

Liverpool's SEND Graduated Approach Handbook

2021



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Introduction

Who is this document for?

This document provides practical guidance and information for schools, educational establishments and other professionals who work and support children with Special Educational Needs (SEN).

Information for parents can be found on the SEND Support page on the on [Liverpool's local offer](#).

The Special Educational Needs and Disability (SEND) Graduated Approach Handbook has been created to reflect changes in the way provision is resourced and managed in mainstream schools and academies in line with the SEND Code of Practice 2015. Further revisions will be made as new processes evolve and embed over time.

Primary and secondary schools have funding, delegated via a Department for Education formula, which should allow staff to intervene early to address children's difficulties and disabilities. This guidance sets out the processes and support that could be put in place using the devolved budget and the process for applying for additional resources via an Education, Health and Care Plan.

Please feedback your views regarding this document to sendsupport@liverpool.gov.uk or directly to John Holt: Service Manager: SEND Support john.holt3@liverpool.gov.uk

This handbook has been published as a reference guide. It is not meant to be read from beginning to end but to be referred to for guidance, best practice and procedures for supporting pupils with SEND.

Thank you to Sandwell Metropolitan Borough Council for the extensive use of their resources.

Summary of the SEND Code of Practice 0-25 years 2015

A child or young person has a Special Educational Need or Disability (SEND) if they have a significant learning difficulty or disability, which calls for special educational provision, namely **provision different from or additional to that normally available to pupils of the same age.**

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has 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 in mainstream schools or mainstream post-16 institutions.

Every school is required to identify and address the SEN of the pupils that they support. Mainstream schools (including maintained and academy schools, maintained nursery schools, Pupil Referral Units (PRUs) alternative provision academies) **must:**

- Use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can to meet the needs of children and young people's SEN
- Ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN
- Designate a teacher to be responsible for co-ordinating SEN provision – the SEN co-ordinator, or SENCO (This does not apply to 16 – 19 academies). It is a statutory obligation for the designated teacher to complete the National Award for Special Educational Needs Co-ordination within 3 years of taking up the post. This qualification meets the National standards and is at postgraduate level of study
- Inform parents when they are making special education provision for a child
- Prepare an SEN information report and their arrangements for admission of disabled children, the steps taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time.

The information below sets out in broad terms what is expected from mainstream schools in the support and education of children and young people with Special Educational Needs (SEN). Our principles are in line with those set out in the SEN and Disability Code of Practice 0-25 years (2015). These principles are designed to support:

- The participation of children, their parents and young people in the decision making
- The early identification of children and young people's needs and early intervention to support them
- Greater choice and control for young people and parents over the support they receive
- Collaboration between education, health and social care services to provide support
- High quality provision to meet the needs of children and young people with SEN
- A focus on inclusive practice and removing barriers to learning
- Successful preparation for adulthood, including independent living and employment.

Role of the SENCO

Governing bodies of maintained schools and proprietors of mainstream academy schools must ensure that there is a qualified teacher designated as SENCO for the school. Liverpool recognises that some schools will have this role incorporated into a job also known as the SENDCO or Inclusion Manager, this decision is down to individual Head Teachers and Governing bodies, but all roles should consider the following guidance from the SEND Code of Practice 0-25 years (see page 8 for key responsibilities).

All SENCOs appointed after 2009 must obtain the National Award for Special Educational Needs Co-ordination or be working towards obtaining it. Where the SENCO is new to the role; they must achieve the National Award within three years of appointment.

The National Award must be a postgraduate course accredited by a recognised higher education provider. School Improvement Liverpool Ltd works as partners with Liverpool John Moore's University to deliver the National Award to schools within Liverpool and across the North West. For further information about this course please contact Yvonne Sutton at School Improvement Liverpool SEND/Inclusive Learning team for further information and enrolment details yvonne.sutton@si.liverpool.gov.uk

Liverpool also has developed an Early Year's SENCO qualification and even though this is not a requirement it is considered best practice for Early Year's providers to support their SENCO in completing this qualification. School Improvement Liverpool Ltd work in partnership with NASEN and the DfE on delivering the roll out of this qualification nationally. For further information about the Early Years SENCO qualification please contact Jennifer Staunton jennifer.staunton@si.liverpool.gov.uk

It is advisable that the SENCO is part of the school leadership team as they have an important role to play with the head teacher and governing body in determining the strategic development of SEN policy and provision. School Leadership should also ensure that the SENCO has sufficient time away from teaching and administrative support to enable them to fulfil their strategic role.

The key responsibilities of the SENCO may include:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- Liaising with the relevant designated teacher where a looked after pupil has SEN
- Advising on the graduated approach to providing SEN support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of pupils with SEN
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEN up to date.

(SEND CoP, DfE, 2015, Pg. 108-109)

School Improvement Liverpool offer an extensive training package for SENCOs to develop their strategic leadership skills and also offer all new SENCOs to Liverpool the opportunity to attend a 1 day course on 'New to the Role of SENCO' and also a bi-annual SEND Briefing. Further information can be found on School Improvement Liverpool's website or contact the SEND/Inclusive Learning Team via yvonne.sutton@si.liverpool.gov.uk

SENCOs are also supported through the consortia model across the city in primary schools and a secondary model is in process. Consortia enables the co-production of strategic direction for local areas within Liverpool based upon key information informing need and outcome data. Consortia is underpinned with universal specialist input (SENISS), school nurses and commissioned services. As a result, bespoke graduated

approaches are created across assessment, teaching/therapy, whole consortia development and family support.
Please contact Alastair Youdan for further information and sign-posting regarding consortia
alastair.youdan@liverpool.gov.uk

Role of the SEN Governor

Governing bodies have a strong focus on three core strategic functions:

- Ensuring clarity of vision, ethos and strategic direction
- Holding the head teacher to account for the educational performance of the school and its pupils: and
- Overseeing the financial performance of the school and making sure its money is well spent.

Within each school governing body there should be a nominated link Governor/s for SEN, who play a key role in the strategic leadership and development of SEN provision, offering appropriate support and challenge in relation to the above areas with a specific focus on SEN. SEN Governors will need to carry out these responsibilities in a number of ways:

- Ensuring they are informed about SEN systems and practices in school through meetings and school visits
- Ensuring that the progress of learners with SEN is closely monitored through reviewing and understanding internal and external data
- Understanding how the notional SEN budget is used and ensuring that wider financial decisions do not adversely impact on the support for pupils with SEN
- Understanding the national and local context of SEN support
- Using their school visits to inform themselves about the work the SENCO is leading
- Ensuring that the views of pupils and parents/carers in relation to the SEN provision that is being made are sought
- Building a trusting and supportive relationship with the SENCO
- Ensuring the provision of an annual report on SEN with input from SENCO and Governing Body Committee which is published on the website and updated annually.

The SENCO and SEN Governor may meet periodically, alongside the more formal reporting systems that will be in place. This will enable the SENCO to update the SEN Governor on the progress of the pupils with SEND and how they are being supported, along with the priorities for whole school development that the SENCO has identified.

The SEN Governor should not ask about specific arrangements for individual pupils but how the cohort as a whole is being supported.

Training for governing bodies / link governors on school duties in regard to pupils with SEND can be provided on request through School Improvement Liverpool's Governor Service training programme. Further information can be found on School Improvement Liverpool's website or contact Governors Services via dave.cadwallader@si.liverpool.gov.uk

The Local Offer

Publication of the Local Offer to children and young people with special educational needs and their parents became a statutory duty for local authorities from 1 September 2014.

The Local Offer has two clear purposes:

- To provide clear, comprehensive and accessible information about a range of services and provision available within the local area and how to access them
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and service providers in its development and review.

For Liverpool Local Offer please scan the QR code at the bottom of this page.

An agreed framework for school contribution to the Local Offer was decided upon through consultation. The framework sets out the expectations that schools include clear links to their published SEN Information Report, for more information see page 13.

Universal level: Level of provision school offers to all children **including those who may have special education needs**. Funded via the age weighted pupil unit (AWPU) or Element 1

SEN Support: More personalised provision offered to pupils who have SEN, funded via the school's SEN Notional Budget or Element 2

EHC Plan: Highly personalised provision to support the needs of children with EHC Plans. Funded via top up funding from the high needs block or Element 3



We have suggested that schools personalise this framework with the specific arrangements, provision and activities available in their schools and publish this on their websites as part of their SEN Information report. Schools should also welcome feedback from parents and young people, as to how provision can be improved, which in turn can be fed back to the local authority.

Schools will need to contact fsd@liverpool.gov.uk for their dedicated username and password, which will be needed to access the Local Offer pages.

SEN Information Report

It is a statutory requirement that all schools publish information on their websites about the implementation of school policy for meeting the needs of students with SEN on their websites. See paragraphs 6.79 – 6.83 of the SEND code of practice: 0 to 25 years (2015) for information that must be included within schools SEN Information report. Schools must ensure that their report is compliant with all statutory regulations and must include information on:

- The kinds of SEN that are provided for
- Policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO (mainstream schools and academies)
- Arrangements for consulting parents of children with SEN and involving them in their child's education
- Arrangements for consulting young people with SEN and involving them in their education
- Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review
- Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society
- The approach to teaching children and young people with SEN
- How adaptations are made to the curriculum and the learning environment of children and young people with SEN
- The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured
- Evaluating the effectiveness of the provision made for children and young people with SEN
- How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN

- Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying
- How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families
- Arrangements for handling complaints.

Schools should ensure that the information is easily accessible by young people and their parents and is set out in clear straightforward language. We suggest that school use photographs to illustrate some of the provision that is available in school.

It is required that School's SEN Information Report is up-dated on an annual basis.

Educational settings and SENCOs can contact School Improvement Liverpool for guidance and templates to inform their SEN Information Report, Further information can be found on School Improvement Liverpool's website or contact the SEND/Inclusive Learning Team via yvonne.sutton@si.liverpool.gov.uk

The Graduated Approach

Where a pupil is identified as having SEN, schools should act to remove barriers to learning and put effective special educational provision in place.

This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised, with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This approach must be reviewed 3 times a year and include parent/carers and any external specialist involved.

This is known as the graduated approach. The four stages of the cycle are:

- Assess
- Plan
- Do
- Review

The graduated approach starts at the whole school level, as all teachers are continually assessing, planning, implementing and reviewing their approach to teaching for **all** children, however, for pupils with SEND this approach is increasingly personalised depending on the needs of the child.

Thank you to School Improvement Liverpool and Headteachers of Liverpool for the development of resources and documentation.



(nasen, 2014)

Assess

The **class or subject teacher**, working with the SENCO, should establish a clear **analysis of the pupil's needs**. This is a prerequisite of planning effective teaching and developing provision targeted at specific needs.

This should draw on:

- Teacher's assessment and knowledge of the pupil, information on pupil progress, attainment, and behaviour
- Fine-tuned assessments such as standardised tests, profiling tools, criterion referenced checklists, observation schedules
- Individual's development in comparison to their peers
- The views and experience of parents. Class / subject teacher discussions with parent, either made in person or on the telephone, should be logged and dated and include next actions – this is an important element to give parents the confidence that support is in place
- The child's own views
- Views of outside agencies if applicable.

Individual, detailed assessment should be formative and result in clear picture of the child's strengths and areas of need.

After some cycles of the graduated approach, the SENCO may consult with specialist support agencies with regard to appropriate assessment (Educational Psychology Services, SENISS specialist teachers, speech and language therapists) however it is important that the findings of these assessments are shared with class / subject teachers and parents so that they can inform daily provision.

Schools should take seriously any concerns raised by a parent. These should be recorded and compared to school's own assessment and information on how the pupil is developing.

Plan

After a thorough assessment of a pupil's needs has been completed, the next stage of the graduated approach is to plan the provision that is most likely to be effective in meeting their needs. Pupils and parents must be consulted when planning provision so that their views are taken into account.

Two areas need to be considered when planning provision:

- High quality class / subject teaching differentiated for individual needs
- Targeted provision or intervention programmes.

The SEND Code of Practice (2015) states that “Additional intervention and support cannot compensate for a lack of good quality teaching.” It is vital that class / subject teachers, supported by the SENCO, determine how they will adjust their day-to-day teaching in order to meet the needs of pupils with SEN within their class.

Use of targeted provision or interventions should have clear expected outcomes. Schools should use the latest research detailing the impact of interventions and only choose programmes that have a strong evidence base of effectiveness. If interventions take place outside the classroom, communication between class/subject teacher and the member of staff delivering the intervention should also be planned. Specific skills/strategies taught during intervention will need to be generalised during the day to day teaching in the classroom.

Liverpool, recommends the continuing use of the “Waves” of intervention model.

- Wave 1 – high quality differentiated teaching targeted at areas of weakness. ALL pupils, especially those with SEN, should receive high quality teaching.
- Wave 2 – intervention or targeted teaching for pupils making less than expected progress but who are not SEN. The expectation is that these children will rapidly make progress and catch up with their peers.

- Wave 3 – highly individualised intervention for pupils with SEND. The expectation is that SEND pupils will make good rates of progress and meet specific outcomes set.

As well as the 'Wave' model, Liverpool recommends that educational settings consider the implementation of the evidence published in March 2020 by the Education Endowment Foundation. The guidance report found strong evidence that high-quality teaching for pupils with SEND is firmly based on strategies that will *either* already be in the repertoire of every mainstream teacher *or* can be relatively easily added to it.

Teachers should develop a repertoire of these strategies that can be used flexibly in response to individual needs and use them as the starting point for classroom teaching for all pupils.

The five strategies outlined were identified as having relatively strong evidence for their effectiveness for supporting pupils with SEND (see link below and visual on page 21/22).

Although a focus on effective classroom teaching is the starting point, some pupils will require specialist support, including specific teaching methods, equipment, or curriculum, delivered by a trained professional either directly or in a consultancy role.






Decisions about which specialist interventions or strategies to use will be informed by discussions with the SENCO, parents and carers, and prior to requesting an EHC plan, relevant external professionals.

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/special-educational-needs-disabilities/>

Pupils and parents should be consulted when planning provision. Pupils and parents should agree on the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour.

Agreements on how parents/pupils will support meeting agreed outcomes should also be made (i.e. attendance at homework club, practicing key skills during time away from school.) A date to review outcomes must be set.

SENCOs should use active provision management to strategically plan provision and training across the school in response to changing needs. Liverpool will publish guidance on effective provision management and will be found on the Local Offer website.

