



The Priory School

Educating Students for Success in Life

Name of policy	SEND
Statutory	Yes
Date policy was updated	Autumn 2019
Date of next review	Autumn 2020
Governors committee	Student Wellbeing
Member of staff responsible for the policy	Kate Emsley

Responsibility **Respect** Resilience



The Priory School

1 RATIONALE

- 1.1 The Priory School believes that each student has individual and unique needs. This school aims to provide all students with strategies to overcome their challenges in a supportive environment, and to give them meaningful access a broad and appropriate curriculum.
- 1.2 Children have special educational needs where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to students of the same age. (COP September 2014)
- 1.3 Children have a learning difficulty of their progress:
 - 1.3.1 is significantly slower than that of their peers starting from the same baseline
 - 1.3.2 fails to match or better the child's previous rate of progress
 - 1.3.3 fails to close the attainment gap between the child and their peers
 - 1.3.4 widens the attainment gap despite reasonable adjustments being put in place
- 1.4 Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically be recorded as having SEN.
- 1.5 Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught
- 1.6 Persistent disruption or withdrawn behaviours, concerns with attendance or punctuality do not necessarily mean that a child has SEN
- 1.7 The Equality Act (2010) says that a child has a disability when they have:
'...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'

2 AIMS

- 2.1 enable every student to experience success
- 2.2 ensure every student has access to a broad and balanced curriculum
- 2.3 enable every student is able to access the curriculum by ensuring reasonable adjustments are in place to prevent any disadvantage
- 2.4 promote individual confidence and a positive attitude
- 2.5 ensure that all students, whatever their special educational needs, receive appropriate educational provision, that is relevant and differentiated, and that demonstrates coherence and progression in learning as appropriate to a mainstream setting
- 2.6 give students with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate and reasonable
- 2.7 ensure that children with SEND have opportunities to receive and make known information, to express an opinion, and have that opinion taken into account in any matters affecting them
- 2.8 identify, assess, record and regularly review students' progress and needs
- 2.9 involve parents/carers in planning and supporting at all stages of their children's development
- 2.10 work collaboratively with parents, other professionals and support services
- 2.11 ensure that the responsibility held by all staff and governors for SEND is implemented and trained

3 ROLES AND RESPONSIBILITIES

- 3.1 The role of Governing Board

The governing Board in cooperation with the Headteacher, has a legal responsibility for determining the policy and provision for students with SEND. It maintains a general overview and has appointed a representative governor (the SEND governor), who takes particular interest in this aspect of the school.

They will ensure that:

- they report to parents on the implementation of the school's SEND policy
- they have regard to the requirements of the SEND Code of Practice (2014)
- they are fully informed about SEND issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for students with SEND
- anyone who wishes to make a complaint, including a complaint in relation to children and young people with SEN, whether they have an EHC plan or not, is treated fairly, given the chance to state their case, provided with a written response and informed of their appeal rights Strategic intent – the will do it through holding the leadership accountable and reporting to the governors

3.2 The responsibility of the Headteacher

- the management of all aspects of the school's work, including provision for students with SEND
- SEND provision is an integral part of the school improvement/development plan
- keeping the governing board informed about SEND issues
- working closely with the SEND personnel within the school to ensure SEND students receive high quality teaching
- ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.
- Ensure that the quality of teaching and learning and progress made by students with SEND is a core part of PAR arrangements
- they and the school as a whole, are involved in the development and monitoring of this policy.

3.3 The role of the SENCo

- monitor the performance of Learning Support staff through Quality Assurance measures such as lesson observations, learning walks, training and the performance appraisal process
- overseeing the day to day operation of this policy
- track SEND students' progress and through consultation with Heads of Departments, identify strategies to raise attainment of SEND students
- ensuring that an agreed, consistent approach is adopted when supporting students
- ensure all staff are aware of the need identify and provide for students with SEND and are able to do so
- support the organisation of detailed assessments and observations of students with specific learning problems
- coordinating the provision for students with SEND
- report to SLT regularly the progress of SEND students, areas of strength and concern
- supporting class teachers in devising strategies, setting targets appropriate to the needs of the students, and advising on appropriate resources and materials for use with students with SEND and on the effective use of materials and personnel in the classroom
- Support staff in working with families of students with SEND, so that they are aware of strategies that are being used and involved as partners in the process
- Working closely with the pastoral team in liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and families
- Maintain the school's Special Educational Needs and Disability Register and records
- Assisting in the monitoring and evaluation of progress of students with SEND through the use of school assessment information e.g. class-based assessments/records, CATS, LASS etc
- Contributing to the professional development of staff
- Lead managing learning support staff/teaching assistants

