day-to-day APDR, keep records proportionate and current, communicate with families and involve pupils.
- Plan, brief and review the work of teaching assistants and connect targeted interventions to classroom learning.
- Seek support from the SENCO, SLT or subject leaders where needs are not being met.

The SENCO

- Provides strategic leadership and coordination of SEND across the Federation.
- Advises and supports leaders and teachers with identification, assessment, planning and reviewing provision, prioritising involvement according to level and complexity of need.
- Supports development of staff knowledge, systems, provision mapping and use of OAIP.

- Maintains oversight of the SEND register and statutory records, (while class teachers remain responsible for the accuracy and implementation of individual plans).
- Coordinates statutory EHC processes and liaises with the Local Authority and external professionals where required.
- Reports to leaders and governors on patterns, provision, impact, risks and priorities.

The SENCO provides strategic oversight of the graduated approach and works alongside staff to support identification, assessment, planning and review. SENCO involvement will be prioritised according to the complexity and level of need, with class teachers leading routine communication and review meetings as part of their responsibility for pupils' progress and provision.

Teaching assistants and other staff

- Work under the direction of the class teacher and subject leaders and contribute observations and assessment information.
- Use agreed strategies consistently and promote participation and independence rather than unnecessary adult dependence.
- Deliver interventions with appropriate training and fidelity, record relevant information and report impact to the teacher.
- Maintain confidentiality and contribute to safeguarding, medical and risk-management arrangements.

Subject and curriculum leaders

- Are leaders of SEND within their subjects and ensure curriculum planning anticipates common barriers.
- Support teachers to adapt subject-specific teaching without lowering ambition.
- Monitor the access, participation and outcomes of pupils with SEND as part of routine subject leadership.

7. Pupil voice and participation

Pupils' views are sought in ways that are accessible and meaningful to them. Staff may use conversation, observation, visuals, communication systems, work samples or comments from trusted adults. Pupil voice informs assessment, outcomes, provision, reviews and transitions, and pupils are helped to understand what support is in place and why.

8. Medical Needs, Disability and Accessibility

The Federation recognises that all pupils should be able to access a full and inclusive education, including educational visits, physical education and extracurricular activities. Appropriate arrangements are made for pupils with medical conditions in accordance with the Federation's **Supporting Pupils with Medical Conditions Policy**, individual healthcare plans and risk assessments where required.

Having a medical condition does not automatically mean that a child or young person has Special Educational Needs (SEN). However, some pupils may have both medical needs and

SEND. Where a medical condition creates barriers to learning or requires special educational provision, the Federation will follow the graduated approach outlined in this policy alongside appropriate healthcare arrangements.

The Federation is committed to meeting its duties under the **Equality Act 2010**. We will make reasonable adjustments for disabled pupils, seek to remove barriers to participation and learning, and ensure that disabled pupils are not placed at a substantial disadvantage compared with their peers. Accessibility is considered through the curriculum, physical environment and the provision of information, and is supported through each school's Accessibility Plan.

For children who are looked after, previously looked after, adopted from care, under special guardianship arrangements, or supported by a social worker, the SENCO works closely with the Designated Teacher and relevant professionals to ensure that education, care and SEND planning are joined up and that the child or young person's voice remains central to decision making.

9. Working in partnership with parents and carers

The Federation values parents and carers as partners and recognises their detailed knowledge of their child. Routine concerns should normally begin with the class teacher, who is best placed to discuss day-to-day teaching, progress and provision. The SENCO or SLT supports where needs are complex, concerns persist, statutory processes are involved or a wider decision is required.

Parents will be informed when SEN Support is being considered or provided and will be involved in APDR. Communication should be respectful, accessible and proportionate. The school will be honest about what it can provide directly, what requires prioritisation or external decision, and the steps it is taking while advice is awaited.

Parents and carers may seek impartial information and advice from Devon Information Advice and Support for SEND (DIAS).

https://devonias.org.uk/children-young-people

10. External and multi-agency support

Devon arrangements and service capacity for external and multiagency support have changed. The Federation may seek advice or coordinate support through the routes available at the time, which may include:

- The school's named Devon Inclusion Partner and relevant Inclusion Hub or multi-agency discussion route.
- Educational Psychology, subject to local arrangements, consultation, prioritisation, triage and capacity.
- Speech and Language Therapy (SaLT), Public Health Nursing and other health professionals through available referral, triage or planning meetings.