<p>1. Create a positive and supportive environment for all pupils, without exception</p> 	<p>2. Build an ongoing, holistic understanding of your pupils and their needs</p> 	<p>3. Ensure all pupils have access to high quality teaching</p> 	<p>4. Complement high quality teaching with carefully selected small-group and one-to-one interventions</p> 	<p>5. Work effectively with teaching assistants</p> 
<p>An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils.</p> <p>Schools should:</p> <ul style="list-style-type: none"> • promote positive relationships, active engagement, and wellbeing for all pupils; • ensure all pupils can access the best possible teaching: and • adopt a positive and proactive approach to behaviour, as described in the EEF's Improving Behaviour in 	<p>Schools should aim to understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach.</p> <p>Assessment should be regular and purposeful rather than a one-off event, and should seek input from parents and carers as well as the pupils themselves and specialist professionals.</p> <p>Teachers need to feel empowered and trusted to use the information they collect to make a decision about the next steps for teaching that child.</p>	<p>To a great extent, good teaching for pupils with SEND is good teaching for all.</p> <p>Searching for a 'magic bullet' can distract teachers from the powerful strategies they often already possess.</p> <p>The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils.</p> <ul style="list-style-type: none"> • flexible groupings: 	<p>Small-group and one-to-one interventions can be powerful tool but must be used carefully. Ineffective use of interventions can create a barrier to inclusion of pupils with SEND.</p> <p>High quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress.</p> <p>The intensity of intervention (from universal – wave 1, targeted – wave 2, specialist – wave 3) should increase with need.</p> <p>Interventions should be carefully targeted through identification and assessment of need.</p>	<p>Effective deployment of teaching assistants (TAs) is critical. School leaders should pay careful attention to the roles of TAs and ensure they have a positive impact on pupils with SEND.</p> <p>TAs should supplement, not replace, teaching from the classroom teacher.</p> <p>The EEF's guidance report <i>Making Best Use of Teaching Assistants provides detailed recommendations.</i></p>

Schools guidance report		<ul style="list-style-type: none"> • cognitive and metacognitive strategies; • explicit instructions; • using technology to support pupils with SEND; and • scaffolding 	Interventions should be applied using the principles described in the EEF's guidance report <i>Putting Evidence to Work: A School's Guide to Implementation</i> .	
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Do

In the 'Do' stage teachers and other school staff gain a growing understanding of the most effective ways to support the pupil.

The class or subject teacher should remain responsible for working with the child on a daily basis and plan appropriate work for them. Where interventions involve group or one-to-one teaching away from the main class, teachers should still retain the responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved to plan and assess the impact of support / interventions on pupil progress and how skills taught within intervention can be generalised back in the classroom.

The senior leadership team and SENCO should monitor the delivery and impact of the targeted provision/intervention to ensure that pupils with SEND receive high quality teaching both in main classes and, if appropriate, when withdrawn from the classroom.

The SENCO is responsible for facilitating training for support staff on the interventions / specific approaches delivered within school; however, class teachers need to ensure that staff employed in their classrooms are fully briefed in order to deliver effective support within lessons. SENCOs and senior leadership teams need to consider school strategy on providing joint planning and reflection time, so the teachers and teaching assistants can work collaboratively together.

Liverpool recommends that educational setting follow and develop practice for making the best use of teaching assistants by using EEFs guidance published in October 2018. Liverpool recognises that all setting will deploy

teaching assistants to meet the needs of their individual settings and support staff may have specific roles and responsibilities and that as the guidance states adds value and does not replace High Quality Teaching,

(<https://educationendowmentfoundation.org.uk/tools/guidance-reports/making-best-use-of-teaching-assistants/>)

The EEF report found 7 recommendations should be considered for primary and secondary schools to make best use of their teaching assistants:

- The effective use of TAs under everyday classroom conditions:
 - Recommendation 1 - TAs should not be used as an informal teaching resource for low attaining pupils
 - Recommendation 2 - Use TAs to add value to what teachers do, not replace them
 - Recommendation 3 - Use TAs to help pupils develop independent learning skills and manage their own learning
 - Recommendation 4 - Ensure TAs are fully prepared for their role in the classroom

- The effective use of TAs in delivering structured interventions out of class:
 - Recommendation 5 – Use TAs to deliver high quality one-to-one and small group support using structured interventions
 - Recommendation 6 - Adopt evidence based interventions to support TAs in their small group and one-to-one instruction.

- Integrating learning from work led by teachers and TAs:
 - Recommendation 7 - Ensure explicit connections are made between learning from everyday classroom teaching structured interventions.

Training for both teachers and teaching assistants should be appropriate and constantly reviewed dependent on the needs of the children. The SENCO should keep an up-to-date log of training received by staff in order to utilise skills efficiently and this should be captured annually in their SEN Information Report.

Review

Teachers and support staff will be continually reviewing all pupils' progress in order to inform their teaching through assessment for learning. This includes pupils with SEND. The SEND Code of Practice (2015) outlines when a pupil is receiving SEN support, schools should talk to parents regularly to set clear outcomes and review progress, discuss the provision and support that will help them achieve and identify the responsibilities of the parent/carers, the pupil and the school.

Schools should meet parents at least three times each year as stated in the SEND Code of Practice 6.65.

The effectiveness of the provision and the impact on the pupil's progress should be reviewed with pupils and parents in line with the agreed date set during the planning phase. These review meetings should be timetabled, and best practice suggests they should utilise time frames set for whole school approaches (i.e. pupil progress meetings).

The meeting should consider using the Person-centred review format that can be found on page 114:

- Whether the pupil achieved the agreed short term outcomes
- Evidence from day-to-day intervention tracking
- Whether pupils generalising the skills that they are taught during intervention back into class / home? Can they apply the skill independently?
- How the pupil has responded to the provision
- The views of the pupil, parents and school staff
- How the outcome of the review will feed into the analysis of pupils' needs? Are further specific assessments needed? Is there a need to refer to a specialist outside agency?
- Whether any changes to support, provision and targets are needed

The support and outcomes should be revised in light of the pupil's progress and development and any changes made should be decided through consultation with the parent and pupil.

Identification of SEND

All schools should have a clear approach to identifying and responding to SEND. This approach should be included in schools SEN Information Report so that it is also clear to parents.

To determine whether or not a child has a special educational need schools should:

- Remind staff that, low attainment and relatively slow progress are not, of themselves, enough to indicate that a child has a special educational need. Children can be developing and learning but at a slower rate than some of their peers; appropriate intervention may help to accelerate their rate of progress
- Ensure that there is high quality teaching targeted at the areas of learning in need of development. The SEND Code of Practice (2015) states that class teachers are responsible and accountable for the progress and development of all pupils in their class. The Code emphasises the expectation that high-quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN (see the EEF Guidance on Page 22)
- Review the impact of targeted support and show where progress continues to be less than expected, the class or subject teacher, working with the SENCO, should assess holistically what factors may be influencing the child or young person's lack of progress
- Ensure that staff assess the child using the, 'Factors influencing Underachievement' (see below). This should be alongside a detailed assessment of learning
- Ensure the process considers the impact of teaching; 'When a child or young person is underachieving, the school or setting should begin by analysing the effectiveness of its generic teaching and systems of support before deciding a child or young person has SEN,' (The SEN & Disability Review, Ofsted 2010)
- Seek the views of parents and children when gathering evidence. Parents know their children best and it is important that all professionals listen and understand when parents' express concerns about their child's development. Children may have insight into why they are not making progress in school
- Ensure that once an assessment is completed, that the planned provision addresses all the identified factors, environmental, social and learning and that the expected outcomes are clear
- Ensure that all staff have high aspirations for the impact of the planned provision

- When planning provision refer to the tables within the “Broad Areas of Need” chapter 6 within the Code of Practice (2015), which describe the kinds of adaptations and targeted support that should be available to all pupils within the universal level. More detail is within this handbook from page 39 onwards
- Rigorously monitor the impact of provision, reviewing all the factors identified as having an impact on the child’s progress; next steps may include further assessment and provision

Factors influencing underachievement

Educational settings should consider the factors that distinguish between SEN and underachievement: the factors that may influence children and young peoples’ learning: and, teachers’ decision making.

Underachieving	SEND
<p>Risk Factors:</p> <ul style="list-style-type: none"> • Low attendance • Lack of engagement -home/school • Neglect/abuse • EAL • Child Looked After • Cultural barriers • Failure to thrive • Poverty • Poor health • Children who are young carers • Frequent changes of school • Social issues-poor housing/changes in home life • Bullying 	<p>Risk Factors:</p> <ul style="list-style-type: none"> • Diagnosis of developmental delay • Genetic/medical difficulties • Complex needs • Sensory issues • Mental health needs

<ul style="list-style-type: none"> • Low self-esteem • Basic speech and language difficulty (e.g. amber -WELLCOM) • Summer born or premature 	
<p>System Factors:</p> <ul style="list-style-type: none"> • How success is viewed in education-focus on academic achievement • Long term teaching that is not differentiated to the pupils' individual learning needs/many supply teachers • Inaccurate assessment • Budget issues in schools leading to a lack of intervention 	<p>System Factors:</p> <ul style="list-style-type: none"> • Training for staff in meeting the range of SEN within the school population. Graduated training – awareness raising, intervention and specialist • School identification processes including role and responsibility of teachers • Whole school systems include SEND focus such as quality assurance of teaching and learning, Senior management role for SENCO, subject leaders including SEND pupils in curriculum planning • Clear communication and holistic planning between SENCo, Pupil Premium Lead, pastoral lead, literacy and numeracy Lead and Designated Teacher for CLA • Whole school provision map – Wave 2 and Wave 3

SEN Support

Class teachers should seek to identify pupils making less than expected progress given their age and individual circumstances. Most children will experience difficulties in learning at some time in their school life, for a child to have a special educational need, some, or all, of the factors below are likely to apply:

- Lack of progress despite good health and good attendance
- Lack of progress despite high quality teaching
- Lack of progress in response to the use of specific, targeted, recognised (tested and published) teaching interventions
- Short/long term memory difficulty
- Child has a pattern of barriers to learning experienced across the curriculum and over time
- Short attention span
- Child does make small steps of progress when an individually assessed and planned programme, delivered individually, is in place
- There are a range of professionals involved in assessing and supporting the child's needs
- The child's needs would be the same regardless of the setting.

Additionally, the Code of Practice refers to:

- Significantly slower than that of their peers starting from the same baseline
- Failing to match or better the child's previous rate of progress
- Failing to close the attainment gap between the child and their peers
- The widening of the attainment gap

Liverpool recommends educational settings consider what best practice is in place, this is a list but not exhaustive of what could be in place:

- SENCOs being part of pupil progress meetings with class teachers and senior leadership team. This enables a cohesive whole school approach to identifying pupils where the gap between peers is widening and providing targeted support before a student is identified as SEN.
- Use of a whole school provision mapping tool (see appendices) that tracks intervention and impact at Wave 2 as well as provision for pupils with SEND. Highlighting different vulnerable groups i.e. pupil premium, children in care and the progress that they make ensures best use of resources.
- SENCOs being part of the quality assurance cycle for teaching and learning in school to ensure that pupils are receiving good quality first teaching before identifying them as having a special educational need
- Use of SENCO consultation meetings where teachers discuss pupils they have concerns about, providing evidence of additional assessment and support that has already been implemented.
- SENCO observation of the pupil that is causing concern especially for those pupils who have social, emotional and interaction needs and physical needs as this might not show in teacher assessment data.
- SENCO provides support and advice to class teacher
- Whole school training on identification of pupils with SEND which is then embedded throughout the school year through pupil progress meetings/SENCO consultation meetings
- SENCO should have an understanding and awareness of the interventions so that they can quality assure and cascade knowledge to other members of staff
- Use of pupil conferencing to discuss with pupils how they feel about their progress and the support that they need
- Use of separate parent / teacher conference meetings to discuss possible SEN support in order to allow time to fully discuss issues and methods of support

Please note that:

- Parents must be formally notified when moving a child to SEN Support and it is advised that school log this correspondence so that it is clear to all parties.

- Evidence is key to identifying needs and ensuring that appropriate provision is provided
- SENCOs should establish an agreed structure and approach of recording this information within school so that it is consistent
- Evidence should be gathered by class / subject teacher include key concerns, observations, assessment data, parent views and the additional strategies / adaptations that have already been implemented. The class teacher's evidence should include action related to holistic assessment and provision as described above
- SENCOs may choose to use the Initial Cause for Concern sheet provided in Appendix 1, or their own school version, to collate this evidence
- SENCOs should coordinate and keep under review with class teachers the pupils SEN Support Plan and this should be reviewed three times a year as stated in the SEND Code of Practice (2015). Liverpool will be publishing guidance for settings on what makes a 'Good quality SEN Support Plan' but should capture the holistic overview of the pupils' needs and support that is in place with clear SMART outcomes
- SENCOs will need to provide additional support to newly qualified teachers (NQTs) when identifying whether a pupil has a special educational need and discussing this with their parents

Provision Management

Provision maps are an efficient way of showing all the provision that the school makes which is additional to and different from that which is offered through the school's curriculum. The use of provision maps can help SENCOs to maintain an overview of programmes and interventions used with different groups of pupils and provide a basis for monitoring the levels of intervention. Code of Practice 6.76

SENCOs can also use provision maps to identify particular patterns of need and potential areas for development and training within school. It can help schools develop the use of interventions that are effective and remove those that are not. See appendices for guidance on whole school provision mapping.

For information about courses on provision management and the provision management tool, further information can be found on School Improvement Liverpool's website or contact the SEND/Inclusive Learning Team via yvonne.sutton@si.liverpool.gov.uk

Specialist Services

Educational settings are advised to engage with specialist services where pupils continue to make less than expected progress, despite evidence of support and interventions delivered by appropriately trained staff, which is matched to the pupil's area of need.

Schools may involve specialists at any point to advise them on early identification of SEN and effective support and interventions.

The pupil's parents must always be involved in any decision to involve specialists and their consent given before any work with or about the pupil is carried out.

The SENCO and class teacher, together with the specialists, and involving the pupil's parents, should consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. They should agree outcomes to be achieved through the support, including a date by which progress will be reviewed.

Specialist Services that are available to Liverpool Schools are:

- Educational Psychologists
- Specialist teachers within SENISS (Cognition and Learning including Specific Learning Difficulties, Communication and Interaction including Autism and Speech and Language)
- Specialist teachers of pupils with Hearing or Visual Impairment
- Child and Adolescent Mental Health Services (CAMHS)
- Therapists (including speech and language therapists, occupational therapists and physiotherapists)
- Early Help
- Liverpool Virtual School
- Social Inclusion

- School Nursing Team

Schools can buy additional time to top up their 'universal' support allocation through consortia using the procurement portal if using consortia funding or schools can purchase directly themselves by contacting the relevant services.

Schools may also wish to purchase additional services through their SEN Notional budget such as:

- Family Support
- Specialist Counselling
- Interpreter Services

Education, Health and Care Plans (EHC Plan)

What is an Education, Health and Care Plan?

An EHC Plan looks at all the needs that a child or young person has within education, health and care. Professionals and the family together consider what outcomes they would like to see for the child or young person. This plan identifies what is needed to achieve those outcomes.

Liverpool City Council will consider whether an EHC needs assessment is necessary in line with the SEND Code of Practice section 9.14. This states the local authority should consider whether there is evidence that despite the early years provider, school or post-16 institution having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child or young person, the child or young person has not made expected progress. To inform their decision the local authority will need to take into account a wide range of evidence, and should pay particular attention to:

- Evidence of the child or young person's academic attainment (or developmental milestones in younger children) and rate of progress
- Information about the nature, extent and context of the child or young person's SEN
- Evidence of the action already being taken by the early years provider, school or post-16 institution to meet the child or young person's SEN
- Evidence that where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided
- Evidence of the child or young person's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies, and
- Where a young person is aged over 18, the local authority must consider whether the young person requires additional time, in comparison to the majority of others of the same age who do not have special

educational needs, to complete their education or training. Remaining in formal education or training should help young people to achieve education and training outcomes, building on what they have learned before and preparing them for adult life.

Who may need an Education Health and Care Plan?