- Liaising with the SENCos in receiving schools/and or the other primary schools to help provide a smooth transition from one school to the other
- Involvement in Local Authority SEND moderation through cluster meetings and EHC panel meetings
- Working with the Senior Leadership team and the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- advising on the deployment of the school's delegated budget and other resources to meet students' needs effectively

3.4 The role of class teachers

Provision for children with special educational needs is a matter for the school as a whole. It is each teacher's responsibility to provide for students with SEND in his/her class. They must ensure that reasonable adjustments are made for all SEND students, including the provision of auxiliary aids and services to prevent students being at a disadvantage and to be aware that these needs may be present in different learning situations.

All staff are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs. Encouraging students with SEND join in school activities alongside other students, as far as is reasonably practical and compatible with their needs and the efficient education of other students.

Schools should regularly review the quality of teaching for all students including those with SEN or at risk of underachievement.

The SENDCo and subject teachers work together to consider what appropriate equipment, strategies and interventions need to be in place to support the student's progress.

The responsibility of class teachers

- must include all students with SEND in the classroom and provide reasonable adjustments and differentiated resources to ensure students can access the curriculum (teacher standard 1.5)

- They can draw on the SENDCO for advice on assessment and strategies to support inclusion and must ensure they are aware of the students' needs and suggested strategies to support these within the classroom (teacher standard 1.8.2)
- must make regular assessments of progress and should seek to identify students making less than expected progress (teacher standard 1.6)
- ensure that students with SEND make good or better progress in line with their peers and students at a similar starting point nationally (teacher standard 1.2)
- where progress continues to be less than expected the class teacher, alongside the SENDCO should gather evidence to aid assessment of the student's needs and should not delay in putting in additional support or intervention to secure progress
- making themselves aware of this policy and procedures for identification, monitoring and supporting students with SEND
- working with parents to support students with SEND and should be alert to emerging difficulties, listening to and acting on concerns raised by both parents and students (teacher standard 1.8.5)
- being familiar with typical characteristics of different special educational needs and referring any concerns to the SENDCO for advice or assessment
- report on the progress of students with SEND as part of the HOD/teacher meetings, identifying and evaluating in class interventions required to support progress
- communicate effectively with teaching assistants about student needs, ensure concerns raised through the communication pads are addressed and ensure teaching assistants are effectively deployed in all lesson to match student needs support progress (teacher standard 1.8.3)
- communicate with teaching assistant to ensure students are fully supported and that additional resources are allocated effectively. The class teachers should be directly working with the student to ensure their expertise and specialist knowledge are available to all students (teacher standard 1.2.1/1.2.2/1.5.4)

3.5 The role of Learning Support staff and Teaching Assistants

- be fully aware of this policy and the procedures for identifying, assessing and making provision for students with SEND

- use the school's procedures for giving feedback to teachers about students' responses to tasks, strategies and any concerns with progress in the lessons
- where directed by the teacher, lead guided work or one to one work to support student progress and learning
- support the teachers to create a conducive environment for effective behaviour for learning
- where directed by the SENDCo, lead one to one or small group interventions, planning appropriately with support and reporting on student progress

3.6 The role of Learning Support staff/teaching assistants

- be fully aware of this policy and the procedures for identifying, assessing and making provision for students with SEND
- use the school's procedures for giving feedback to teachers about students' responses to tasks, strategies and any concerns with progress in the lessons
- where directed by the teacher, lead guided work or one to one work to support student progress and learning
- support the teachers to create a conducive environment for effective behaviour for learning
- where directed by the SENDCo, lead one to one or small group interventions, planning appropriately with support and reporting on student progress

3.7 The use made of external services and facilities

The school seeks advice where required and currently uses the following external agencies:

- Educational Psychologist
- Speech and Language Service
- Occupational therapists (as planned for individual students)
- ADHD clinics and nurse
- Local support groups including Angels
- Family Support Workers
- Intensive families Support Team
- Targeted Youth Service
- CAMHs
- Social Workers

- Specialist Assessors
- YC Hertfordshire
- Specialist provision as appropriate
- Attendance Information Officers (AIO)
- School Nurse
- Step 2
- ISL specialist teachers and advisors
- North Herts and Stevenage Education Support Centres
- SEND team
- Children's, School and Families
- Virtual School
- ESMA (Education Support for Medical Absence)

3.8 Admission arrangements for students with SEND who do not have an EHCP in so far as they differ from the arrangements for other students

- Additional visits/contact may be arranged throughout the summer term in Yr 6 or, in exceptional circumstances, to support transition for both students and parents
- SENCO will attend the DSPL organised transition meeting to enable primary settings to pass information that will support transition
- SENDCo will coordinate the passing of prior attainment, support strategies and specialist reports to all staff
- Learning Support staff support appropriate primary settings to arrange joint coffee mornings to support transition

3.9 SEND Provision

3.9.1 Communication and interaction:

This may include students with speech, language and communication needs (SLCN) who may have difficulty communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them, or they do not understand or use the social rules of communication. The profile of these students is very individual and may change over time. Students with ASC and Autism potentially have difficulty in this area.

Cognition and Learning:

Support for learning difficulties may be required when students learn at a slower pace than their peers, even with appropriate differentiation. Difficulties may cover a wide range of needs including moderate learning difficulties, severe learning difficulties or profound and multiple learning difficulties. Students with Specific Learning Difficulties (SpLD) may have difficulties which affect one or more areas of learning. This area would include dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties:

Students may experience a wide range of social and emotional difficulties which will manifest in many different ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These symptoms may reflect underlying mental health issues such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms which are medically unexplained. Other students may have disorders such as attention deficit disorder (ADD) attention deficit hyperactivity disorder (ADHD) or attachment disorder.

Sensory and physical needs:

Some students may require special provision or consideration because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Some students with visual impairment (VI), hearing impairment (HI) or multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning or inclusion support.

3.9.2 Facilities and support for students with medical needs and/or SEND at the school including facilities which increase or assist access to the school by students who are disabled

- The school recognises that students at school with medical conditions and disabilities should be properly supported so that they have full access to education, including school trips and physical education. Some young people with medical conditions may be disabled and, where this is the case, the school will comply with its duties under the Equality Act 2010.
- Some students may also have special educational needs (SEN) and may have a statement or Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

- Students with medical needs will have their needs assessed on an individual basis and if need be, a risk assessment or medical care plan may be completed Reasonable adjustments will be made to daily arrangements
- Wheelchair access is facilitated throughout the school site, including lift access where appropriate. Separate toileting facilities exist in several places.
- Adjustable height benches, walking frames, non-slip surfaces etc. are available to students with individual physical needs and these are assessed on an individual basis
- SEND students are encouraged to use the Learning Support area at lunch, breaks and any time when respite is required.

3.9.3 The identification and review of the needs of students with SEND

Provision for students with special educational needs is a matter for the school as a whole. In addition to the governing board, the school's head teacher, SENDCO and learning support team, all other members of staff have important responsibilities.

3.9.4 All teachers are teachers of students with special educational needs.

Teaching such students is a whole-school responsibility, requiring a whole-school response. Central to the work of every class and every subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students. The majority of students will learn and progress within these arrangements. However, for students with special educational needs, there may be a need to provide an enhanced level of provision that supports and enhances their learning abilities.

3.9.5 Graduated response

The Priory School adopts a graduated response to meeting special educational needs that requires the initial use of high quality teaching incorporating differentiation and reasonable adjustments within classroom. Where necessary additional school resources are used to assess and support need if a student is not making expected progress. When a young person is identified as having special educational needs, the school will intervene as appropriate to support students' needs and these are assessed on an individual basis. The school will record the steps taken to meet the needs of individual children.

