

Penketh South CP School



Special Needs & Disability Policy

Version	Date	Action
V1	September 21	New Policy
V2	September 23	Policy Review
V3	September 24	Policy Review

Next Reviewed – September 2025

Policy to promote the successful inclusion of pupils with

Special Educational Needs and disabilities.

The Public Duty of the Equality Act 2010

Protected characteristics in the act include sex, sexual orientation and gender reassignment.

Schools have due regard to:

- (a) “eliminate discrimination, harassment, victimisation”
- (b) “advance equality of opportunity”
- (c) “foster good relations between persons who share a relevant protected characteristic and persons who do not share it”

This includes tackling prejudice and promoting understanding.

This SEND Policy works alongside and in conjunction with The Local Offer offered by Warrington Local Authority.

This policy should be read with:

- o Equality Policy
- o Teaching and Learning Policy
- o Special Educational Needs and Disability Code of Practice: 0-25 Years
- o SEN information report
- o Accessibility plan
- o Behaviour policy
- o Supporting pupils with medical conditions policy
- o Attendance policy
- o Safeguarding / child protection policy
- o Complaints policy

Aims

Our special educational needs and disabilities (SEND) policy aims to:

- To ensure that our school fully implements national legislation and guidance regarding pupils with SEND.
- To identify children causing concern as early as possible
- To ensure that the learning environment matches the pupils’ needs
- To assess, develop strategies, teach and monitor the child’s progress to enable the child to make progress and achieve their potential (in academic, emotional, social and/or behavioural aspects of development)
- To provide all pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND

- To maintain and enhance self-esteem of children who have difficulty in accessing the curriculum or conforming to behavioural norms at school
- To enable and encourage children to participate in setting targets and contributing to intervention plans
- To provide support as appropriate for a child's needs, working in liaison with other agencies as necessary
- To target resources (human and material) as appropriate to achieve the best outcomes and value for money
- To communicate and involve parents or carers in discussions and decisions about support and provision for their child/children.
- To ensure that the SEND policy is understood and implemented consistently by all staff

Vision and Values

At Penketh South Primary School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs and abilities. Every child has access to our Curriculum through the planning, teaching and provision of suitably differentiated activities. We are committed to catering for every child's needs and, for those children that need it, additional interventions are provided to enable progress to be made. Not all pupils with disabilities have special educational needs and not all pupils with SEN meet the definition of disability but this policy covers all of these pupils.

As a School, we aim to develop an ethos of care, empathy and understanding. This is essential when dealing with children with Special Educational Needs, who may have low self-esteem.

The implementation of this policy is the responsibility of the whole staff, with any extra provision or expertise being provided by external agencies and professionals. It is intended that this policy statement will be used as a working document for all teaching staff, governors, parents and visitors.

In line with the current Special Needs Code of Practice 2015 we believe;

- A child with Special Educational Need or Disability (**SEND**) will have their needs met
- All teachers are teachers of pupils with additional needs and everyone will commit themselves to the challenge of ensuring pupil participation
- Where appropriate, the views of the child will be sought and taken into account
- Parents have a vital role to play in supporting their child's education and parents' views will be sought in deciding actions and interventions to help their child
- Relationships of mutual respect will be developed with every child - celebrating successes and supporting children through difficulties
- Due regard will be given to the Special Needs Code of Practice 2015 in all decision making, including liaison with other agencies.

In line with the Code of Practice 2015 which emphasises outcomes for children and young people from 0-25, we believe we all have a role to play in securing the best possible outcomes for children in school which will lead to them being successful as young adults.

Legislation and Guidance

This is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- o [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- o [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- o The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- o The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- o The [Governance Handbook](#), which sets out governors' responsibilities for pupils with SEND
- o The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

This policy also complies with our funding agreement and articles of association.

Inclusion and Equal Opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

Definitions of Special Educational Needs and Disability

The Special Educational Needs and Disability Code of Practice: 0-25 Years defines Special Educational Needs as:

- A child or young person having a learning difficulty or disability which calls for special educational provision to be made for him / her
- A child or young person who has a significantly greater difficulty in learning than the majority of others of the same age or 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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment

	<ul style="list-style-type: none"> • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>
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Roles and Responsibilities

Provision for children with special educational needs is a matter for the school as a whole. In addition to the Governing Body, the Head teacher, the SENCo and all other members of staff both teaching and support staff, have very important day-to-day responsibilities.

