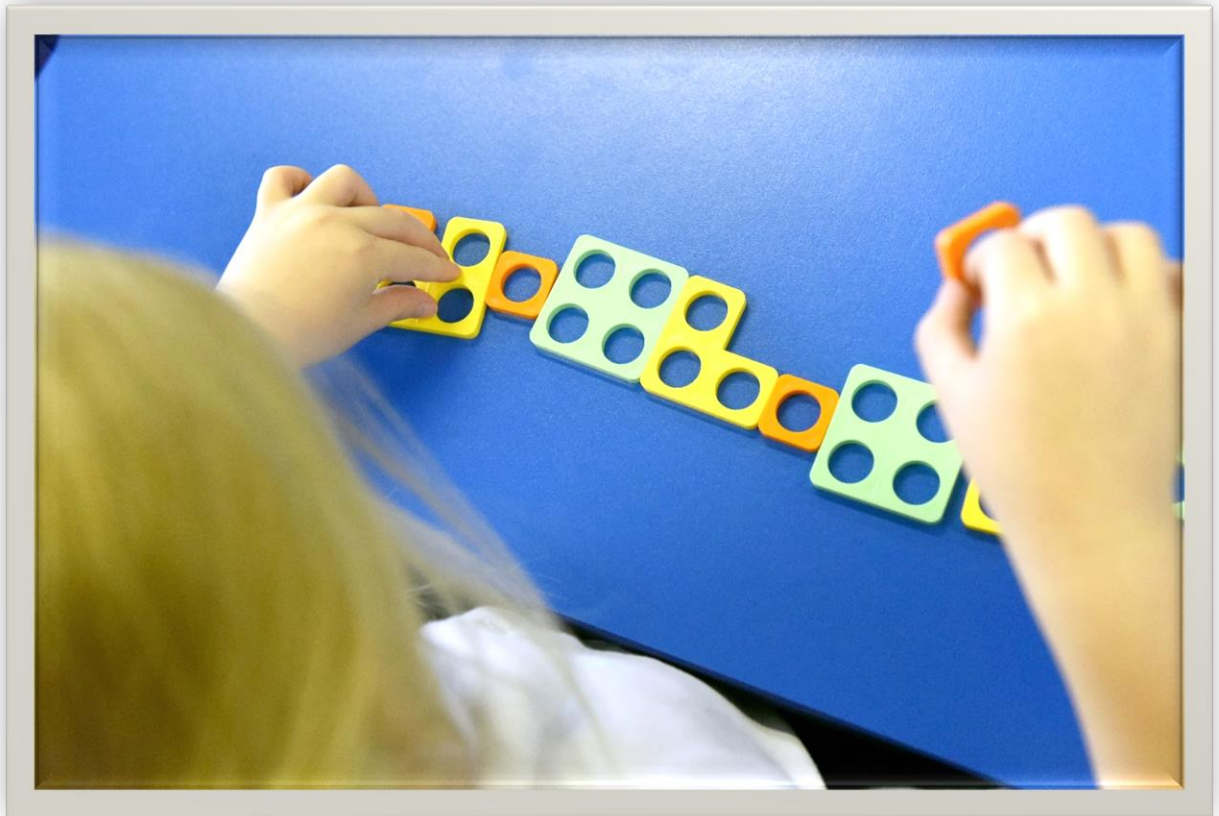




SEND Procedures

At Teagues Bridge Primary School



www.teaguesbridgeprimary.org

Identification, assessment and review

Provision for children with special educational needs is a matter for the whole school. All teachers are teachers of children with special educational needs and teaching such children is, therefore, a whole school responsibility.

At the heart of each class is a continuous cycle of assessment and planning which takes account of the wide range of abilities, aptitudes and interests of the children. The majority of children will learn and progress within these arrangements, but those children whose attainment falls significantly outside the expected range may have special educational needs.

Early identification is vital and the school uses a graduated response to children's special educational needs as outlined in the Code of Practice. The class teacher makes an initial identification and informs the SENCO and parents at the earliest opportunity to share concerns and enlist their active support and participation. This is done by staff completing a concern form, sharing and discussing this with the SENCO and parents where a form of action is agreed.

The class teacher collates evidence (work samples, Learning Support Assistant (LSA) reports, test results etc) and if lack of progress is evident, record their concerns on an 'Initial Concerns Checklist' to be shared with the SENCO. The SENCO, together with the class teacher uses the Leicestershire Education Authority criteria to decide whether it is appropriate to place the child on the SEN register and at which level of provision:

Special Educational Needs Support (SEND Support)

The SENCO will take the lead in coordinating additional or different provision within school to enable the child to learn more effectively. The SENCO will work closely with the parents, teacher and child to produce an Individual Education Plan (IEP), outlining specific, measurable targets and strategies to meet them. The child's progress will be carefully monitored and IEPs will be reviewed termly.

For those children whose progress continues to cause concern, the school may request support and advice from external agencies (e.g. Educational Psychologist, Speech and Language Therapist). Parental consent will be gained for this and parents will be kept informed at all stages. Advice on new targets and fresh strategies will be implemented by the class teacher based on the advice they receive from external agencies.

Inclusive School Forum

The Inclusive School Forum is a school led forum within Telford and Wrekin that provides support and challenge to mainstream schools regarding the provision and practice they deliver for children with Special Educational Needs and Disability (SEND). It aims to provide an

opportunity to network and deliver peer to peer guidance. The focus is, through sharing best practice, to develop an inclusive education system within Telford and Wrekin whereby children with increasingly complex needs achieve and succeed within mainstream schools.

A key function of the forum will be to support a school's delivery of its graduated approach, through assess, plan, do and review cycles. To enable schools to intervene early and with pace the forum has an allocation of high need top up funding (to be known as Additional Inclusion Funding or AIF) from the Local Authority which can be accessed where criteria is met and documentation required has been completed. An Education Health and Care Plan will not be required to access AIF funding.

Educational Health Care Plan (EHCP)

Where a request for a statutory assessment is made by the school to the LA, the child will have demonstrated significant cause for concern. The LA will need information about the child's progress over time and will also need documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place. The school will provide this evidence through Special Educational Needs Support. This information will include Individual Educational Plans for the pupil; Records of regular reviews and their outcomes; The pupil's health including the child's medical history where relevant; National Curriculum levels – assessed at 'P' levels if necessary; Educational and other assessments, advice from an external agency must be present, preferably from an educational psychologist; Views of the parents of the child; Involvement of other professionals such as health, social services or education welfare service.

Statutory assessment involves consideration by the LA, working cooperatively with parents, the school and other agencies, as to whether a statutory assessment of the child's special educational needs is necessary.

An Educational Health Care Plan will include:

- The pupil's name, address and date of birth;
- Details of all of the pupils special needs;
- The special educational provision necessary to meet the pupil's needs;
- The type and name of the school where the provision is to be made;
- Relevant non-educational needs of the child; Information on non-educational provision.

All children with EHC plans will have short-term targets set for them, which will be set out in an IEP and will be implemented, as far as possible, in the normal classroom setting. The delivery of the interventions will be the responsibility of the class teacher.

If additional teaching hours are awarded through the EHC plan then the support teacher will also be actively involved in devising and implementing an appropriate IEP.

All EHC plans must be reviewed annually with parents, the pupil, the LEA, the school and professionals will be invited to consider whether any amendments need to be made to the description of the pupil's needs.