If a student is known to have special educational needs when they arrive at the school the SENDCO, departmental and pastoral colleagues will:

- use information from the primary/previous school to provide an appropriate curriculum for the student and focus attention on action to support the student within the classroom
- ensure that ongoing observation and assessment provides feedback about student's achievements to inform future planning of the student's learning
- ensure opportunities for the student to show what they know, understand and can do through the pastoral and extracurricular programme.
- involve the student in planning and agreeing their support needs if appropriate
- involve parents in developing a joint learning approach at home and in school when appropriate

3.9.6 Early Identification

Assessment is a continuing process that can identify students who may have special educational needs. The school will measure and monitor students' progress by referring to:

- evidence from teacher observation and assessment
- their performance in standardised screening tests
- their progress against that expected of students at a similar starting point

3.9.7 SEN Support

When a student is identified as having special educational needs, school will provide interventions that could be additional to or different from those provided as part of the school's usual differentiated curriculum. This intervention will be described as **SEN Support**. The triggers for intervention could be concern, underpinned by evidence, about a student who, despite receiving differentiated learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in a student's identified area of weakness
- shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas

- presents persistent emotional, mental health and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the school and are not assessed as being influenced by other external factors
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

3.9.8 Assessment and Support

If school concludes, after consulting parents, that a student may need further support to help them progress, they will consider their reasons for concern alongside any information about the student already available to the school. The school SENDCO will support the assessment of the student, assisting in planning future support for the student and in discussion with colleagues and monitoring the action taken. The student's subject and pastoral teachers will remain responsible for working with the student, the progress they make and for planning and delivering an individualised programme through Quality First teaching. In some cases outside professionals from health or social services may already be involved with the child. In such instances it is good practice for these professionals to liaise with the school and keep them informed of their input. If these professionals have not been working with the school, the SENDCO, with the parent's permission, will contact them.

3.9.9 Nature of intervention at SEN Support (K)

The SENDCO and the student's subject teachers should decide on the action needed to help the student to progress in the light of their earlier assessment. This might be:-

- to provide different learning materials or special equipment,
- to introduce some group or individual support,
- to devote extra adult time to devising the nature of the planned intervention and to monitoring its effectiveness
- to undertake staff development and training aimed at introducing more effective strategies.
- access to Local Authority support services for occasional advice on strategies or equipment or for staff training may make it possible to provide effective intervention without the need for regular or ongoing input from external agencies.

As appropriate support from external services may be necessary and is likely to follow a decision taken by the SENDCO and colleagues, in consultation with parents if current provision is not securing expected progress. These services will be made available as quickly as possible and in line with the Local Offer.

3.9.10 Education, Health and Care plans (EHCP)

For a few students the help given by schools through SEN Support may not be sufficient to enable the students to make adequate progress. It will then be necessary for the school, in consultation with parents and any external agencies involved, to consider whether to ask apply for the Local Authority to initiate a request for an EHCP assessment.

We work closely with parents and our feeder schools to identify students that need this additional assessment and support so we are able to ensure that the appropriate provision is available for their Secondary placement.

The Local Authority (LA) and specialist services meet at a panel to decide to if they will undertake an assessment and this is dependent on the evidence given on the application. It is vital that a detailed picture is built up over time that shows the level of need and the lack of progress despite significant intervention.

EHCPs are only appropriate for a small number of students and the assessment should only be undertaken if all other interventions put in place over time have not been successful. Parental engagement is key to the process and an open dialogue between home and school is necessary to give the best possible and most appropriate outcome.

(See Appendix 1 for the Hertfordshire guidance for the EHCP application process)

Sometimes families decide that they would like their child to attend specialist provision and if appropriate we are able to support them with this. If parents/carers decide this the route whilst their child is at Primary School it is especially important to start the process in year 5 and to ensure the best outcome.

3.9.11 Exam Access Provision

In addition to this some students may be tested in school to ascertain if they are entitled to Access Arrangements for public examinations. This does not directly lead to a student being allocated as having SEN.

3.9.12 SEND Register

Information on all students is held on the SEND Register on SIMs and additional documents. All staff have access to this information and are expected to use it to inform themselves about the particular needs of individual students. The register contains details of need and strategies to enhance learning. All related documents (progress data, report summaries etc.) are placed on the Linked Documents area of each student's individual SIMs entry. This will be reviewed and updated a minimum of three times a year by the SENDCo or SEND Manager.