All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.

High quality teaching which is differentiated and personalised should be available for all pupils. At the heart of the work of every school class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs.

The SENCO at our school is **Claire Roper** (c.roper@penkethsouth.tcat.uk.com)

They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

The governing body is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

The SEND link governor is Kathryn Bullivant. The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

The headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

Class teachers are responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents' concerns and agree their aspirations for the pupil

Teaching Assistants are responsible for:

- Supporting children with SEND within the classroom, as planned for by the class teacher
- Working with individuals or small groups on individual or group targets with class teachers' guidance
- Keeping a record of support given
- Contributing their evaluations and assessments to any discussions/meetings to agree future interventions
- Liaising with the class teacher
- Supporting the class teacher in assessment and planning

Parents or carers

- Parents or carers should inform the school if they have any concerns about their child's progress or development.
- Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:
 - Invited to termly meetings to review the provision that is in place for their child
 - Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
 - Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
 - Given an annual report on the pupil's progress
 - The school will take into account the views of the parent or carer in any decisions made about the pupil.

The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

SEND Information Report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

Identification, Assessment and Provision

All pupils throughout the school are monitored via our Provision Mapping system which identifies each child's needs against the four areas of need in the Code of Practice 2015, and also identifies the provision in place for that child (staffing, resources, activities, approaches). During termly Progress Meetings children are reviewed and discussed by the Head Teacher, class teachers and the **Special Educational Needs / Disabilities Co-ordinator** (SENCO) Mrs Roper, particularly at transition time in July.

As recommended in the SEND Code of Practice 2015, there is a step-by-step, graduated model of action and intervention to help children who have SEND at Penketh South. This approach recognises that there is a continuum of SEND. Where appropriate, external specialist expertise will be sought to advise on the difficulties that a child may be experiencing; therefore ensuring progressively more powerful interventions can be used to meet increasing need. This model also allows the range, type and intensity of interventions to be reduced as a child makes adequate progress.

All good quality first teaching involves a cycle of: assess need – plan to meet the need – deliver the plan – review the plan – begin again. For those children with identified SEND, this cycle may involve joint working with other agencies.

STEP 1 – Initial Concerns / Identification

Step 1 is a school based step. Early identification of special needs is vital. A class teacher uses his/her knowledge of each child's skills and abilities, alongside data raised through assessment procedures to identify concerns about a pupil's progress. The class teacher then gathers evidence regarding:

- The child's attainment and progress
- The child's strengths and weaknesses. (including through use of Oxfordshire checklists or similar)
- Speech and language levels
- Differentiated learning opportunities provided
- Teaching strategies that have been employed

The teacher will discuss this evidence at termly Pupil progress meetings with the Head Teacher and SENCO. Any decisions or actions are recorded on an action plan and will feed into the provision map. The teacher and teaching assistant in class will provide quality first teaching to support the children and plan and adapt work as appropriate. The class teacher should inform the parent/carers at the earliest opportunity to alert them to concerns and enlist their active help and participation.

Following this, if concerns remain the child will be moved onto Step 2

STEP 2 – Monitoring

This is a school based step not recognised within the Code of Practice 2015.

The SENCO and/or Class Teacher use the assessments and observations to identify Interventions with clear outcomes outlined for the child.

Specific interventions for delay in the following areas will be undertaken by designated members of staff.

- ✓ Communication and Interaction Speech and Language,
- ✓ Cognition and Learning English and Maths
- ✓ Social Mental and Emotional Health
- ✓ Sensory and Physical

It is to be expected that there will be more intensive support in Early Years and KS1 with higher numbers of interventions which should then reduce through KS2. It is to be hoped that there will be

considerable parental involvement in order to maximise learning situations and involvement of local community groups and facilities.