The Code of Practice states:

The majority of children and young people will have their needs met within local mainstream early years setting, schools or colleges. ***Code of Practice 9.1***

The EHC Plan needs assessment, should not normally be the first step in the process, rather it should follow on from planning already undertaken with parents and young people in conjunction with an early years provider, schools, post-16 institution or other provider. ***Code of Practice 9.3***

An EHC Plan needs assessment will not always lead to an EHC plan. The information gathered during an EHC Plan needs assessment may indicate ways in which the school, college or other provider can meet the child or young person's needs without an EHC Plan. ***Code of Practice 9.6***

Only children who have severe levels of physical, learning, communication or social/emotional difficulty, that are lifelong and complex, may need an Education, Health and Care Plan. It is expected that school have received and acted on the advice of specialist services as part of their graduated approach to the pupils' needs, before requesting an EHC Plan assessment.

For guidance on the criteria for EHC assessment please refer to the tables within the Broad Areas of Need section.

Who may request an EHC Plan?

As stated in section 9.8 of the SEND Code of Practice, the following people have a specific right to ask a local authority to conduct an Education, Health and Care needs assessment for a child or young person aged between 0 and 25:

- the child's parent
- a young person over the age of 16 but under the age of 25, and
- a person acting on behalf of a school or post-16 institution (this should ideally be with the knowledge and agreement of the parent or young person where possible)

In addition 9.9 states, anyone else can bring a child or young person who has (or may have) SEN to the attention of the local authority, particularly where they think an EHC needs assessment may be necessary. This could include, for example, foster carers, health and social care professionals, early years practitioners, youth offending teams or probation services, those responsible for education in custody, school or college staff or a family friend.

- When considering making a request for EHCP needs assessment, the SENCO should review the latest SEND Support Plan and agree the next steps with parent/carers and other agencies using a person-centred approach.
- If the LA agrees to begin the process at Assessment and Moderation Panel; an EHC Plan takes a maximum of 20 weeks to complete. The child will continue to be supported from the school's SEN resource while the Education, Health and Care Plan is being completed.
- Staff in the school may need to access additional professional development in order to ensure that they have the skills to teach the pupil
- Children with an EHC Plan may also have access to all the provision detailed on the school's provision map, in the Universal Offer and SEN Support which are appropriate to their learning needs
- Many children who need an EHC Plan will be educated in mainstream schools, but some children may benefit from a special school placement or focused provision placement. The options will be discussed with pupils and their parents as the EHC Plan is developed

- The school will continue to keep parents informed about the progress their child is making through assessment, termly review and the Annual Review of the EHC Plan
- If the pupil with an EHC Plan is not making expected progress, then the school may request additional advice from outside agency staff or special school outreach staff who have additional expertise in respect of the child's difficulty.

If the local authority is requested to carry out EHC Needs assessment by a parent, young person, school or college, they must consider whether:

- The child or young person has or may have special educational needs, and
- It may be necessary for special educational provision to be made for the child or young person in accordance with an EHC plan.

For information about making a request for an EHC Plan please refer to the form 'Request for an EHC Needs Assessment' in the appendices.

Once a child or young person has a finalised EHCP the SEND Code of Practice 0-25 years, states on page 186: That the headteacher or principal of the school, college or other institution named in the EHC plan should ensure that those teaching or working with the child or young person are aware of their needs and have arrangements in place to meet them.

Institutions should also ensure that teachers and lecturers monitor and review the child or young person's progress during the course of a year. Liverpool recommends that settings consider how they do this as part of their own procedures to engage parent/carers throughout the year. Formal reviews of the EHC plan must take place at least annually. If a child or young person's SEN change, the local authority should hold a review as soon as possible to ensure that provision specified in the EHC plan is appropriate. Further information is provided in the section Education, Health and Care Needs Assessment and the forms are available in the appendices.

School Support – Broad Areas of Need

Special Educational provision should be matched to the child's identified SEN. There are four broad areas of need:

- **Cognition and learning**
- **Communication and interaction**
- **Social, emotional and mental health**
- **Sensory and/or physical needs**

These areas give a broad overview of what educational settings should plan for. In practice, individual children/young people often have needs that cut across the different areas and their needs change overtime.

A detailed assessment of need should ensure that the full range of an individual's needs are identified, not just the primary need. For instance, pupils whose primary area of need is cognition and learning, may also have communication needs which also need to be addressed.

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers. Learning difficulties cover a wide range of needs, including:

- **Moderate learning difficulties** (MLD)
- **Severe learning difficulties** (SLD) where children and young people are likely to need support in all areas of the curriculum and may have associated difficulties with mobility and communication
- **Profound and multiple learning difficulties** (PMLD) where children and young people are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
- **Specific learning difficulties** (SpLD) affect one or more specific aspects of learning. This includes a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Communication and Interaction

This includes:

- Speech, language and communication needs (SLCN). Children and young people with SLCN have difficulty in communicating with others. This may be because they have difficulty saying what they want to and being understood by others, difficulty understanding what is being said to them or they do not understand or use social rules of communication
- Autistic Spectrum Condition Diagnosis (ASD) with differences in social communication, interaction and flexibility of thought

Social, Emotional and Mental Health

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming **withdrawn or isolated**, as well as **displaying challenging, disruptive or disturbing behaviour**. These behaviours may reflect underlying mental health difficulties such as **anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained**. Other children and young people may have disorders such as **attention deficit disorder, attention deficit hyperactive disorder or attachment disorder**.

Sensory and/or Physical Needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. This includes children and young people with:

- **Visual impairment** (VI)
- **Hearing impairment** (HI)
- **Multi-sensory impairment** (MSI) (a combination of vision and hearing difficulties)
- **Physical disability** (PD)

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs (see below) and are often associated with other difficulties such as communication / language difficulties or sensory impairment. A detailed assessment of need should ensure that the full range of an individual's needs is identified, not simply the primary need.

Moderate Learning Difficulties (MLD)

A child or young person's difficulties may be described as MLD if their *learning at the end of key stage 1 or above, is assessed as being significantly behind in at least 3 key areas of learning, and that learning difficulty co-exists with other difficulties, such as speech and/or language developmental delay, poor social skills and/or emotional and mental health difficulties.*

The child or young person is also likely to experience:

- Significant barriers to learning across much of the curriculum
- Making progress but academic attainment that is **significantly** below that of their peers and that the gap widens over time
- Difficulties with short/long term memory
- Progress being made in very small steps when taught through specific, targeted and individualised intervention short attention span despite engaging learning activities

Severe or Profound Learning Difficulties (SLD / PMLD)

Children with severe or profound and multiple learning difficulties are almost always identified before they reach statutory school age. Children with Severe Learning Difficulties (SLD) will be most likely to work at pre key stage standards to National Curriculum Yr. 1 expectations up to school leaving age. A child with Profound and Multiple Learning Difficulties (PMLD) will be most likely to work at Engagement Profile and assessed using the pre-key stage standards until school leaving age and in many cases these children and young people may not be ready to engage in subject specific study and therefore be assessed using the 7 stages of engagement model.

In most cases the Local Authority (LA) will be able to draw upon a considerable body of existing knowledge arising from assessments carried out and provision made by health agencies and children's services.

Specific learning difficulties (SpLD)

Specific learning difficulties affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia/developmental coordination disorder.

Dyslexia is a specific learning difficulty which mainly affects the development of literacy and language related skills. It is characterised by difficulties with phonological processing, rapid naming, working memory, processing speed, and the automatic development of skills that may not match up to an individual's other cognitive abilities.

The British Psychological Society propose 'Dyslexia is evident when accurate and fluent word reading and/or spelling develops very incompletely or with great difficulty' (BPS, 2009)

Schools are expected to promote equality of opportunity and to anticipate and remove or minimise barriers for learners with disabilities.

- Children with learning difficulties which are moderate will be educated within mainstream schools, without the need for an Education Health and Care Plan

- These children may require help at the school-based SEN Support level funded through schools SEN Notional budget
- Whilst making optimal progress in their own right this may be at a slower pace than the majority of their age group. This will not necessarily mean that the varying levels of provision in schools are not meeting their needs appropriately; it may reflect best possible progress
- Provision in mainstream schools will range from the normal differentiated curriculum which is part of quality teaching practices in the classroom, through to detailed programmes advised on by support services, and delivered by additional staff as necessary
- Intervention programmes that are used to support learning must have a strong evidence base of effectiveness. Staff delivering intervention programmes should be fully trained and delivery of intervention should be monitored
- If intervention programmes are used away from the main class, the class/subject teacher should plan to consolidate the same skills/ strategies in lessons
- Time for children to over-learn and master skills should be planned into targeted provision so that outcomes are achieved
- If pupils are supported in-class, the focus should be promoting thinking skills and strategy use rather than task completion

Cognition and Learning

Universal Offer – Element 1

- The class/subject teacher in takes the lead in assessment of progress, factors that influence underachievement and identifying gaps in learning
- Pupils' rates of progress are compared to previous rates and expected rates
- Progression and factors influencing underachievement are discussed during pupil progress meetings with SLT
- Pupil progress and areas of difficulty are discussed with parents
- Teacher targets teaching to address relevant gaps in understanding through high quality differentiation and targeted support

- Pupil is based in the classroom but may be withdrawn for targeted support/Wave 2 intervention if appropriate
- Adult support and intervention as available from within school resources of AWPU/Pupil Premium/ Literacy and Numeracy Catch up
- Parental reinforcement at home (e.g. reading daily)
- Possible out-of-hours learning opportunities (e.g. booster groups, tutoring, revision groups, homework clubs, after school clubs etc.)
- Give access to specialist equipment and ICT as necessary

Cognition and Learning

SEN Support – Element 2

Descriptor of Need

- Evaluation of factors influencing underachievement has been completed, targeted support provided and evaluated.
- Pupil has not made expected progress despite targeted differentiation / intervention organised by class /subject teacher.
- Pupil is working more than 2 years below age related expectations in primary school
- From school specific standardised assessment: pupil is scoring around mid to low 70s on standardised reading / spelling / maths / language assessments.
- Specific assessments for SpLD indicate poor phonological processing, working memory, processing skills, rapid naming speed
- End of Key Stage 1 – Pre-key stage 1 standard ‘Foundations for the expected standard’
- End of Key Stage 2 – working towards lower key stage 2 expectations (Yr 3)
- End of Key Stage 3 – working at lower key stage 2 expectations (Yr 3)

In addition to universal provision children require some of the following specific assessment, planning and support approaches.

Assessment and Planning

- The class or subject teacher, working with the SENCO establishes a clear analysis of the pupil's needs. Fine-tuned assessments such as standardised tests, profiling tools, and criterion referenced checklists are used in conjunction with progress against national curriculum descriptors
- Pupil's views on their difficulties and approaches to support are gathered and recorded (All About Me/ SEN Support Plan)
- Parent/Carers discuss their concerns with class / subject teacher and SENCO and a focussed programme of support is planned to address areas of difficulty and specific outcomes set are recorded
- If the pupil continues to make limited progress against baseline after 2 cycles of assess, plan, do review then external services should be asked to undertake specialist assessments, discuss progress and give advice (such as SENISS or EPS). School must seek parental consent and support for the decision to involve external services

Intervention and Support

- Pupils are in class for the vast majority of day following an increasingly individualised curriculum linking content of whole class work and learning outcomes that are appropriate to the child
- Class / subject teacher supports the pupil on a regular basis as part of a small group, within the class, or 1:1, while the TA works with other pupils
- Class teachers plan with support staff so that questioning supports the pupil in their learning and helps to develop their independence
- Opportunities for repetition, over-learning and consolidation of skills are planned for within their timetable
- Teaching Assistants are trained to deliver specific interventions / strategies and develop independent learning in the pupils they support, settings should follow and use the EEF Guidance on 'Making the best use of Teaching Assistants' <https://educationendowmentfoundation.org.uk/tools/guidance-reports/making-best-use-of-teaching-assistants/>

- Regular, targeted, individual or small group tuition e.g. groups of 4 or fewer for a minimum of 3 x 30 mins a week following a recognised Wave 3 intervention i.e. one which has been evaluated and shown to accelerate progress (likely to be a published programme)
- Specific programme of work devised by outside agency (SENISS, EPS) delivered 1:1 or within a small group
- Parents encouraged to be involved in supporting outcomes in the home (e.g. practising new skills, providing reinforcement for efforts at school etc.)
- Some pupils might be given specific equipment (ICT, writing slopes, coloured overlays) and training in order to remove barriers to learning
- Additional support is funded through SEN notional budget (Element 2)

Education, Health and Care Plans – Element 3

In addition to SEN support provision children require some of the following specific assessment, planning and support approaches, see the next page for description of need.

Descriptor of Need

- Unable to access the full Foundation or National Curriculum because of skill levels
- Pupil working at pre key stage or below at the end of KS1
- Pupil working at “early development of the expected standard” on Pre Key Stage 2 teacher assessment framework (Standard 1-4) or towards Yr 1 curriculum objectives at the end of KS2
- Pupil is working at national standard for KS1 or below at the end of KS3
- Levels of attainment measured on at least three different standardised tests fall below 2nd percentile
- Unable to access curriculum content – use of the engagement profile

Pupils may also have difficulties with some of the following:

- Self-organisation, following routines, managing equipment.
- Immature behaviour and social skills
- Fine or gross motor control.
- Self-confidence and independence.
- Attention, concentration.
- Expressive and receptive language.

Assessment and Planning

- Outside agency regularly involved and provide specialist assessment and advice overtime, which leads to more specifically focussed planning of provision.
- Teachers who are assessing a child have necessary skills to accurately assess pupils working on P-Scales 1-4 (Current Academic Year 2020-2021), engagement model (for non-subject curriculum content) and/or using the Pre-Key Stage Standards.
- Assessment is regularly moderated.
- Very close home-school links, so that school are aware of changes in home that may impact on learning.
- Clear individual provision plans for the use of support which relates to expected long term and short term outcomes.

Intervention and Support

- A high level of differentiation and support is needed throughout the day to access the curriculum.
- Individual learning programmes/Wave 3 intervention used to support learning throughout the school day, providing opportunities for repetition and over-learning.
- Focus on skills being taught include varying levels of prompts to ensure mastery of skill leading to independence for example 'hand over hand', modelling, visual strategies.
- Visual supports are embedded to aid language understanding across all aspects of the environment to help access to the curriculum (e.g. pictures, symbols, objects of reference, signing, gestures).
- Use of specific IT programmes and specialist equipment to enhance recording and presentation of work.

Banding descriptors for Cognition and Learning

The descriptors below describe the special educational needs and disabilities children may experience and the provision which helps to support those needs and remove barriers to learning.

Not this is not exhaustive list but should be used as reference and successfully capture needs and provision that is put in place for the pupil.