The SEND register is reviewed twice a year each after 2 assessment points in the school calendar. A student will be removed from the SEND register only when they have made sustained expected or better progress and their needs can be met by teachers in a classroom setting with support mechanisms, differentiation and reasonable adjustments available to other students. Parents and students will always form a key part of this process and students' progress remains closely monitored by the SENDCo, Head of Year, Heads of Departments and classroom teachers.

3.9.13 Arrangements for providing access to students with SEND to a balanced and broad curriculum (including the National Curriculum)

The National Curriculum will be made available for all students. Where students have special educational needs a Graduated Response will be adopted. The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support.

- The school will make provision for students with special educational needs to match the nature of their individual needs and the class teacher and SENDCo will keep regular records of the students' special educational needs, the action taken and the outcomes.
- There will be flexible grouping of students so that learning needs may be met in individual, small group or whole class contexts.
- The curriculum will be differentiated to meet the needs of individual students. Teaching styles and flexible groups will reflect this approach.
- Schemes of work for students, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of special educational needs.
- We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children

from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

4 MONITORING

4.1 The success of the school's SEND policy and provision is evaluated through school self-evaluation and reporting activities such as:

- monitoring of classroom practice by the SENDCO and subject co-ordinators
- analysis of student tracking data and test results for individual students and for cohorts
- value-added data for students on the SEND register
- monitoring of procedures and practice by the SEND governor
- the school profile, website and the prospectus, which contains the required information about the implementation and success of the SEND policy and SEN Information Report
- the school improvement plan, which is used for planning and monitoring provision in the school
- visits from LOCAL AUTHORITY personnel and Ofsted inspection arrangements
- feedback from parents and staff, both formal and informal, following meetings to produce targets, revise provision and celebrate success.

4.2 Arrangements for complaints

Should students or parents/carers be unhappy with any aspect of provision they should discuss the problem with a subject/form teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the Head of Department, Head of Year or SENDCo. As a problem might need time to be explored fully, parents/carers should make an appointment as appropriate.

In the event of a formal complaint parents should follow the procedure in the School's Complaints Policy.

4.3 Communication with parents/carers

This school places great emphasis on having positive attitudes towards parents, respecting the validity of differing perspectives and therefore

- provides user-friendly information and procedures, and is aware of the needs parents might have in respect of a disability or communication and linguistic barriers
- recognises the pressures a parent may be under because of the child’s needs
- acknowledges the importance of parental knowledge and expertise in relation to their own child
- gains parental permission before referring students to others for support.

Parents are told about the Parent Partnership Service and about support groups in the voluntary sector when SEND are identified.

Parents have a responsibility to communicate effectively with professionals and so they should

- communicate regularly with their child’s school, alerting them to any concerns;
- fulfil any obligations under home-school agreements

4.4 Bullying Procedures

The school prides itself on our approach to bullying and this can be accessed in the school’s Anti-bullying Policy.

4.5 SEND Policy Review

The SEND Policy will be reviewed annually by the SENDCo in liaison with the SEND governor and SLT

Associated policies:

Teaching and Learning	Behaviour for learning	Equality and Diversity
Curriculum	Disability(exams)	Medical
Teaching & Learning	Assessment & Reporting	

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) 3.65 and has been written with reference to the following guidance and documents:

Equality Act 2010: advice for schools DfE Feb 2013

SEND Code of Practice 0 – 25 (2014)

Schools SEN Information Report Regulations (2014)

Statutory Guidance on supporting pupils at school with medical conditions April 2014

Safeguarding Policy

Accessibility Plan

SENDCo: Mrs K Emsley (National SENDCo Award completed July 2013)

SLT Link: Head teacher Geraint Edwards

SEN link governor: Mrs L Cooper

Pupil Premium Coordinator: Assistant Headteacher Sandra Hibbert

APPENDICES

Appendix 1

An 'at a-glance' guide to the EHC Needs Assessment Process

Step 1 (week 0 – 6)

Is an Education, Health and Care (EHC) Assessment needed?