- Children and Family Health Devon, Child and Adolescent Mental Health Services (CAMHS), paediatrics, occupational therapy, neurodiversity pathways, physiotherapy and sensory or physical services where criteria are met.
- Children's Social Care, Early Help, the Virtual School, adoption support and other safeguarding or family services where relevant.
- The Devon SEND Ops Team for statutory EHC processes.

11. Transition

Changes of class, staff or setting can be positive and may also create additional barriers for some pupils with SEND. Transition planning is proportionate to need and may include early information sharing, pupil and family visits, visual information, transition books, meetings between staff, phased familiarisation, transfer of current APDR records and liaison with external professionals. Enhanced arrangements are planned within available capacity and reviewed for impact. In school transitions are carefully planned and supported.

12. Concerns and complaints

Questions about day-to-day provision should normally be raised with the class teacher first. Where the matter is not resolved, the parent/carer may contact the SENCO or a member of SLT through parent info email. Formal complaints are handled under the Federation Complaints Policy. Nothing in this section limits statutory rights relating to EHC decisions, disability discrimination or safeguarding.

13. Training and resources

Professional development is based on the needs of pupils, staff and each setting. It may include OAIP, adaptive teaching, the EEF five-a-day, subject-specific barriers, APDR, reasonable adjustments, assistive technology, communication, passive inventervention and preventions stratgies, sensory and physical access, relational practice and safe delivery of individual programmes. Development is shared across leaders, teachers and support staff and is embedded through planning, coaching, modelling and monitoring rather than relying only on one-off training.

The SENCO and relevant leaders use available Local Authority briefings, professional networks, statutory guidance and reputable evidence sources to keep practice under review.

14. Information governance and confidentiality

The Federation processes SEND information in accordance with UK data protection law, the Data Protection Act 2018, its privacy notices and record-retention arrangements. Information is shared on a need-to-know basis for education, safeguarding, health, statutory functions and the provision of support, using consent or another lawful basis as appropriate. Parents and pupils can find further details in the published privacy notices.

Appendix 1. Key links and sources

Devon Ordinarily Available Inclusive Provision: https://www.devon.gov.uk/support-schools-settings/ordinarily-available-inclusive-provision/

Devon graduated approach and APDR: https://www.devon.gov.uk/support-schools-settings/ordinarily-available-inclusive-provision/the-importance-of-a-graduated-approach/

Devon inclusion and SEND support for schools: https://www.devon.gov.uk/support-schools-settings/inclusion/

Devon SEND Local Offer: https://www.devon.gov.uk/education-and-families/send-local-offer/

Devon Information Advice and Support for SEND: https://www.devonias.org.uk/

EEF five-a-day and high-quality teaching for pupils with SEND: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-high-quality-teaching-for-pupils-with-send

SEND Code of Practice: 0 to 25 years: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Equality Act 2010 guidance: https://www.gov.uk/guidance/equality-act-2010-guidance

Appendix 2. Assessment information

Assessment is selected according to the question being explored, the pupil's age and stage, and staff competence. It may include:

- Teacher assessment, curriculum outcomes, work samples and observation across contexts.
- Pupil and parent/carer views.
- Attendance, participation, wellbeing and behaviour information considered in context.
- EYFS Profile, phonics screening, statutory and school curriculum assessments.
- Reading, spelling, writing, mathematics, language and communication screeners or diagnostic assessments already licensed and used by the school.
- Checklists or profiles relating to attention, executive functioning, emotional development, communication, sensory or motor access where appropriate.
- Response to teaching, reasonable adjustments and intervention over time.
- Relevant reports from education, health and care professionals.

Assessment tools do not diagnose unless administered and interpreted by an appropriately qualified professional. Results are considered alongside wider evidence and do not replace professional judgement or pupil and family voice.

Appendix 3. APDR implementation guide

Stage	Class teacher leads	SENCO / leadership support
Assess	Gather views and evidence; check OAIP and teaching; identify strengths, barriers and baseline.	Advise on complex assessment, triangulation, statutory thresholds and next steps.
Plan	Agree outcomes, strategies, provision, responsibilities and review date; share the plan.	Support prioritised cases, provision design and links to wider systems.
Do	Teach and adapt daily; brief support staff; deliver or oversee interventions; link learning back to class.	Coach, signpost, coordinate specialist advice and monitor strategic patterns.

Review	Evaluate pupil response, progress, implementation and views; agree the next cycle.	Join where complexity, escalation or statutory review requires; monitor quality and equity.