Refer to Appendix 5 for the Pre-Key Stage Standards

Cognition and Learning Universal Element 1	Cognition and Learning SEN Support Element 2	Cognition and Learning EHC Plan Element 3 Band 1	Cognition and Learning EHC Plan Element 3 Band 2	Cognition and Learning EHC Plan Element 3 Band 3	Cognition and Learning EHC Plan Element 3 Band 4
<p>Access to a differentiated curriculum</p> <p>Child may be working below Foundation Stage or below national standard at end of key stage or working below age - related expectations</p> <p>Teachers should identify any under achievement (1 year or more below age-related expectation)</p>	<p>In the Early Years adult prompting and cueing is required to support much of the child's play.</p> <p>Pupil is working more than 2 years or more below age related expectations in primary school and secondary school</p> <p>Pupil is scoring in the mid to low 70s on school specific</p>	<p>In the Early Years child needs personalised learning planning for daily routines; some 1:1 support for curriculum access; small step teaching programme</p> <p>A pupil at the end of KS1 would be operating towards pre-key stage standards at Early Years Foundation Stage</p>	<p>May need special provision with smaller class group size</p> <p>In the Early Years, may need 1:1 intensive support; specialist teaching programmes</p> <p>A high level of adult support is needed to model tasks, lead learning with appropriate level questioning within a withdrawal group</p>	<p>At the end of KS1 the pupil is <P3i (Academic Year 2020-2021) and the setting is using the engagement model for non-subject specific study.</p> <p>The pupil will be working at the pre-key stage standard 4 or below at the end of KS2 in reading, writing and maths. A pupil at the end of KS3 will be working at KS2 or below</p>	<p>Profound and multiple learning difficulties</p> <p>Pupil will be using the engagement model for non-subject specific study this is significant below the pre-key stage standard and P3ii (Academic Year 2020-2021) or below for the whole of their school career and often makes lateral rather than linear progress</p>

<p>Access to Wave 2 intervention / targeted teaching to address under – achievement factors</p>	<p>standardised assessments</p> <p>Pupil is working towards the standard at the end of key stage:</p> <p>Foundations for the expected standard (Pre-key stage standard 4) by the end of KS1</p> <p>Pupil is working at or below key stage 2 curriculum objectives (Yr 3/4) at the end of KS2</p> <p>Pupil requires an increased level of differentiation that supports the teaching and</p>	<p>The pupil will be working at the pre-key stage standard 6 or below at the end of KS2 in reading, writing and maths. A pupil at the end of KS3 may be working at KS2 or below</p> <p>A high level of differentiation is needed throughout the day to access the curriculum</p> <p>Literacy / numeracy Wave 3 programmes delivered 1:1 to make progress and in class support is needed to embed skills, together with</p>	<p>Working towards the expected standard of KS1 (Pre-key stage standard 5) or towards Yr 1 curriculum objectives at the end of KS2</p> <p>Pupil is working at national standard for KS1 or below at the end of KS3</p> <p>Class teachers and support staff need time to plan an individualised programme for the pupil.</p>	<p>Pupil needs 1:1 teaching opportunities throughout the day in order to make progress</p> <p>In order to access learning a high level of prompting is required i.e. visual and physical</p> <p>An individualised curriculum is needed with advice from special school staff</p> <p>Staff to spend at least 2.5 hours planning and differentiating the learning programme each week</p>	<p>The level of learning achieved is not sustained over time</p> <p>Requires intensive 1:1 throughout the day in order to make progress</p>
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	<p>learning of basic skills.</p> <p>In need of Wave 3 literacy / numeracy interventions delivered at least 3 x weekly or daily basis. Delivered 1:1 or in a small group</p> <p>Assessment and programmes delivered according to specialist advice from support services</p> <p>In class support, if needed, to embed skills from Class Teacher / Teaching Assistant</p>	<p>opportunities for over learning.</p> <p>Active casework with support services in mainstream</p>			
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	<p>Time for Class Teacher / Teaching Assistant to plan, record and evaluate progress</p> <p>Time to liaise with outside agencies to evaluate/plan programmes</p>				
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Assessment – the use of standardised tests

Standardised tests may be used by school staff during the “Assess” stage of the graduated approach to identify specific needs and to measure progress. The following is brief guidance on their use.

- Caution should be applied when using standardised reading tests – this is a one-off assessment and the result is dependent on the performance of the pupil at a specific moment of time.
- Use up-to-date versions of the test; older tests, where the standard scores are based on a sample of pupils from a long time ago will give misleading results.
- Different reading assessments test specific areas of reading and therefore it is not recommended to compare the results from different assessments – i.e. single word reading tests testing phonic ability and sight recognition compared with text based comprehension tests where different contextual reading strategies can be deployed.

- Standardised reading assessments do not give the whole picture. It is recommended that other criterion based checks should also be used to identify areas of difficulty i.e. a reading running record, phonic checklists, high frequency words.
- When schools are using standardised tests always read the handbook to ensure consistent delivery of the test (i.e. the age range that the test is suitable for, how much help can be given, when to stop the test, how to score the test).
- For local authority paperwork, an age equivalent, percentile and/or standard score are required.

Assessment – the use of Pre-Key Stage standards

A flexible approach will apply for the submission of teacher assessment outcomes in the 2020/21 academic year only. Schools that have used the engagement model should report which pupils have been assessed and schools the LA will support them to implement the engagement model so they can report their teacher assessment outcomes against P scales 1 to 4, for one final year.

Guidance for teachers

Main principles

- The pre-key stage standards are provided for the statutory assessment of pupils engaged in subject-specific study who are working below the overall standard of the national curriculum tests and teacher assessment frameworks.
- If a pupil is working below the standard of these pre-key stage standards, their outcome should be reported using the engagement model or the relevant P scales in the 2020/21 academic year only. The engagement model must be used from the 2021/22 academic year.
- The pre-key stage standards must be used to make statutory teacher assessment judgements for pupils who have reached the end of year 2, when an outcome must be reported for school accountability purposes, but who have not completed the relevant national curriculum programme of study.

- The pre-key stage standards focus on certain key aspects of English reading, English writing and mathematics for the specific purpose of statutory end-of-key stage assessment. While the standards are designed to capture attainment in these subjects, individual pupils will demonstrate achievement in different aspects of their education and this should also be reported to parents. Teachers should recognise the progress of individual pupils, setting targets that refer to agreed outcomes within the SEND Code of Practice (2015), where appropriate.
- Teachers should base their judgements on a broad range of evidence, which will come from day-to-day work in the classroom. This can be drawn from work in subjects other than the one being assessed, although a pupil's work in that subject alone may provide sufficient evidence to support the judgement. Teachers may also consider a single example of a pupil's work to provide sufficient evidence for multiple statements.
- Teachers should be confident that pupils have met the standard(s) preceding the one at which they judge them to be working. However, they are not required to have specific evidence for that judgement. A pupil's work which demonstrates a standard is met is sufficient to show that they are working above the preceding standards.

Communication and Interaction

Speech and Language Difficulties

Early language difficulties often lead to difficulties with literacy skills, social communication, and emotional development. Children with severe speech and language difficulties require a detailed assessment of their speech, language and overall communication, cognitive processing and emotional functioning.

This section sets out thresholds and guidance in respect of children who appear to be developing normally in all other aspects of development but who have specific language impairment. Speech and language difficulties are often a feature of other Special Educational Needs, and are also considered in sections on:

- Complex Communication Disorders
- Social, Emotional and Mental Health Difficulties
- Sensory and or Physical Needs

The definitions below are for broad guidance to teachers:

Language refers to the ability to understand and use vocabulary, sentence structures and grammar. This can include spoken, signed or pictorial [symbol supported] language.

Receptive Language/Language Comprehension

Language comprehension refers to the child's understanding of the language, signed, written or spoken, and includes the ability to understand vocabulary and obtain meaning from the way that sentences are structured (the grammar of the language).

Expressive Language

Expressive language refers to the ability to use appropriate vocabulary, sentence structures and grammar. This can be signed, written or spoken language.

Developmental Language Delay

This describes language, which is following the normal pattern of development but at a slower rate. Language delay can affect expressive language alone or both receptive and expressive language.

Developmental Language Disorder

This describes language which is following an atypical pattern of development i.e. the child is not acquiring language skills in the typical developmental order. This can co-occur with features of language delay. A disorder can affect one or more of the following: word finding, word order, concept knowledge, questions, word endings, non-literal understanding, and inference.

Social Communication/Interaction

This describes the range of functions language can be used to perform, such as: initiating communication, requesting, responding, greeting, protesting, seeking clarification, rejecting, commenting, questioning, and protesting. This also includes other aspects of communication, such as: use of eye contact, facial expressions, proximity, volume, intonation, gesture, turn-taking, topic maintenance, awareness of listener needs. These functions are used to make and maintain appropriate relationships.

Speech Sound Difficulties

'Speech sounds' refers to the articulation and use of sounds in spoken words. These describe a range of difficulties affecting intelligibility of speech, such as: speech sound substitutions/omissions, inaccurate articulation, sound sequencing or blending ('articulation' refers to the accurate production of speech sounds). A

child may have one or more speech sound difficulties. 'Speech Dyspraxia' is a type of articulatory difficulty in planning and co-ordinating oral movements for speech. Speech sound difficulties often lead to problems with the acquisition of literacy skills.

Universal Support - Element 1

- Assessment includes reference to academic attainments (see Cognition and Learning) and routine screening using the WELLCOMM tool for children in the Early Years Foundation Stage.
- Scoring red or amber on the WELLCOMM should lead to intervention.
- Use of the 'Big Book of Ideas' activities to follow up pupils scoring amber or red on the WELLCOMM. (The activities can also be used for pupils who score green to boost their skills to the next level).
- Classroom and whole school environment modified to take account of communication and interaction needs.
- Curriculum access facilitated by modification of task presentation.
- Flexible use of staffing and resources to support access to teaching.
- Staff model appropriate social behaviour, interaction and language use.
- Appropriate differentiation of spoken and written language, activities and materials in class.

SEN Support – Element 2

In addition to universal provision children require some of the following specific assessment, planning and support approaches.

Assessment and Planning

- The class or subject teacher, working with the SENCO establishes, a clear analysis of the pupil's needs. Fine-tuned assessments such as standardised tests, profiling tools, and criterion referenced checklists are

used in conjunction with progress against national curriculum descriptors. Routine use of WELLCOMM screening tool for children in Early Years Foundation Stage / KS1 is advised.

- Pupil's views on their difficulties and approaches to support are gathered and recorded (All About Me / SEN Support Plan).
- Parents discuss their concerns with class / subject teacher and SENCO and a focussed programme of support is planned to address areas of difficulty and specific outcomes set are recorded.
- Pupil may be referred to Community Speech and Language Therapy
- Language is given priority in planning to facilitate effective curriculum access.
- Staff are appropriately trained to implement support strategies and approaches.

Intervention and Support

- Structured teaching approach and visual strategies to support curriculum and pupil's understanding.
- Verbal explanations require simplification with visual/concrete support.
- Clear, simple instructions with visual support e.g. task board.
- Special arrangements and teaching methods needed to accommodate difficulties with speech and language (e.g. Makaton, symbols etc.).
- Small group or 1:1 language intervention in place (3 x weekly).
- Delivery of daily Speech and Language programme (1:1).
- Pre-teaching/consolidation of new vocabulary / concepts taught in lessons.

Education, Health and Care Plans Element 3

In addition to SEN Support provision children require some of the following specific assessment, planning and support approaches.

Assessment and Planning

- Pupil has severe articulation difficulties / specific speech and language disorder and is regularly assessed and reviewed by a speech and language therapist (termly).
- Pupil may receive additional speech and language therapy input through SLCN Focus Provision outreach programme.
- Speech and Language Therapy advise school on programme of support and adaptations necessary for pupil to access the curriculum
- Pupils' articulation difficulties impact significantly on acquiring literacy skills: please refer to other areas of need as appropriate
- Very close home-school links to ensure consistency of approaches
- Clear individual provision plans for the use of support which relates to expected long term and short term outcomes

Intervention and Support

- Pupil requires a high level of language support to access the curriculum.
- Special arrangements and teaching methods need to accommodate difficulties with speech and language
- Significant adaptation to materials and delivery of curriculum necessitating extra daily provision and training
- Routine use of specialist communication systems across the curriculum.
- Key staff can use/teach Makaton, for example, if required.
- Speech and language programme delivered daily by trained TA under close supervision of speech and language therapist.

Autism Spectrum Diagnosis (ASD) Condition

Autism is a lifelong developmental disability, which affects how people communicate and interact with the world. 1 in 100 people are on the autism spectrum and there are around 700,000 autistic adults and children in the UK.

Validated concern about indicators of an Autism Spectrum Diagnosis will trigger comprehensive multidisciplinary assessment through Autism Pathway process at Alder Hey.

We should recognise that Autism is a spectrum condition and affects pupils in different ways. Pupils with Autism will have their own strengths and weaknesses. Below is a list of difficulties autistic pupils may display, including the two key difficulties required for a diagnosis.

1) Social communication and social interaction challenges

Social communication

Autistic pupils have difficulties with interpreting both verbal and non-verbal language like gestures or tone of voice. Some autistic pupils are unable to speak or have limited speech while other autistic pupils have very good language skills but struggle to understand sarcasm or tone of voice. Other challenges include:

- taking things literally and not understanding abstract concepts
- needing extra time to process information or answer questions
- repeating what others say to them (this is called echolalia)

Social interaction

Autistic pupils often have difficulty 'reading' other people - recognising or understanding others' feelings and intentions - and expressing their own emotions. This can make it very hard to navigate the social world. Autistic pupils may:

- appear to be insensitive
- seek out time alone when overloaded by other people
- not seek comfort from other people
- appear to behave 'strangely' or in a way thought to be socially inappropriate
- find it hard to form friendships.

2) Repetitive and restrictive behaviour

With its unwritten rules, the world can seem a very unpredictable and confusing place for pupils with Autism. This is why they often prefer to have routines so that they know what is going to happen. They may want to travel the same way to and from school, wear the same clothes or eat exactly the same foods..

Pupils may also repeat movements such as hand flapping, rocking or the repetitive use of an object such as twirling a pen or opening and closing a door. Pupils will often engage in these behaviours to help calm themselves when they are stressed or anxious.

Change to routine can also be very distressing for pupils and make them very anxious. It could be having to adjust to big events like Christmas or changing schools, facing uncertainty at work, or something simpler like a bus detour that can trigger their anxiety.

The above are the 2 areas that are required for a formal ASC diagnosis, known as the dyad of impairment includes a use of a specialist diagnostic assessment which is delivered in Liverpool through the Autism Pathway and for more information you can see guidance for all audiences developed by the National Autistic Society <https://www.autism.org.uk/advice-and-guidance/topics/diagnosis/diagnostic-criteria/all-audiences>

Pupils may experience other factors, this may include:

- Unusual profile of skills and deficits (for example, social or motor coordination skills poorly developed, while particular areas of knowledge, reading or vocabulary skills are advanced for chronological or mental age)
- Social and emotional development e.g. more immature than other areas of development, excessive trusting (naivety), lack of common sense, less independent than peers
- Find the world a confusing place and may have high levels of anxiety, despite their intelligence.
- An impact on other aspects of behaviour, for example finding it hard to be flexible.
- Difficulties with sensory processing. This may be avoiding certain sensory experiences (noise, smell, touch, light) or they may seek out these sensory experiences.

For more information see <https://alderhey.nhs.uk/services/autism-spectrum-disorder-asd>

Universal Support - Element 1

Difficulties with communication and interaction may mean that children need some short term support but it should not be assumed that they have Special Educational Needs.