Making this decision is the first step in the process. The child/young person will already be supported by agencies and have a relevant combined (or equivalent) support plan in place

- The school/educational setting, parents or professionals working with the child/young person make a request for an EHC assessment to the local Area SEN Team.
- An **SEN Officer**¹ will contact the family to ensure they understand what will happen next. The SEN Officer will talk to the family about their views and aspirations based upon information provided in the request form. Most families will have submitted information about their views at the point of request through key working activities. However, if the family or SEN Officer feels that further support is required to gather this information, the SEN Officer may suggest the involvement of **independent support**² at this point.
- The information received from the family, school/educational setting and other professionals (including information relating to preparation for adulthood post 14) is then shared with a **local multi-agency group**³ who use this information to look at whether an EHC assessment should be carried out. The decision as to whether an assessment is agreed lies with the local authority.
- If the decision is yes, the multi-agency group explores all of the information from parents and professionals to decide what further information or assessments are required to inform the plan. For young people post 14 further advice or information gathered from professionals should include a focus upon what is required to prepare the young person for adulthood. An independent support worker will be suggested if it is felt that further support is required to assist the family through the process and ensure that their views are represented.



What happens in Step 1 for the child/young person and the family?

- As part of key working activity, parents should have had discussions with their child/young person's school/setting and the professionals working with the child/young person before making a request for an EHC assessment.
- Once a request has been received, the SEN Officer will contact the family to discuss their aspirations, explain what will happen and gain more information if needed. They will support the family to ensure that their voice is clear in the information that will be used at the decision making panel. The SEN Officer will ensure that the family are happy with the information that will be shared.
- The SEN Officer contacts the family to discuss the decision and how it was reached. If an assessment is not agreed, the family will be offered a way forward meeting to consider the support that has been suggested or arranged.
- If the family are unhappy with the decision not to assess they have the right to appeal to a tribunal. The SEN Officer will explain how to do this.

What happens in Step 1 for schools/settings and professionals?

- Before a request for an EHC assessment is made, children/young people will normally have in place support plans that show how agencies have worked together to identify and support the child/young person's needs. For young people post 14 this should include preparation for adulthood.
- Professionals have a duty to ensure that all relevant information is included in a request for assessment. Where the request is made directly by a parent, professionals should be aware but key services will also be alerted by the SEN Officer. Professionals have a duty to ensure that SEN Officer is provided with information that may help to make the decision.
- Designated professionals (Health, Social Care & Education) will be notified whether an EHC assessment has been agreed.
- If assessment is not appropriate the professional representation at the decision making panel will inform appropriate staff of any follow up or further support required.

Step 2 (week 6 – 12) The Planning Stage

- The SEN Officer will contact the family to discuss what will happen next. They will also ask the family to indicate possible dates for the EHC Planning Meeting. They will ask the family if they are happy to share their views with those agencies contributing to the assessment so that only have to ‘tell their story once’.
- The Area SEN Team makes sure that all of the agencies know about the aspirations and any assessments that need to take place. They will provide the agencies with the child/young person’s/family’s views if this is agreed by the family.
- The SEN Officer will be available to talk to the family and/or their facilitator/independent supporter as the assessment progresses to share information and plan next steps. This will include agreeing all of the dates for meetings.
- The SEN Officer pre-populates the potential EHCP with the exception of the outcomes based upon the information that the family and professionals have provided. The SEN Officer will share this plan with the family before the EHC Planning Meeting. The EHCP will be shared with other professionals for their input before the meeting.
- The meeting is attended by the family, SEN Officer and the school/setting. Other professionals can be invited if required or requested by parents. The meeting will take a person centred planning approach and will focus on outcomes. For young people post 14 these outcomes should increasingly reflect a preparation for adulthood focus.



What happens in Step 2 for the child/young person and the family?

- The SEN Officer speaks with the family to confirm or add to their views. This can be via a face to face meeting if preferred.
- The views of the family will be populated directly on to the plan and will include information about aspirations. For young people post 14, Connexions Services must provide information for the meeting based upon impartial information advice and guidance already provided about preparation for adulthood/careers.
- The SEN Officer will give the family information about personal budgets and talk briefly about how they could be used.
- The SEN Officer and the school/setting will meet the family to agree the content of the EHC plan. The SEN Officer will invite professionals who have contributed to the assessment to the meeting if this is requested by the family. The family and professionals involved should agree how the child/young person will be involved in the meeting.

