

How the SEN Register works

SEN Support

Means that:

School is aware that the child will need extra support with their learning.

What will happen?

The class teacher and SENDCo will put additional support in place. This **may** include:

- Teaching is altered to suit the child.
- Learning tasks are adapted to suit the child.
- Classroom environment is altered to suit the child.
- Intervention programmes are put in place to address the child's area of difficulty.
- Teaching Assistant support is given more frequently.
- An Individual Education Plan (IEP) may be drawn up to identify specific targets for the child.

How is progress monitored?

- Child's National Curriculum levels are assessed 5 x year.
- Parents are kept informed at Parent Consultations 2 x year.
- Parents can arrange to see the SENDCo at Parent Consultation evenings or at any other time.
- Teachers & SENDCo discuss the child's progress at Pupil Progress meetings 3 x year.
- Intervention groups have their own targets and children are assessed against these at the end of the intervention.
- IEPs are reviewed twice at least twice yearly.
- Parents receive reports on their child's progress in interventions or with their IEP targets.

If the child is still not making good progress with this extra support, then the next level of support is considered.



SEN Support (continued)

What will happen?

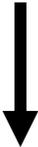
SENDCo will discuss with parents a referral to an outside agency, such as Speech and Language Therapy or the Specialist Teaching Service.

After a referral is made the child will usually be seen by the external agency within two terms.

A report on the child's needs and what the school can do to help the child make progress will be issued to parents and to the school.

School puts the recommendations into place as far as possible.

If the child continues to need a lot of support despite the recommendations of the external agency being in place, then the next step is considered.



How is progress monitored?

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School Contract

Still classified as 'SEN Support'

Means that:

Parents, school and external agencies need to meet regularly to review what is being provided for the child and agree what the next steps are.

What will happen?

A meeting with parents, SENDCo, class teacher and any external agency representatives will be held.

At this meeting a **School Contract** will be drawn up which sets in place the short-term targets for the child and what will be provided by school, parents and the external agency to help them to achieve these targets.

Everybody signs the Contract and it is sent to the Local Authority.

How is progress monitored?

- The Contract is reviewed regularly with parents & others – usually at least once a term. At these meetings, progress towards the targets is discussed and new targets are set.
- Child's National Curriculum levels are assessed 5 x year.
- Teachers & SENDCo discuss the child's progress at Pupil Progress meetings 3 x year.
- Intervention groups have their own targets and children are assessed against these at the end of the intervention.

If the child has a high level of need and it is thought that he/she is likely to need a lot of support over a long period then the next level of support is considered.



Education, Health and Care Plan

From September 2014 Statements have been replaced with **Education, Health and Care Plans**. These **EHCPs** have the same legal status as Statements.

Means that:

The child is recognised as having 'significant and enduring' needs that will need to be provided for over the long-term. The EHCP is a legal document that states what must be provided for the child by the any school that the child attends.

What will happen?

A meeting will be held with parents, school and external agencies to discuss the need for an EHCP.

A request for 'Statutory Assessment' will then be sent to the Local Authority.

If this is agreed, the Local Authority will ask all involved parties to write reports and parents will be consulted.

A meeting will be organised for parents, school, external agencies, health professionals etc. to discuss the child's strengths and difficulties. This is called an **IAM (Integrated Assessment Meeting)**.

The results of the **IAM** are discussed by a Local Authority panel. If it decides that an EHCP is necessary, then an EHCP will be issued that explains exactly what the child needs in order to make progress. This is then a legal document and the school and other agencies must put in place its recommendations.

How is progress monitored?

- EHCs or Statements must be reviewed every year by parents, school and any professionals involved– called an **Annual Review**. The results of this review must be sent to the Local Authority.
- Child's National Curriculum levels are assessed 5 x year.
- Parents are invited to review meetings with teacher and SENCO at least 3 x year.
- Teachers & SENDCo discuss the child's progress at Pupil Progress meetings 3 x year.
- Intervention groups have their own targets and children are assessed against these at the end of the intervention.