All children will require access to the following intervention and support:

- Classroom and whole school environment modified to take account of communication and interaction needs
- Curriculum access facilitated by modification of task presentation
- Specific use of visual communication systems e.g. visual timetable, visual prompts
- Appropriate differentiation of spoken and written language, activities and materials in class
- Whole staff awareness of the implications of communication and interaction difficulties and training in providing a good communication learning environment

- Structured approach for tasks and activities with a clear beginning and end
- Flexible grouping, seating arrangements within classroom
- Differentiated teaching to address gaps in learning, understanding and social skills

SEN Support – Element 2

Descriptor of Need

- Has restricted play and interaction skills which are not improving or are improving at a rate which gives concern
- Social awareness programmes needed
- Inflexibility of thought and behaviour impacts on access to learning and social experiences
- Has clear difficulty responding to social situations and adult direction
- Needs specific programmes to develop social skills, with support from an adult to mediate peer interactions
- Has difficulty in peer interaction and using language for social communication
- Has an over-literal response to verbal communication
- Needs interpretation and adaptation of communication by adults
- Has difficulty demonstrating appropriate empathy, or to predict the emotional response of others
- Needs adult assistance several times a day to assist in conforming to essential school routines
- See Cognition and Learning attainment guidance
- See Social, Emotional and Mental Health attainment guidance
- Inflexibility of thought and behaviour is a significant barrier to accessing learning and social experiences

Assessment and Planning

In addition to universal provision children require some of the following specific assessment, planning and support approaches.

- The class or subject teacher, working with the SENCO establishes a clear analysis of the pupil's needs. Assessment includes reference to the areas of the triad and academic attainments (see Cognition and Learning)
- Pupil's views on their difficulties and approaches to support are gathered and recorded on the SEN Support Plan
- Parents discuss their concerns with class / subject teacher and SENCO and a focussed programme of support is planned to address areas of difficulty and specific outcomes set are recorded
- Pupil may be referred to SENISS or speech and language therapist for more specialist assessment and advice
- Social interaction and communication skills are given priority in planning to facilitate effective curriculum access
- Staff appropriately trained to implement support strategies and approaches
- A multi-agency assessment may be considered if the pupil has significant needs and need an individualised curriculum. SENISS and EPS will advise if this is appropriate

Intervention and Provision

- Teaching of specific social interaction skills e.g. social use of language (SULP) with opportunities to generalise the skills used on a daily basis through individual and small group work
- Some adult monitoring/support to promote social skills and interactions with peers including at unstructured times
- Close home/school liaison to ensure reinforcement of strategies and the generalisation of skills
- Regular time with a key member of staff for preparation and review of routine and any changes
- Adult support used to prepare specific resources including use of ICT to support language and communication (e.g. symbol support)
- School staff use augmentative / alternative means of communication

- Specific approaches to build understanding of abstract and figurative language
- Modifications to the teaching environment to take account of sensory sensitivities
- Visual approaches to develop social understanding (social stories, comic strip conversations)

Education, Health and Care Plan - Element 3

Descriptor of Need

- There may be a diagnosis of ASC confirmed through the ND Pathway Assessment
- Severely impaired social communication skills, requiring intensive and specific programmes relating to the development of social communication and interaction skills
- Unable to participate fully in the curriculum without significant adaptations of activity and delivery
- Has a profound inability to use language appropriately requiring an adult to adapt with cues, such as visual prompts and signalled routine
- Has a profound impairment of ability to show empathy or predict the emotional response of others
- Inflexibility of thought and behaviour is a significant barrier to accessing learning and social experiences and may threaten the child or young person's safety in everyday situations
- Needs access to a low stimulus environment
- A highly individualised curriculum is required
- Pupil needs intensive programmes and strategies to develop social communication and interaction skills
- See Cognition and Learning attainment guidance
- See Social, Emotional and Mental Health attainment guidance

Assessment and Planning

- In addition to SEN Support provision children require some of the following specific assessment, planning and support approaches
- Regular review and multi-agency working is needed to problem solve with family/carers and established consistent approaches
- Active and on-going assessment and support from outside agencies (e.g. SENISS, SALT, Childrens OT, EP)
- Pupil has undergone or is undergoing the ND Pathway assessment and has diagnosis of ASC
- Use of specific assessments to record progress towards mastering communication and interaction skills
- Pupil may require an assessment of their sensory processing needs if in specialist provision

Intervention and Provision

- Pupil requires a highly individualised curriculum and support throughout the day
- Pupil requires specific small group/1:1 intervention or approaches from trained staff (e.g. Intensive interaction e.g. TEACCH, Sulp)
- A highly structured and personalised language and interaction programme that is embedded throughout the day
- Access to reduced stimulus workstation within the classroom
- Access to low stimulus, calm area at times of stress
- A consistent approach to multi-sensory communication
- Individual programme used to manage emotional and behavioural needs throughout the day
- Individual programme used to manage sensory integration and processing needs
- Staff trained and skilled in responding to challenging behaviours
- A high level of care and supervision needed to keep the pupil, and those around them, safe

Banding descriptors for Communication and Interaction

The descriptors below describe the special educational needs and disabilities children may experience and the provision which helps to support those needs and remove barriers to learning.

Not this is not exhaustive list but should be used as reference and successfully capture needs and provision that is put in place for the pupil.

Communication and Interaction Universal Element 1	Communication and Interaction SEN Support Element 2	Communication and Interaction EHC Plan Element 3 Band 1	Communication and Interaction EHC Plan Element 3 Band 2	Communication and Interaction EHC Plan Element 3 Band 3	Communication and Interaction EHC Plan Element 3 Band 4
<p>Mild language delay WELLCOMM Amber level 'Catch up intervention'</p> <p>Pupil's speaking and listening skills are slightly delayed in comparison to the majority of peers but is able to function in a class group</p>	<p>WELLCOMM Red level language impairment/S&LT programme in place</p> <p>Daily delivery of S & L programme 1:1</p> <p>In need of social skill support /development to meet identified areas</p> <p>Focused support via a social</p>	<p>Needs a progress review at least termly from S&LT</p> <p>Severe articulation difficulties which impact significantly on literacy levels</p> <p>Key staff can use/teach Makaton if required</p>	<p>Severe language impairment 3/4 word level of understanding at KS2</p> <p>Needs a high level of language support to access the curriculum</p> <p>Pre-teaching of the curriculum at times across</p> <p>Intensive S&L intervention/access to S&LT at least termly</p> <p>May have a diagnosis of ASC</p>	<p>Diagnosis of ASC with some challenging behaviour despite an appropriately structured framework</p> <p>PECS or equivalent communication system is used</p> <p>Pupil may be unwilling to engage with peers and intolerant of the proximity of others</p>	<p>Early stages of communication at upper KS2 and above needs to be supported via tactile signing, objects of reference etc;</p> <p>1:1 at times</p> <p>1:2 support needed to meet the pupil's needs</p> <p>Needs individualised curriculum</p>

<p>Teaching staff have an awareness level/CPD re: language development; ASD</p> <p>Access to Wave 2 intervention / targeted teaching to address factors influencing under – achievement</p>	<p>interaction and communication skills, 3 x weekly programme group of 6/8 with 2 adults working on social communication targets</p> <p>Time for Class Teacher/TA to plan, record and evaluate progress</p> <p>Flexible support to change/manage transitions</p> <p>Structured teaching approach and visual strategies needed to support the</p>	<p>A language programme is delivered daily by S&LT trained TA, under close supervision of S&LT</p> <p>Pupil needs a Total Communication Environment to access learning effectively</p> <p>Needs support from a TA to access the curriculum in the classroom and to embed skills</p> <p>Needs support to promote social skills and</p>	<p>A structured language programme is needed, for example the Social Use of Language Programme to support the development of a language of emotions</p> <p>Pupil needs some access to small group teaching and individual support for learning</p> <p>Access to reduced stimulus workstation within the classroom.</p> <p>Access to withdrawal area for calming.</p>	<p>Pupil may have some difficulties and differences with sensory integration and processing affecting tolerance levels, attention and access to learning which staff have to be aware of and plan for</p> <p>Pupil needs access to small group teaching and 1:1 support for learning in order to progress</p>	<p>and workspace throughout the day</p> <p>Pupil may be non-verbal, or language use is not generally communicative</p> <p>Pupil lacks shared attention and is intolerant of adult direction</p> <p>Pupil may have difficulties and differences with sensory integration and processing affecting</p>
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	<p>curriculum and the pupil's understanding of routines /expectations</p> <p>Staff have time to liaise with outside agencies to evaluate/plan programmes</p> <p>Access to support services including IS and S&LT for advice and monitoring</p>	<p>interactions with peers particularly at unstructured times</p> <p>May need augmentative communication strategies e.g. PECs</p> <p>Close home/school liaison needed to ensure consistency of approach</p>	<p>Support needed to prepare for change between and within activities</p> <p>School staff have an awareness of the implications for ASC on learning.</p>	<p>Pupil needs access to reduced stimulus workstation within and outside the classroom</p> <p>The environment is planned so that the needs of children and young people with ASC can be met.</p> <p>Key staff have had additional training to support pupils with ASC</p> <p>Staff are able to deliver appropriate</p>	<p>tolerance levels, attention and access to learning</p> <p>Needs some teaching and support staff to have additional qualification in ASC</p> <p>Environment is adapted to reflect best practice in ASC provision</p> <p>Staff are trained in application of TEACCH and the delivery of learning programmes through this approach</p>
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				<p>programmes to meet ASC needs in cooperation with the SENISS.</p> <p>Communication skills are not functional despite Band 2 support.</p> <p>Severe and specific speech and/or language disorder</p> <p>Speech is below 3 year old age equivalent at end of KS1</p> <p>At KS2 or above language is</p>	Multi-agency approach to family support
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				<p>at 1/2 word level</p> <p>School staff and SLT need to work collaboratively more than half-termly</p> <p>School staff need experience and training in delivering SLT support to complex children</p> <p>Pupil needs to see SLT more than half-termly in school and blocks of clinic therapy interventions such as e.g. Sulp,</p>	
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				&/or Communicati on Books need to be highly individualised and regularly revised	
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Social, Emotional and Mental Health difficulties

Children and young people may experience a wide range of social, emotional and mental health difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated as well as displaying challenging, disruptive and disturbing behaviours. These behaviours may reflect underlying mental health issues such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

SEND Code of Practice (2015, p87)

Only medical professionals should make a formal diagnosis of a mental health condition. Schools, however, are well-placed to observe children day-to-day and identify those whose behaviour suggests that they may be suffering from a mental health problem or be at risk of developing one. This may include withdrawn pupils whose needs may otherwise go unrecognised.

Children and young people with social, emotional and mental health difficulties may struggle to cope with school routines and making and sustaining relationships. They will be considered to have special educational needs if they require educational arrangements or interventions that are different from those generally offered in a mainstream school. However, although there are challenges, children and young people with social, emotional and mental health difficulties should be supported to fully participate in school.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.

Professionals should also be alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to children to children having

SEN, but it can impact on well-being and sometimes this is severe. Schools should ensure they make appropriate provision for the child's short-term needs in order to prevent problems escalating. Where there are long-lasting difficulties schools should consider whether the child might have SEN.

The emphasis of this guidance is on whether the pupil meets expectations of progress in school. Experience shows that:

- Schools and teachers differ in their expectations and thresholds of tolerance
- The way in which schools, classrooms, the curriculum and individual pupils are managed makes a substantial difference to the behaviour of pupils and can make a substantial difference to the emotional development of vulnerable children
- If the ethos of the school is welcoming to all pupils, staff are flexible in approach and able to work together to solve the complex issues that sometimes arise; children with quite challenging social, emotional and mental health difficulties are able to be successfully managed and included
- Schools should regularly audit the quality of provision in school and seek external validation of their self-assessment processes
- Measuring the progress of pupils with social, emotional and mental health difficulties is key to establishing effective interventions
- Schools that monitor trends in incidents, exclusions and vulnerable pupil groups will be more successful in targeting support to improve emotional well-being
- Most serious incidents start with a relatively minor incident that escalates into a serious episode of non-compliance or violence; schools need to develop expertise in defusing non-compliance and de-escalating confrontations

These criteria therefore put considerable emphasis on the level and quality of provision for the child in school. It will be expected that:

- The school will have in place effective policies and practice covering teaching and learning, behaviour, pastoral care, child protection and special educational needs

- The implementation of these policies should ensure that all staff working with children, especially those who present with emotional, social and mental health difficulties have a consistent and positive approach
- The progress of pupils in response to an intervention programme will be measured and tracked to inform decisions re-adjustments to the intervention programme
- Exclusion is rarely an appropriate intervention in terms of the SEND Code of Practice
- Interventions will be specific, include clear baselines and progress measures and should be those which have research evidence of success in bringing about changes in well-being and behaviour
- Involvement of parents/carers and pupils will be sought to support the pupil in a proactive approach

Universal - Element 1

All additional provision must be based on high quality Wave 1 inclusive teaching. Teachers need to have the appropriate CPD and school leaders should have evidence that they have provided staff with good quality training in understanding the functions and causes of behaviour and the classroom management and strategies for children experiencing social emotional and mental health difficulties to ensure that additional provision is built upon the most effective foundation. Schools should actively promote well-being and emotional resilience through the whole school PSHE curriculum.

Pastoral support should be set within a positive school ethos with access to positive support for staff.

SEN Support Element 2

Descriptors of Need

The child/young person may:

- Not comply with staff requests
- Often destroy own work
- Appear depressed

- Lack confidence to attempt tasks
- Communicate aggressively preventing the class functioning
- Be silent or speak selectively
- Show obsessive behaviours and/or irrational anxieties
- Display extreme mood swings
- Engage in disruptive behaviour in class
- Be subject to bullying or signs of stress affecting school performance;
- Be persistently disruptive in a variety of contexts and impede the learning of the child and/or other pupils despite interventions detailed in individual programme
- Have difficulty sustaining peer relationships
- Show fluctuations in mood and unpredictable attitude to learning tasks – periods of uncooperative behaviour and withdrawal

Assessment and Planning

In addition to universal provision children require some of the following specific assessment, planning and support approaches

- The class or subject teacher, working with the SENCO, establishes a clear analysis of the pupil's needs. Fine-tuned assessments / profiling tools like the Boxall Profile and Strength and Difficulties Questionnaire could be used
- Pupil's views on their difficulties and approaches to support are gathered and recorded (All About Me / SEND Support Plan)
- Parents discuss their concerns with class / subject teacher and SENCO and a focussed programme of support is planned to address areas of difficulty and specific outcomes set are recorded
- School staff and parents may plan to review specific outcomes on a half termly basis

- If the pupil continues to make limited progress against baseline after 2 cycles of assess, plan, do review then external services such as Social Inclusion/EP, should be asked to undertake specialist assessments, discuss progress and give advice. School must seek parental consent and support for the decision to involve external services
- Other external agencies such as Early Help may become involved to support the family

Intervention and Support

- Regular targeted small group or individual intervention to develop social skills
- Regular time with a trained member of staff for pastoral or therapeutic mentoring
- Schools may choose to use delegated resources to run a full nurture group / 100-minute model nurture group to support a small group of pupils with attachment difficulties
- Schools may choose to use delegated resources to commission additional counselling/therapeutic support.
- An individual programme of support could include use of solution focussed therapeutic approaches, cognitive behaviour therapies and involve external agencies
- Parents involved so that they can support outcomes at home
- Additional support from other agencies such as Early Help, mental health services and social care to support the pupil and their family

Education, Health and Care Plans – Element 3

Descriptors of Need

A pupil who may need an Education, Health and Care Plan should already be receiving individualised, planned programmes funded from schools SEN notational budget. Guidance for consideration for Education, Health and Care Plan are below:

- Pupil requires constant supervision to ensure their own safety and that of peers and/or adults
- Positive, restrictive physical intervention strategies employed on a regular basis (once a week or more).
- Pupil's ability to learn significantly impaired over prolonged periods, even with dedicated daily support and targeted intervention programmes
- The pupil has a medical diagnosis that impacts on their ability to regulate their own behaviour thus requiring significant regular additional adult support to access the majority of learning activities and sustain concentration within a teaching learning situation
- Medication required/taken may not be effectively controlling behaviour in school
- Frequent (daily) interventions from an adult are required to sustain peer relationships
- Extreme unhappiness/stress with possible lengthy periods of disengagement
- Teaching and learning disrupted on a daily basis due to difficulties in remaining on task
- Experiencing additional difficulties in the area of cognition and learning/communication/physical/sensory that influence the pupils' ability to reason and regulate their own behaviour
- High level of rejection and social isolation
- Behaviours are associated with severe and complex additional learning difficulties in the areas emotional/learning/cognition/communication/physical/sensory needs

Assessment and Planning

In addition to SEN Support provision children require some of the following specific assessment, planning and support approaches

- Regular review (at least half-termly) and multi-agency working is needed to problem solve with family/carers and established consistent approaches
- Active regular casework with support services (EP, Social Inclusion) / external agencies (CAMHs)
- Pupil may have had a high number of fixed term exclusions

Intervention and Support

- Pupil needs a high level of support throughout the day in order to support behaviour management and focus on learning

- Daily interventions from an adult are required to sustain peer relationships. The range of interventions are more intensely focussed and have a well-founded evidence base
- Pupil requires supervision particularly in unstructured situations or alternative activity at break/lunch times.
- Staff needed at times to supervise pupil if he/she needs to be withdrawn or withdraws self from the classroom / small group work
- Personalised risk assessment and plan will be in place to keep the pupil safe
- A social skills/ nurturing programme/creative therapy programme is needed, delivered in small group or 1:1
- Staff trained and skilled in supporting children with exceptionally challenging behaviour

Banding descriptors for Social, Emotional and Mental Health (SEMH)

The descriptors below describe the special educational needs and disabilities children may experience and the provision which helps to support those needs and remove barriers to learning.

