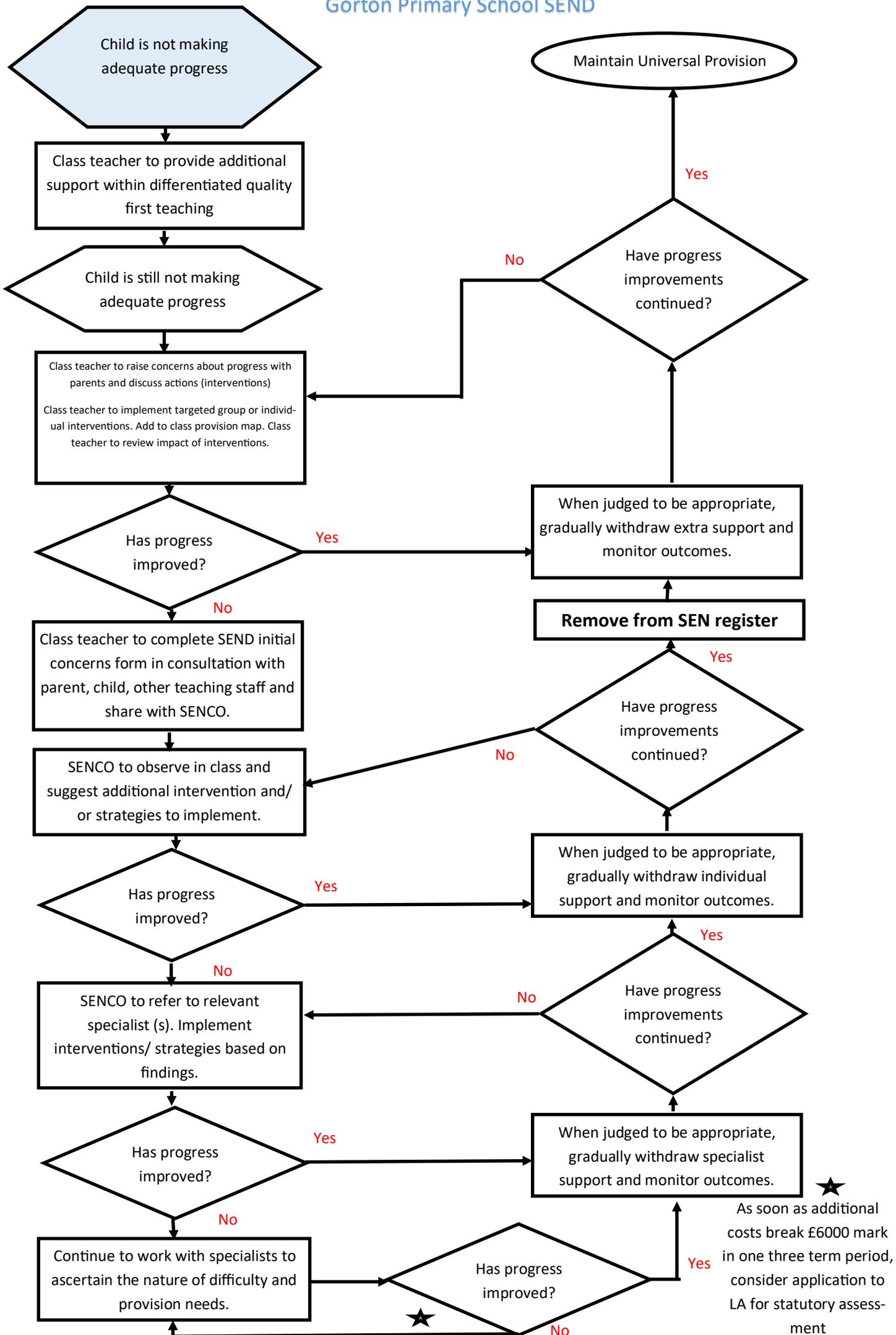


Gorton Primary School SEND



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Class and subject teachers, supported by the senior leadership team, 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 slower than that of their 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

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It can include progress in areas other than attainment– for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.