What happens in Step 2 for schools/settings and professionals?

- Professionals gather further information or carry out assessment to clarify what the needs/outcomes are in their area of expertise and what the best strategies would be to meet needs. Professionals will be mindful of the outcomes sought by parents in writing their contribution. For young people post 14 professionals should also reflect what may be required to prepare the young person for adulthood.
- Professionals and school/education setting should respond to the requests to attend the EHC Planning Meeting. If unable to attend they should provide prompt clarification of any issues to help them inform the draft plan.
- The SEN Officer will use information from the family and other professionals to pre-populate the plan.

Step 3 (week 12 – 16)

Producing the EHC Plan or providing feedback following the EHC Needs Assessment

- Most EHC assessments will result in an EHC Plan.
- If an EHCP is not required, all of the information that has been gathered and used at the EHC planning meeting will be provided in the form of written feedback following an EHC Needs Assessment. The SEN Officer will offer a further meeting with the family to explain how the actions and outcomes set out in the feedback will be delivered.
- Where an EHCP is agreed, parents will be sent a copy of the EHC Plan in draft form and will be asked by the SEN Officer to name the school, college or other educational setting they would prefer.
- The SEN Officer will explain to parents/young people the process for considering their choice of educational setting and make arrangements to consult with settings about placement.



<p>What happens in Step 3 for the child/young person and the family?</p>	<p>What happens in Step 3 for schools/settings and professionals?</p>
<ul style="list-style-type: none"> • If a plan is agreed, the SEN Officer will send a copy of the EHC plan in draft form to the family. The family can make any final comment on the plan and say what educational setting they would like. The family have 15 days to do this. • If an EHC plan has been agreed the family will be asked by the SEN Officer to confirm that they would like a personal budget to be drawn up. • If an EHC plan has not been agreed, written feedback will be sent to the family. The SEN Officer will offer to arrange a meeting with the family to explain why the decision not to produce an EHC plan has been made. This meeting will also agree how the outcomes identified in feedback will be achieved. The family can ask for other professionals to attend this meeting to assist with this discussion. The SEN Officer will explain the parents' right of appeal against the decision and where they can go for more advice. 	<ul style="list-style-type: none"> • If an EHC plan is not needed, professionals may be asked to attend a meeting to discuss how everyone involved will work together to achieve the outcomes identified for the child/young person. • The professionals will be responsible for ensuring that the actions/support outlined in the coordinated plan is taken forward. • If an EHC plan is not produced, the SEN Officer will send the written feedback to the professionals who have contributed to the assessment.

**Step 4 (week 16 – 20)
Finalising the EHC Plan**

- The SEN Officer will work with the family to agree the final EHC plan.
- A final EHC plan will be issued.
- The EHC plan must be reviewed annually but parts of the plan can be reviewed more frequently if required.



What happens in Step 4 for the child/young person and the family?	What happens in Step 4 for schools/settings and professionals?
<ul style="list-style-type: none"> • Child/young person and parents will receive a copy of the final EHC plan. • At this stage, if the young person or parent remains concerned about provision they may: <ul style="list-style-type: none"> – Talk to an independent supporter, coordinator or other agencies (e.g. SENDIASS) – Ask their education setting for a meeting to help implement the plan. They can ask also ask an independent supporter to attend this meeting. – They can request that the education setting invite the professionals who have contributed to the assessment to the planning meeting. – Formally raise their concerns through agency complaints processes. – Seek mediation/independent advice – Take up their right to appeal to tribunal. 	<ul style="list-style-type: none"> • The final EHC/written feedback will be sent to the governing body, proprietor or principle of any school, college or education provision named in the plan. • A copy of the plan will be sent to all of the professional who have contributed to the plan so that they are clear about what their service has agreed to deliver. • A copy of the EHC/written feedback will also be sent to social care providers (if involved) and the contact identified by the Clinical Commissioning Group. • The Local Authority must arrange the special education provision specified in the plan. • The social care provision must be provided in line with responsibilities set out in the Children Act 1989 or for young people over 18, as set out in the Care Bill. • The Clinical Commissioning Group must ensure that the specified health provision is made.