Not this is not exhaustive list but should be used as reference and successfully capture needs and provision that is put in place for the pupil.

SEMH Universal Element 1	SEMH SEN Support Element 2	SEMH EHC Plan Element 3 Band 1	SEMH EHC Plan Element 3 Band 2	SEMH EHC Plan Element 3 Band 3	SEMH EHC Plan Element 3 Band 4
<p>Positive ethos where the curriculum promotes children's social and emotional development.</p> <p>Behaviour policy consistently applied</p> <p>Staff have appropriate CPD to understand and manage the causes and functions of children's behaviour</p> <p>Access to Wave 2 intervention / targeted support</p>	<p>In need of nurture group/ nurturing programmes</p> <p>Some challenging behaviour is evident, and staff have additional CPD if necessary to deliver the curriculum</p> <p>Needs small group social skill/self-esteem work 3 x weekly or more /1:1 mentoring daily</p> <p>A behaviour management</p>	<p>Active casework with support services</p> <p>Pupil requires supervision particularly in unstructured situations or alternative activity at break/lunch times</p> <p>Daily interventions from an adult are required to sustain peer relationships</p> <p>Staff needed at times to supervise pupil if</p>	<p>Pupil needs to be withdrawn frequently even when working in small groups 1:1 staffing required at times</p> <p>Pupil needs access to small group work to build social and emotional skills and access learning for example through a nurture group approach</p> <p>As in Band 1 staff need time to engage with a variety of professionals</p>	<p>Pupil requires constant supervision in a small group 2:1 staffing required at times</p> <p>Learning needs extensive differentiation to engage the pupil.</p> <p>Staff need time for high levels of planning and liaison to deliver the curriculum</p> <p>Time is needed for staff to work in collaboration with other schools or</p>	<p>Behaviours can be extreme and unpredictable so that 2 staff may need to be deployed at times for pupil's safety and the safety of others</p> <p>Pupil may have anti-social behaviour and require a high level of engagement with agencies such as housing/other therapeutic services/youth offending etc;</p>

<p>to address factors influencing under – achievement</p>	<p>programme devised in discussion with support services is implemented consistently.</p> <p>Time for staff to evaluate/plan programmes with outside agencies</p>	<p>they need to be withdrawn or withdraws self from the classroom</p> <p>Pupil may have had a high number of fixed term exclusions</p> <p>Regular review (at least half-termly) and multi-agency working is needed to problem solve with family/carers and established consistent approaches</p> <p>A social skills/nurturing programme is needed, delivered in small group</p>	<p>and agencies to address all aspects which contribute to pupil’s difficulty</p> <p>Pupil needs support for most of the day in order to support behaviour management and focus on learning</p> <p>CAMHS may be involved to address mental health needs/ time for staff to liaise as necessary</p>	<p>alternative providers to meet needs</p> <p>Pupil may have exhibit attachment difficulties or other mental health need and active casework from a mental health practitioner/ therapist/ counselling service</p> <p>Engagement with Targeted Youth Services may be needed</p>	<p>Pupil has a detailed individual behaviour management plan to manage a number of aggressive behaviours which can include restrictive physical intervention.</p> <p>A member of staff is needed to supervise 1:1 calming after an incident, at times, 1:2</p> <p>Pupil is in need of therapy/counselling at least weekly</p> <p>Needs small group or 1:1</p>
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		1:1 mentoring at times each day			teaching throughout the day via a highly differentiated curriculum to engage the pupil in learning
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Sensory and/or Physical Need (including Medical Needs)

Physical Disabilities

The SEN Code of Practice (7:62) states, “There is a wide spectrum of sensory, multi-sensory and physical difficulties. Physical impairments may arise from physical, neurological or metabolic causes that only require appropriate access to educational facilities and equipment; others may lead to more complex learning and social needs; a few children will have multi-sensory difficulties some with associated physical difficulties. For some children, the inability to take part fully in school life causes significant emotional stress or physical fatigue. Many of these children and young people will require some of the following:

- Flexible teaching arrangements
- Appropriate seating, acoustic conditioning and lighting
- Adaptations to the physical environment of the school
- Adaptations to school policies and procedures
- Access to alternative or augmented forms of communication
- Provision of tactile and kinaesthetic materials
- Access in all areas of the curriculum through specialist aids, equipment or furniture
- Regular and frequent access to specialist support

Meeting the needs of children with physical/medical difficulties

Most children with significant physical disabilities are identified, assessed and begin to receive special educational provision before they reach statutory school age.

There will be some children who have a deteriorating condition, or who become disabled through illness or injury.

A very small number of children are first identified in school. These children may have difficulties dealing with the curriculum because of problems with fine and gross motor skills.

Where the physical disability is mild, but part of a complex picture of special educational needs, criteria for cognition and learning, communication and interaction, visual or hearing difficulties should be applied, as appropriate. Where a child has several areas of 'mild' special educational need, the interaction of these difficulties and the effect on the child's learning must be considered.

Universal Support – Element 1

Staff in school will need to be fully aware of the implications for learning of a child's physical disability/medical condition. The head teacher should ensure that staff have access to appropriate training to enable them to meet children's learning needs. This should be anticipatory as far as is possible; best practice would be to have any necessary training prior to the child starting school.

Health care at the Universal Level is that which is provided routinely through the school or self-medication, following Local Authority guidelines as presented in 'The Management of Children with Medical Needs in Schools' handbook and the DfE Statutory Guidance on Supporting Pupils at Schools with Medical Conditions 2017.

- Has some difficulty with social integration
- Will require specific social skills training
- May be independently mobile but needs adaptations to equipment and/or classroom
- Needs occasional support so that the medical condition does not impede or disrupt access to the curriculum, ability to take part in specific classroom activities or participation in aspects of school life.
- Intermittent absence for short periods
- See Cognition and Learning guidance
- See Social, Emotional and Mental Health guidance

SEN Support – Element 2

Descriptor of Need

It may be that some children with mild physical/medical needs have a requirement for therapy that means adult support is needed from the start; for others, despite more than one term of specific SEN approaches the child with a mild degree of physical/medical needs has a need for more intervention because he/she:

- Has programmes monitored by therapists
- There is a need for planned care in the environment
- Needs weekly support from school staff and/or weekly direct therapy
- Needs support to take a full part at school
- Risk assessment shows a high level of concern
- Needs specialist equipment and/or adaptation to seating and other furniture
- Needs support to move around school and the environment
- Needs planned support so that medical condition does not impede or disrupt access to the curriculum, ability to take part in specific classroom activities or participation in aspects of school life.
- Has an Individual Health Care Plan (Supporting Children with Medical Conditions in Schools).
- Prolonged absence with difficulty sustaining work when returning to school
- See Cognition and Learning guidance
- See SEMH guidance
- See HI and VI guidance

Assessment and Planning

In addition to Universal provision children require some of the following specific assessment, planning and support approaches

- The class or subject teacher, working with the SENCO establishes a clear analysis of the pupil's needs
- Assessment /observation by school staff indicates how child's physical disabilities affect access to the curriculum and plan for successful modification
- Where there are suspicions of undiagnosed physical or medical difficulties, school should advise parents to seek medical advice (e.g. GP, Health Visitor, School Nurse)
- Close liaison and consultation with external professionals such as assessment and advice from Occupational Therapy/ physiotherapy
- Pupil's views on their difficulties and approaches to support are gathered and recorded (All About Me / SEN Support Plan)
- Parents discuss their concerns with class / subject teacher and SENCO and a focussed programme of support is planned together in order address areas of difficulty and specific outcomes set are recorded
- Close home-school links, so school is aware of changes in circumstances / medical condition that may impact on progress in learning

Intervention and Support

- Classroom management which responds to the pupil's medical / physical needs
- 1:1 Physiotherapy/Occupational therapy programme
- Adult supervision when taking medication (if appropriate)
- Grouping strategies which are used flexibly to promote independent learning
- Classroom management which takes account of social relationships
- Appropriate support to ensure equal access to the curriculum and out-of-hours learning opportunities
- Planned strategies to combat fatigue (i.e. rest breaks)
- Fine or gross motor skills intervention programme
- An appropriate programme of support to develop self-help skills such as toileting and dressing
- Measures which allow the child to negotiate the school environment safely and as independently as possible
- Intervention programme to develop social relationships (e.g. buddying, Circle of Friends)

- Appropriate use of alternative equipment to meet physical and medical needs (e.g. writing slopes, specialist scissors)
- Adult support in some areas of the curriculum (e.g. swimming, cutting, cooking)
- Support to attend educational trips and school visits

Education, Health and Care Plans – Element 3

Descriptor of need

As above with the addition of a multi-disciplinary review following a period of joint work over at least 6 months which identifies statutory assessment as a key component of the overall future plan for the child:

- Complex physical/medical conditions that need addressing through a number of agencies
- Counselling needed for social, communication and behaviour development
- Daily access to medical treatment
- Frequent prolonged absence and difficulties sustaining work when returning to school
- A highly individualised curriculum is required
- Pupil needs intensive programmes using specialist provision
- The routine use of specialist communication systems
- See Cognition and Learning guidance
- See SEMH guidance
- See HI and VI guidance

Assessment and Planning

In addition to SEN Support provision children require some of the following specific assessment, planning and support approaches.

In addition to universal and SEN Support a few children will also require:

- Multi-agency approach taken to specialist assessment with advice leading to a more specifically focussed plan
- Rigorous qualitative and quantitative measures used as a baseline from which progress is judged
- Risk assessment shows a high level of concern
- Planned transition back to school after prolonged periods of absence due to medical condition

Intervention and Support

- Time for staff to plan/co-ordinate work of a variety of agencies
- Daily therapy programme (hydrotherapy/physiotherapy/Children's OT/S<)
- Pupil needs intensive programmes using specialist provision
- Significant adult support needed for personal care/feeding/medical treatment
- A highly-individualised curriculum required
- Frequent specialist teaching and/or support at regular intervals required
- Routine use of specialist equipment (including communication systems) across the curriculum

Banding descriptors for Physical/Medical Needs

The descriptors below describe the special educational needs and disabilities children may experience and the provision which helps to support those needs and remove barriers to learning.

Not this is not exhaustive list but should be used as reference and successfully capture needs and provision that is put in place for the pupil.

Physical/Medical Universal Element 1	Physical/Medical SEN Support Element 2	Physical/Medical EHC Plan Element 3 Band 1	Physical/Medical EHC Plan Element 3 Band 2	Physical/Medical EHC Plan Element 3 Band 3	Physical/Medical EHC Plan Element 3 Band 4
<p>Mild physical difficulties – ambulant</p> <p>No additional learning needs Staff awareness of any possible impact on learning</p> <p>Administration of routine medicines</p> <p>Access to Wave 2 intervention / targeted teaching to address factors influencing under – achievement</p>	<p>PD ambulant may have personal care needs throughout the day</p> <p>Medical needs e.g. supervision of insulin dosage</p> <p>Physiotherapy programme is delivered daily under supervision of therapist</p> <p>Time for Class Teacher/TA/Physio/OT to meet to evaluate progress and</p>	<p>PD ambulant/non-ambulant Personal care needs</p> <p>Daily physiotherapy programme</p> <p>Support needed to access the curriculum at times throughout the day because of physical difficulties-in need of scribe/support with use of IT</p> <p>No learning needs associated with</p>	<p>PD –non-ambulant Needs support throughout the day with seating/positioning</p> <p>In need of support with feeding and personal care</p> <p>Support needed for learning needs associated with physical /medical needs</p>	<p>In need of daily therapy-hydro/physio/OT /S&LT</p> <p>Pupil may have sensory processing difficulties related to their physical/medical needs</p> <p>Complex physical/medical conditions that need addressing through a number of agencies</p> <p>Time for staff to plan/coordinate</p>	<p>Severe, complex physical/medical needs</p> <p>Degenerative condition in need of possible end of life care</p> <p>In need of 1:1 at times 1:2 care to meet physical/medical / learning needs</p> <p>Needs small teaching group of 6 or fewer with access to 1:1 support for learning for much of the day</p> <p>May have:</p>

	plan programmes	physical/medical need		<p>work of a variety of agencies</p> <p>Daily access to medical treatment</p> <p>Frequent prolonged absence and difficulties sustaining achievement level when returning to school</p> <p>Pupil at KS 2 and above needs 1:1 support for much of the day for scribing and curriculum access.</p>	<p>enteral feeding needs</p> <p>tracheotomy require</p> <p>oxygen/stops breathing, at times</p> <p>Frequent multi-agency meetings are required to maintain an optimum care/learning plan.</p>
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Hearing Impairment

Pupils with hearing difficulties range from those with mild short-term hearing impairment, to those who have permanent and profound hearing loss. Pupils with significant levels of permanent hearing impairment, from moderate to profound deafness will normally be identified shortly after birth through Liverpool's Early Notification Process, namely the newborn hearing screening programme at Alder Hey Hospital. The SEND Code of Practice stresses the importance of early identification, assessment and intervention; close interagency cooperation is essential. Early hearing difficulties often lead to difficulties with language development, literacy skills, social communication and emotional development.