The setting of desired outcomes of the intervention may involve the parent and child (where appropriate) and are repeated on a termly basis (or more frequently if necessary). After evaluation of the outcomes it may then be felt that:

- d) Intervention has been effective, and further Intervention Plans are necessary to ensure continuing progress
- d) The problem has been resolved, therefore no further interventions are necessary
- d) The problem has been resolved, therefore no further interventions are necessary, but the child is to be returned to Step 1 for careful monitoring
- d) The gap has widened and it may be necessary to consult an outside agency, therefore moving onto Step 3 SEN Support. The key test of the need for further action is evidence that the current rate of progress is inadequate and that perhaps external advice is required.

STEP 3 – SEN SUPPORT

Children at this stage have a learning difficulty which requires a more structured approach in order to assist them in overcoming their barriers to learning. Examples of this may be an individualised programme, the advice of an outside agency, or the school delivering a programme devised by an external professional. A learning plan will be devised and agreed between parents, the school and, if appropriate, the child.

The SENCO and class teacher, in consultation with parents, may ask for help from external services, such as Warrington's Educational Psychologist, health workers, mental health workers, speech and language therapists, community paediatricians and occupational therapists as necessary for the individual child. They keep a record of any advice received about a pupil from external agencies and incorporate these into any Learning Plan

CHILDREN WITH DISABILITIES BUT WITHOUT LEARNING DIFFICULTIES

Children with disabilities but without learning difficulties will have an 'Individual Care & Access Support Plan' written by the parents, SENCO and class teacher and, if appropriate, the child. This will outline strengths and areas of focus, plus suggested actions, to minimise the impact of these potential barriers to learning.

CHILDREN WITH HEALTH NEEDS

Children with long term medical conditions will have a Health Care Plan agreed with the school and the parents. This will be written in line with the school's Administration of Medicines Policy.

The SENCO will take a lead in co-ordinating further assessments of the child, planning future interventions and monitoring and reviewing the action taken. Main provision is by the class teacher, with some targeted adult support provided by a TA where resources allow.

Targets will be set for all children as part of normal classroom practice but children at Step 2 and Step 3 will have specific outcomes, agreed with the parent and, if appropriate, the child. These will be set

out in a Learning plan and reviewed on a termly basis (or more frequently if necessary). After evaluation of the intervention plan it may then be felt that:

- c) Intervention has been effective but a further intervention plan is necessary to ensure continuing progress
- c) Good progress has been made and the support of outside agencies is no longer required, therefore the child can be moved down a step and may no longer require an intervention plan
- c) The gap has widened and it may be necessary to consider if all needs are being addressed adequately by the school, or if it is now appropriate to consider putting the child forward to the Local Authority for statutory assessment which may lead to an Education Health Care Plan (EHC plan).

The key test of the need for further action is evidence that the current rate of progress is inadequate.

STEP 4 – ASSESSMENT BY THE LOCAL AUTHORITY FOR STATUTORY ASSESSMENT FOR AN EDUCATION HEALTH CARE PLAN

Statutory Assessment

The SENCO, class teacher and parents will discuss the child's further needs and seek parental permission to initiate statutory assessment. The SENCO then collates all the evidence relating to the child's needs and completes all necessary documentation to submit to the Local Authority.

The Local Authority, having considered the information that the school provides, may decide to progress with a statutory assessment when it considers that it may be necessary for special educational provision to be made for the child in accordance with an EHC Plan.

The purpose of an EHC Plan is to make special educational provision to meet the special educational needs of the child to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

An EHC needs assessment does not always lead to an EHC Plan.

The maximum time for the Local Authority to complete this process from receiving the school's request for assessment is 20 weeks. At every stage children and their parents are involved fully and their views and wishes taken into account.

STEP 5 – EHC PLAN

If an EHC Plan is granted then the school, parents and the child, if appropriate, will work together with the education, health and other professionals to plan and deliver a specific programme. Progress against the agreed outcomes will be reviewed on a termly basis in school and at least annually with the Local Authority.

Once an EHC Plan has been granted then further funding may be available and this is known as a Personal Budget. Personal budgets should be focused to secure the provision agreed in the EHC Plan and should be designed to secure the outcomes specified in the plan. Further information on personal budgets can be found in the SEND Code of Practice 2015.