Audiological information alone will not determine a child's special educational needs. A wide range of difficulties are covered by the term 'hearing impairment'; it can be difficult for non-specialists to understand the diagnostic labels and information provided, and their relevance to the teaching situation. The definitions below are for broad guidance. They are not intended to be any sort of guide as to which level of the SEN Code of Practice would be appropriate for a given pupil.

Degrees of hearing loss (average across the five main speech frequencies in the better ear) and other descriptors

Mild	21-40 dB HL
Moderate	41-70 dB HL
Severe	71-95 dB HL
Profound	95+ dB HL
Progressive	Deteriorating loss
Bilateral	Both Ears affected
Unilateral	One side affected
Asymmetrical	Hearing loss differs in both ears

Conductive Hearing Loss

This is not usually a permanent loss, but results from a blockage in the transmission of sound through the hearing mechanism. One of the most common forms of conductive loss is 'glue ear'. It has been estimated that as many as 20% of children have a mild conductive hearing loss at some point in their school life. The vast majority of conductive losses will resolve spontaneously. A small minority can become chronic and will have the potential to have a significant impact on a pupil's progress. Some children have a permanent conductive hearing loss resultant from conditions such as microtia/atresia or other outer/middle ear conditions.

Sensori-neural Hearing Loss

This refers to a permanent hearing impairment arising from damage to the inner ear (cochlea) or to the auditory nerve. It can vary from mild to profound. Most cases of sensori-neural deafness occur before birth, but some can arise later in life as the result of trauma (e.g. noise) or disease (e.g. meningitis or mumps). The vast majority of children with a severe or profound sensori-neural hearing loss will have been identified and assessed audiotically before they reach school age.

Mixed Hearing Loss

If there is an issue with both the outer/middle and the inner ear, a child or young person will have a mixed hearing loss. For example, some children with a permanent hearing loss may also experience a temporary conductive loss in addition such as a period of middle ear congestion or 'glue ear' which can further depress their hearing levels.

Universal Level - Element 1

All children should have access to:

- Curriculum differentiated appropriately to meet their needs.
- Personalised learning targets.
- Appropriate classroom and whole school listening environment (good classroom acoustics and lighting, seating so that they can see and hear the teacher).
- All adults and children encouraged to talk at the appropriate volume and pitch for learning to take place.
- Flexible grouping arrangements and front forward-facing seating.

If a member of the school staff or a parent raises concerns about a pupil's hearing it is important that medical opinion is sought in the first instance.

If hearing difficulties are consistently observed, please meet with the parents and encourage them to take their child to the GP for a referral to audiology.

In the meantime, please call the Sensory HI Team for advice on appropriate interim teaching strategies and classroom management or visit the Sensory Service Local Offer page where suitable downloadable material can be found from the National Deaf Children's Society.

If the pupil's difficulties appear acute or severe please contact the Sensory HI Team immediately for advice.

Following the assessment if the pupil is taken onto caseload they will move to use School Based SEN Funding.

SEN Support – Element 2

In addition to universal provision children require some of the following specific assessment, planning and support approaches.

Assessment and Planning

- The class or subject teacher, working with the SENCo establishes a clear analysis of the pupil's needs.

- Assessment /observation by school staff indicates how child's hearing difficulties affect access to the curriculum and plan for successful strategies to help them engage and make progress.
- Where there are concerns of on-going hearing difficulties school should advise parents to seek medical advice.
- Teacher of the Deaf undertakes specialist assessments, discusses progress and gives advice.
- Relevant information about child's hearing difficulties is shared with all relevant staff.
- Staff receive training on awareness and effective strategies.
- Close liaison and consultation with external professionals such as assessment and advice from Speech and Language Therapy.
- Pupil's views on their difficulties and approaches to support are gathered and recorded (All About Me / SEN Support Plan).
- Parents discuss their concerns with class / subject teacher and SENCO and a focussed programme of support is planned together in order address areas of difficulty and specific outcomes set are recorded.
- Close home-school links, so school is aware of changes in circumstances / hearing that may impact on progress in learning.

Intervention and Support

- Critical that the pupil is grouped according to ability regardless of sensory loss.
- Class / subject teacher should take account of identified barriers to learning, which relate to the pupil's hearing impairment (both environmental and curricular). These will have been discussed with the Teacher of the Deaf.
- Named person responsible for upkeep and safe keeping of audiological equipment, should assistive listening devices such as a personal radio aid system be recommended.
- Access to additional targeted teaching in small groups, or 1:1 on a daily basis if appropriate.
- Language programme implemented with advice from Teacher of Deaf or SALT.
- Specific pre-tutoring of subject based concepts and vocabulary.
- Help in acquiring, comprehending and using speech and language in structured and unstructured settings.

- Opportunities to improve social skills, interaction, communication skills and self-esteem.
- Literacy strategies devised and implemented with advice from the Teacher of the Deaf to compensate for reduced linguistic experience due to language delay.
- Help to develop language and literacy skills through appropriate differentiation of oral and written language, activities and materials.
- Adjustments to ensure the listening environment takes account of individual needs.
- Specialist equipment to improve listening skills (e.g. radio aids, sound-field systems).
- Access to ICT as necessary (e.g. appropriate software including Co-writer, Kidspiration, Clicker).
- Regular home/school liaison to enable vocabulary/language development and maintain audiological equipment.

Education, Health and Care Plan – Element 3

Descriptor of Need

A multi-disciplinary review following a period of joint work over at least six months which identifies statutory assessment as a key component of the overall future plan for the child:

- Profound and severe impairment requiring intensive input from services
- Additional learning difficulties in the areas of learning/cognition/communication/physical/behavioural needs
- A highly individualised curriculum is required
- Expressive language may not be intelligible to an unfamiliar listener
- The routine use of specialist communication systems and languages (e.g. Sign Supported English or BSL)

Provision outside that which is normally delivered in a mainstream school will be considered. This could be a Resource Base or a School for the Deaf to take account of specialist expertise and specially adapted environment. Please see Banding.

Assessment and Planning

In addition to SEN Support provision children require some of the following specific assessment, planning and support approaches

- Outside agencies regularly contribute to assessment and planning leading to a more specifically focused plan.
- Close home-school links, so school are aware of changes in circumstances that may impact on hearing.
- Rigorous qualitative and quantitative measures should be used as a baseline from which progress is judged.
- Specialist assessments may include Success from the Start/Reynell (pre-school), ACE, TROG, BPVS and speech discrimination testing.
- For some children, a co-ordinated multi-agency approach is necessary.

Intervention and Support

- Access to more highly focussed specialist programmes of support.
- Highly structured and individualised learning programme.
- Individual programmes used to support learning throughout the day.
- A greater emphasis on language development, auditory training and communication skills.
- Additional language and communication systems may be used (e.g. Makaton / BSL).

Visual Impairment

Children with visual impairment range from those with mild visual difficulties to those who are born blind or lose sight through illness or trauma. Children with severe visual impairment will normally be identified in the first year of life but there are some conditions that do not typically present until adolescence.

Early difficulties affect emotional development, social adjustment, communication, curiosity, motivation, exploratory learning, listening skills, language development, and movement. Figures from the Royal National Institute of the Blind (RNIB) suggest that up to around half of visually impaired children will also have significant additional difficulties, of which physical difficulties are the most common.

Where visual impairment is mild, but part of a complex picture of special educational needs, criteria for cognition and learning, physical, language or hearing difficulties should be applied, as appropriate. Where a child has several areas of “mild” special educational need, the interaction of these difficulties and the effect on the child's learning must be considered.

A wide range of difficulties is covered by the term ‘visual impairment’. It can be difficult for non-specialists to understand the diagnostic labels, the nature of the condition, and their relevance to the teaching situation. The definitions below are only for broad guidance.

Children with a severe visual loss may be registered as Sight Impaired* (including partially Sighted) or Severely Sight Impaired** (Blind) see below for further explanation and definition. A consultant ophthalmologist certifies the child and social care enter the child on the register. Registration is optional but generally has some wider benefits for the child and family.

*To be certified as sight impaired (partially sighted) your sight has to fall into one of the following categories, while wearing any glasses or contact lenses that you may need:

- Visual acuity of 3 / 60 to 6 / 60 with a full field of vision.

- Visual acuity of up to 6 / 24 with a moderate reduction of field of vision or with a central part of vision that is cloudy or blurry.
- Visual acuity of 6 / 18 or even better if a large part of your field of vision, for example a whole half of your vision, is missing or a lot of your peripheral vision is missing.

**To be certified as severely sight impaired (blind) your sight has to fall into one of the following categories, while wearing any glasses or contact lenses that you may need:

- Visual acuity of less than 3 / 60 with a full visual field.
- Visual acuity between 3 / 60 and 6 / 60 with a severe reduction of field of vision, such as tunnel vision.
- Visual acuity of 6 / 60 or above but with a very reduced field of vision, especially if a lot of sight is missing in the lower part of the field.

Sight Impaired

This term is generally used to describe pupils who have vision useful for school tasks, but who require some adaptations to teaching approaches and some modifications to curriculum materials. Children may have a moderate to severe loss of vision. The degree to which differentiation is needed will vary according to both the degree of vision loss and the interrelationship between vision loss and any additional learning difficulty.

Severely Sight Impaired

This term relates to those children with a severe loss of vision, some of whom will be blind. Only a few blind children will have total vision loss. A significant number of teaching approaches and all curriculum materials will require modification.

Educationally Blind – Profound

This is an educational term used within the Natsip, referring to children who need to be educated primarily by non-sighted methods, using tactile and auditory means. A child who is educationally blind will generally use a tactile code such as Braille and where appropriate the use of technology. All teaching approaches and curriculum materials will require modification.

There are a small group of children who may use both large print and Braille. A child may for example be able to manage to read large print at an early stage but may have a poor visual prognosis necessitating that Braille is taught as a back-up strategy. Similarly, a few children manage to access maths through very large print/numbers but are unable to cope with subjects such as English in print due to the volume of print needed.

Range of Visual Impairments

There are wide ranges of conditions that can affect a child's vision. Many children with a visual impairment have more than one condition affecting their eyesight. Conditions can be stable, deteriorating, or occasionally, improving. This includes:

- Children who are registered blind or partially sighted;
- Children who are living with sight loss but who are not registered blind or partially sighted.

Visual loss can affect acuity (ability to see detail both near and far); field of vision (the amount seen in the left, right, upper, lower, central and peripheral fields); colour vision, contrast sensitivity and light sensitivity.

Degree of Visual Impairment

*Distance Vision

Mild vision loss	Within the range 6/12 - 6/18 Snellen/Kay (LogMAR 0.3 – 0.48)
Moderate vision loss	Less than 6/19 - 6/36 Snellen/Kay (LogMAR 0.5 – 0.78)
Severe vision loss	Less than 6/36 - 6/120 Snellen/Kay (LogMAR 0.8 – 1.3)
Profound vision loss	Less than 6/120 Snellen/Kay (LogMAR 1.32+)

Near Vision (Print size: Refer to standardized tests such as Kays, Maclure at 33 cm.)

Mild vision loss	N14-18
Moderate vision loss	N18-24
Severe vision loss	N24-36
Profound vision loss	Educationally blind/Braille user/can access small quantities of print larger than N36

Universal - Element 1

All children should have access to:

High quality teaching that meets the needs of all pupils and includes:

- Curriculum differentiated appropriately to meet their needs
- Personalised learning targets

- Appropriate classroom and whole school listening environment (lighting, seating so that they can see and hear the teacher)
- All adults and children encouraged to talk at the appropriate volume and pitch for learning to take place.
- Some reasonable adjustments may be required such as position in class, lighting, etc. to enable independent learning.
- Awareness that a CYP may need more time to complete tasks and that equality of access may mean that they need to do some things differently.
- Resources and displays that support independence.
- Flexible grouping arrangements

If a member of the school staff or parent raises concerns about a pupil's vision it is important that medical opinion is sought in the first instance. If visual difficulties are consistently observed, please meet with the parents and encourage them to take their child either to the GP for a referral to the hospital or to their local opticians. In the meantime, please call the Sensory VI Team for advice on appropriate interim teaching strategies and classroom management.

If the pupil's difficulties appear acute or severe please contact the Sensory VI Team immediately for advice.

Once a referral has been made to, and accepted by, the Sensory Support Team the pupil will be assessed within four working weeks. The assessment will be undertaken by a 'Qualified Teacher of the Visually Impaired' (QTVI).

SEN Support – Element 2

In addition to universal provision children require some of the following specific assessment, planning and support approaches.

Assessment and Planning

- Pupil likely to have a moderate visual impairment.
- The class or subject teacher, working with the SENCO establishes a clear analysis of the pupil's needs.
- Assessment /observation by school staff indicates how child's visual impairment affects access to the curriculum and plan for successful strategies to help them engage and make progress.
- Qualified Teacher of the Visually Impaired (QTVI) undertakes specialist assessments, discusses progress and gives advice.
- A SEN Support Plan with VI specific elements will be issued. It is expected that the SENCO will personalise and develop this plan in conjunction with additional needs based on any specialist assessment.
- This SEN Support Plan is designed for children with a Natsip scoring range of 5% to 39% from the Support Allocation Matrix, this will be advised by the QTVI.
- Further specialist assessment of child's access to ICT, mobility and independence needs by QTVI.
- Relevant information about child's visual impairment is shared with all relevant staff.
- Staff receive training on awareness and effective strategies.
- Time for staff, e.g. termly to monitor, plan record and evaluate progress with the Sensory Support Teacher.
- Pupil's views on their difficulties and approaches to support are gathered and recorded (SEND Support Plan).
- Parents discuss their concerns with class / subject teacher and SENCO and a focussed programme of support is planned together in order address areas of difficulty and specific outcomes set are recorded.
- Close home-school links, so school is aware of changes in circumstances / vision that may impact on progress in learning.

Intervention and Support

- Support needed to differentiate aspects of the curriculum e.g. some enlargements of texts, positioning within classroom.
- Pupil may need low level specialist resources e.g. raised table top, hand held magnifier

- Access to specialist ICT equipment.
- Use of auditory reinforcement.
- Appropriate seating arrangements with adjustments made to ensure pupil has a good listening environment.
- Pupils may experience additional behavioural/ learning needs which may compound moderate VI.
- Small group work/mentoring to address learning needs and to support social and emotional needs in developing peer relationships.
- Pupil may need support to develop and sustain friendships
- Grouping strategies used flexibly to promote independence.
- Classroom management which is responsive to the pupil's visual impairment.
- Equal access to the curriculum and out-of-hours learning opportunities.
- Preview and review of lesson content so VI pupil can access the lesson.
- Alternative PE and sports programme to be in place where appropriate.
- The Sensory Service will apply the Natsip Eligibility Framework (1) when deciding on the need and level of interventions. The Natsip criteria is fluid and can change according to a number of factors such as transition and change of condition.
- Mobility assessment by a registered qualified Habilitation specialist (RQHS).

Education, Health and Care Plan – Element 3 –band 1-4

Descriptor of Need

School, in consultation with parents and Sensory VI Team, decide that despite the additional interventions and modified curriculum access the pupil's levels of attainment are continuing to be impaired by their Sensory loss.