The Local Authority have a person designated to assist parents and give them independent advice and the Local Authority have a website containing information known as “The Local Offer” which will give parents further information to this policy.

PSHE

As documented in the school’s PSHE Policy, it is important for all pupils to develop the skills required to lead healthy, confident, independent lives and to become informed, active, responsible, independent citizens able to lead a successful adult life. This is particularly true for pupils who are experiencing difficulties at school, and who may have low self-esteem or be lacking in confidence.

All efforts will be made to develop and enhance the self-esteem of pupils with additional needs. The broad and balanced curriculum and extra-curricular activities offered at Penketh South Primary School ensure that children have a variety of opportunities to excel in many other aspects of their development. It is the responsibility of all staff to promote a positive attitude in all members of the school community towards those pupils experiencing SEND.

Expertise and training of staff

Training will regularly be provided to teaching and support staff. The headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school’s plan for continuous professional development.

Resources

The SENCO holds a number of specialist resources. Resources may be purchased to meet individual needs as identified. In allocating any resources (human or material), consideration is given to our duty under the Equality Act as outlined in the Equality Policy and the Special educational Needs and Disability Code of Practice: 0-25 Years.

Links with external professional agencies

The school recognises that it won’t be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- Health Visitors / School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

Admissions

The Governing Board believes that the admissions criteria should not discriminate against

pupils with SEND and has due regard for inclusive practice advocated in the Code of Practice, in that 'All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEND. In line with the principles of inclusivity and diversity, this ensures that all pupils, regardless of their individual needs or disabilities, have equal access to quality education.

School Complaints Procedure

Parents/carers with complaints regarding SEND at Penketh South Primary School should seek to resolve any issues in the first instance through discussion with the classteacher, SENDco or headteacher. If this fails to resolve the issue please refer to our Complaints policy available on the school website.

Monitoring and evaluating the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our aims of the policy.

We will evaluate how effective our SEND provision is with regards to:

- o All staff's awareness of pupils with SEND at the start of the autumn term
- o How early pupils are identified as having SEND
- o Pupils' progress and attainment once they have been identified as having SEND
- o Whether pupils with SEND feel safe, valued and included in the school community
- o Comments and feedback from pupils and their parents

This policy will be reviewed by The SENCO **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

PENKETH SOUTH SEND IDENTIFICATION AND PROVISION PATHWAY

A potential SEN is identified by parents, school staff, or outside agencies.
Concerns can be identified from Pupil progress meetings or data from assessments.

Area of concern identified using the Graduated response and adjustments are made to the classroom provision.
Concerns shared with parents and SENCO. SENCO complete observations where appropriate and provide advice and recommendations for further support.

SEN Monitoring

Agreed actions to be carried out by set date - usually a 6 week / 1/2 termly time frame.
This may include further 'in house' assessment.

YES
Progress made. Continue to monitor for another 1/2 term

NO

SEN Register (K)

Learning Plan to be written by classteacher capturing pupil voice and using SMART targets.
Targeted intervention to be implemented for child's primary area of need.

Follow the assess-plan-do-review cycle

NO PROGRESS
SENCO to refer to external agencies if appropriate for further advice e.g. SALT / CDC / VPD Clinic / SEMH / School Nurse

YES
Progress made. Continue to monitor assess-plan-do-review cycle.

Class teacher to meet with parents to discuss adding the child to the SEN register and the learning plan must be shared.

Where several Assess-Plan-Do-Review cycles have taken place and limited progress has been observed, and external agencies have highlighted a need, the SENCO will review the criteria for an EHCP and a request may be made for child's primary area of need. The EHC Assessment and planning process takes up to 20 weeks to process once all the relevant paperwork is received by the Local Authority.

There is no guarantee that an EHCP will be granted. If unsuccessful the parents will be offered a next steps meeting with the SENCO and the child's class teacher.

Where an EHC application is successful, then an annual review takes place once a year - unless the child is in EYFS in which case it is twice a year. Please note that an EHC does not guarantee your child a full time support teaching assistant.

EDUCATION, HEALTH AND CARE ASSESSMENT AND PLANNING PROCESS