- A CYP who has a visual impairment which greatly impacts on his/her ability to access the curriculum without additional resources and adult support e.g. Requires print larger than 20 point, or May be a Braille

user or learning Braille, May require a range of equipment and aids, e.g. specialist software (screen reader, screen magnifier) and/or Low vision aids

- Attainment levels below expectation despite significant intervention and good practice.
- Pupil suffers deterioration of sensory loss impacting on attainment/or safety.
- Pupil suffers sudden and severe sensory loss. School and Sensory Support Team gather portfolio of evidence to request Education, Health and Care Plan.
- Severe or profound impairment requiring intensive input from services.
- Visual impairment with complex difficulties in the areas of learning /cognition/communication/physical /behavioural/emotional
- A highly individualised curriculum is required
- The routine uses of specialist communication systems, e.g. Braille across the curriculum
- Implementation of some or all aspect of the *‘‘additional curriculum’’

* Classroom teachers are responsible for teaching the core curriculum subjects and it can be adapted for severely sight-impaired learners, however, the core curriculum does not address the concepts and experiences that most sighted students learn incidentally, by observing others. These skills must be taught to severely sight impaired students through systemic and sequential instruction. The framework used by Liverpool Sensory Service is based on the Learner outcomes framework for VI children and young people, it is often referred as the ‘‘additional curriculum’’.

The Learner outcomes framework for VI children and young people has 8 outcome areas: learning to access; use of equipment; independence and negotiation skills; participation; meeting others; getting around; looking after him/herself; and life after school.

However it is important to recognise that the ‘‘core’’ and ‘‘additional’’ curricula are not completely independent but overlap.

The school setting, the QTVI and the Habilitation officer will work together to implement this framework.

The strategies put in place will be to ensure ‘‘access to learning’’ and ‘‘learning to access’’.

“Access to learning” emphasises making the educational environment accessible and includes providing accessible curriculum materials in a given lesson, guided support with mobility to aid the child with a vision impairment in getting to a particular classroom.

“Learning to access” emphasises independence skills such as the use of technology, low vision aid, mobility and daily living skills.

Those strategies will enable the child with a vision impairment to gain access to information and curriculum materials for themselves and to navigate independently in their environment.

Assessment and Planning

In addition to SEN Support provision children require some of the following specific assessment, planning and support approaches:

- Outside agencies regularly contribute to assessment and planning leading to a more specifically focused plan.
- The QTVI will rigorously assess and determine with the child with a visual impairment, the parents, the school setting the best learning media to use in class (braille, large print, use of access technology)
- Close home-school links, so school are aware of changes in circumstances that may impact on vision.
- Rigorous qualitative and quantitative measures should be used as a baseline from which progress is judged.
- For some children, a co-ordinated multi-agency approach is necessary.

Intervention and Support

- Access to more highly focussed specialist programmes of support
- Highly structured and individualised learning programme

- Individual programmes used to support learning throughout the day
- Regular Habilitation sessions with the Habilitation Officer in liaison with the QTVI
- Advice on physical adaptation of the environment
- Pupil will need all curriculum materials modifying into accessible formats
- Access to quiet area for Specialist teaching
- QTVI will advise on adult support
- Time for school & VI staff to jointly modify planning and curriculum access (weekly sessions)

Banding descriptors for Sensory Impairment (Hearing and Visual)

The descriptors below describe the special educational needs and disabilities children may experience and the provision which helps to support those needs and remove barriers to learning.

Not this is not exhaustive list but should be used as reference and successfully capture needs and provision that is put in place for the pupil.

Sensory Universal Element 1	Sensory SEN Support Element 2	Sensory EHC Plan Element 3 Band 1	Sensory EHC Plan Element 3 Band 2	Sensory EHC Plan Element 3 Band 3	Sensory EHC Plan Element 3 Band 4
<p>GP referral to audiology/ophthalmology must be sought if hearing/visual difficulty is suspected</p> <p>Some reasonable adjustments may be required such as position in class, lighting etc. to enable independent learning.</p> <p>Assessment by sensory support team within a ½ term following referral to the Sensory Service</p> <p>Sensory team give interim advice on strategies</p> <p>School staff including SENCo to access appropriate training offered by the Sensory Service</p> <p>. Likely to present with suspected mild</p>	<p>Moderate VI Natsip scoring range of 5% to 39% Support needed to differentiate aspects of the curriculum e.g. some enlargements of texts, positioning within classroom</p> <p>Able to work independently for much of the time with appropriate materials</p> <p>Pupil may need low level specialist resources.</p> <p>Reasonable adjustments to specified curriculum subjects required</p> <p>Pupils may experience additional behavioural/ learning needs which may compound moderate VI</p>	<p>Moderate to Severe VI Natsip Scoring 40-49% Likely to present with visual acuity of 6/24 to 6/48 and /or have a very significant field loss e.g. hemianopia</p> <p>Pupil will need regular trained adult and targeted support to access the curriculum at key times throughout the day (e.g. numeracy, literacy & ICT at primary, science/DT/ICT at secondary</p> <p>Pupil will need significant level of resources modifying</p> <p>Pupil will need ongoing, periodical specialist</p>	<p>Severe VI Natsip Scoring 50-69% Likely to present with visual acuity of 6/48 to 3/60 and /or have a very significant field loss e.g. hemianopia</p> <p>Pupil will need <i>all</i> curriculum materials modifying into accessible formats</p> <p>Pupil will need weekly specialist Mobility & Independence support & weekly specialist ICT input Pupil will need a range of specialist resources, e.g. laptop with accessibility software, electronic magnifier</p> <p>Pupil will need a high level of 1:1 support for access to learning</p>	<p>Educationally Blind- Profound vision loss Natsip Scoring 70% and above Pupil will be accessing the curriculum primarily through non-sighted methods e.g. Braille, giant print (N36 +)</p> <p>Pupil needs targeted 1:1 support to access the curriculum.</p> <p>1-1 support to have non-structured time for resource preparation and liaison.</p> <p>LSA (support staff) to be proficient in UEB grade 2 Braille (if preferred medium) and in assistive technologies, including those required to produce alternative resources.</p>	<p>Profound vision loss with other needs Pupil will have a severe visual impairment or be educationally blind and have a significant additional area of special educational need, e.g. learning, hearing (MSI) and/or physical.</p> <p>Pupil will need school placement in either</p> <ul style="list-style-type: none"> • VI special school • LA special school with additional, specialist input e.g. QTVI, Specialist teacher, OT <p>Profound hearing loss (>95 dB)</p> <p>Pupil will have a profound hearing loss and/or have a</p>

<p>or unilateral hearing loss or mild to moderate visual loss</p> <p>May be a hearing aid or a BAHA user.</p> <p>GP referral to audiology/ophthalmology must be sought if hearing/visual difficulty is suspected</p> <p>Assessment by sensory support team within a ½ term following referral to the Sensory Service</p> <p>Sensory team give interim advice on strategies</p> <p>Access to Wave 2 intervention / targeted teaching to address factors influencing under – achievement</p> <p>All reasonable adjustments made for pupil to access the curriculum and environment according to the Equality Act 2010.</p> <p>Curriculum access possible with</p>	<p>Time for staff, e.g. termly to monitor, plan record and evaluate progress with the QTVI.</p> <p>Small group work/mentoring to address learning needs and to support social and emotional needs in developing peer relationships</p> <p>Moderate HI</p> <p>Likely to present with a bilateral moderate permanent hearing loss (between 41 and 70dB) and to be issued with hearing aids and possibly other supportive technology which are used effectively</p> <p>HI child may need pre and post tutoring to address differentiation of language content within curriculum</p> <p>For both HI & VI: Time for staff, e.g. termly to monitor, plan record and</p>	<p>Mobility & Independence support</p> <p>Pupil will need a range of specialist resources, e.g. laptop with accessibility software, electronic magnifier</p> <p>Pupils may experience additional behavioural/ learning needs which may compound VI</p> <p>Moderate to Severe HI</p> <p>Likely to present with a bilateral permanent moderate (41 -70dB) or permanent/mixed loss resulting in severe functional hearing loss (71 – 95dB) which will be aided and need other assistive technology which over time, is largely used effectively and independently.</p> <p>Hearing loss causes significant delay in language and</p>	<p>and resource modification</p> <p>Pupil will need a weekly teaching support from a QTVI.</p> <p>Severe HI >71dB</p> <p>Likely to present with a bilateral permanent severe hearing loss (71 – 95 dB). Can be an acquired hearing loss, congenital or a progressive hearing loss.</p> <p>Severe delay in language and communication skills (as measured by appropriate specialist HI assessments).</p> <p>Speech is largely intelligible to familiar listeners but may contain some articulation errors which could impact on intelligibility for unfamiliar listeners.</p> <p>Language and communication delay may be compounded</p>	<p>Pupil will need high levels of specialist equipment for example, braille, Braille Note, screen reader/magnifier software.</p> <p>Pupil will need twice weekly support from a QTVI and weekly sessions from specialist VI ICT and Mobility & Independence</p> <p>Time for VI staff(reprographic technicians, Braillists,..) to modify planning and curriculum access</p> <p>Severe to Profound HI</p> <p>Likely to present with severe to profound hearing loss (71 - >95dB)</p> <p>Hearing aids or cochlear implant fitted or may gain little benefit from personal amplification. Other assistive technology (e.g.</p>	<p>significant additional area of special educational need, e.g. learning, vision (MSI) and/or physical.</p> <p>Hearing aids or cochlear implant fitted or may gain little benefit from personal amplification. Other assistive technology (e.g. personal FM systems may be used.</p> <p>Will have additional complex needs in terms of learning and behaviour.</p> <p>Very severe delay in expressive and receptive language and communication skills (as measured by appropriate specialist HI assessments).</p> <p>Speech is likely unintelligible to most listeners/BSL user</p> <p>Additional language and communication systems in use.</p>
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<p>specialist equipment, adaptation and support.</p>	<p>evaluate progress with the Sensory Teacher</p> <p>Small group work/mentoring to address learning needs and to support social and emotional needs in developing peer relationships</p>	<p>communication skills (as measured by appropriate specialist HI assessments) but speech is still largely intelligible to all listeners.</p> <p>Regular support from a TA or a CSW to access the curriculum is needed at times throughout the day.</p> <p>Pupils may experience additional behavioural/learning/communication needs.</p>	<p>by a late diagnosis/late aiding/inconsistent use of hearing aids and other assistive technology and/or progression of hearing loss.</p> <p>Regular 1:1 support required throughout the week for pre and post tutoring and to ensure that the curriculum is suitably differentiated in terms of language and cognitive level.</p> <p>May have additional learning or physical difficulty.</p>	<p>personal FM systems may be used).</p> <p>Severe delay in language and communication skills (as measured by appropriate specialist HI assessments) coupled with significant deficits in expressive language skills making speech difficult to understand for all listeners.</p> <p>Language and communication delay may be compounded by a late diagnosis/late aiding/inconsistent use of hearing aids and other assistive technology and/or progression of hearing loss.</p> <p>Additional language and communication systems may be used (e.g. Makaton / BSL)</p> <p>Is likely to need 1:1 support for much of the day for pre and post tutoring and to ensure that</p>	<p>Pupil will need school placement in either:</p> <ul style="list-style-type: none"> • School for the Deaf • LA special school with additional, specialist, daily input to meet the severe hearing impairment needs (e.g. communication support) <p>If not in specialist provision will need full-time 1:1 support throughout the day as able to access curriculum only with substantial mediation and/or adaptations of materials for language and cognitive levels</p>
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				curriculum is suitably differentiated in terms of language and cognitive level.	
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Process and Procedures

Children and young people should access high quality teaching that is differentiated and personalised to meet the individual needs of the majority of pupils.

Moving a pupil to SEN Support

- The decision to provide a pupil to SEN support is one which will be made by the school, in discussion with parents and the pupil.
- Parents must be formally notified.
- When evaluating whether a pupil needs a more intensive level of intervention i.e. a move to SEN support schools should consider:
 - Is there a group of pupils in this class/year group who are experiencing this difficulty?
 - Have teachers had the continued professional development (CPD) they need to teach this cohort of pupils?
 - Does the pupil need improved high quality teaching or is an intervention at Wave 3 required?
 - Are there other factors that might be causing underachievement, and have they been addressed through Wave 2 intervention / targeted teaching (see chapter on identification)?
- Recognising that a pupil needs intervention at a more intensive level does not mean that the resource will be immediately available. A school may be running intervention programmes and 1:1 support, which utilises all the existing resource through the use of their SEN Notional Budget.
- Schools will need to use active provision management to ensure that they can meet a range of pupil needs within a reasonable time frame i.e. support pupils via timed interventions with clear outcomes which are reappraised termly, rather than lifetime programmes. New pupils may then be brought into interventions.

- If the school chooses to use funding for in class support, it should be purposeful, targeted and built upon good quality teaching. Support should not be used to facilitate task completion but focus on the student's learning. The school should be confident about how any in class support is accelerating the pupil's progress.

Pupils

- Pupils should be involved in the discussions around their progress, where possible, visual representations of progress should be used.
- A pupil is entitled to a child friendly, individualised programme with outcomes that they can understand and have been involved in developing. School must record outcomes and action and may choose to use the 'All About Me' document and capture this on the pupils SEN Support Plan.
- Even very young children or those with serious communication difficulties should be offered choices using photographs, objects etc.

Parent/Carers

- Parent/Carers should be involved in a discussion with the class/subject teacher supported by the SENCO to develop a shared understanding of the pupil's strengths and difficulties, agree outcomes for the child and the next steps to meeting these outcomes (intervention). This discussion may be recorded on the "All About Me" document and subsequent SEN Support Plan.
- Class teacher and/or SENCO should explain fully to the parents the additional and different provision that will be put in place.
- Parent/Carer's views should be sought before interventions are put in place and they should be kept informed about progress (three reviews per year).

Person-Centred Review (PCR)

What is it?

It is a meeting of child, parents/carers and all the professionals who have been working with a child, if appropriate the educational setting should invite health, social care and any specialists to engage in this.

The purpose of the meeting is for the parent/carers and professionals to explore child and parental views, to set agreed outcomes and plan how provision should be adapted or replaced in order to achieve these outcomes

The meeting will usually be informal, the child/parent should be asked about how and where the meeting will be set up by the SENCO.

It can take place in a venue chosen by the parent, in the school or at home as long as the chosen place can accommodate the number of people you wish to invite.

In order to prepare for the meeting, parents will be given person-centre tools (Appendix 2) so that they can complete at home or at the educational setting in discussion with a member of staff that knows the child and their family.

Professionals at the meeting who have been working with the child should provide a report which should be no more than 3 months old. Where the child attends a setting it is recommended best practice that reports should be circulated 2 weeks before the PCR and this includes to parent/carers.

The meeting

The people at the meeting will consider what is happening now for the child, what is good about it and what is not going so well through a series of questions.

- Who is here? Who else was invited? Who else is important to.....?
- What do we like and admire about ...?
- What are our hopes and dreams for....?
- What is important for...?
- What is important to...?
- What is working well?
- What do we need to develop?
- What are our short-term outcomes?
- What are our long-term outcomes?
- What are our next actions?

The meeting will start with the child's views.

How views should be presented at the meeting will be discussed with the child, if they are old enough/able to have an opinion, and their parents.

If the child is very young their views could be presented by their parent and/or a support worker telling the people at the meeting what they are like, what they find difficult and what is important to them. It could be written down before the meeting for people to read.

A set of outcomes will be formulated in discussion with the child, parents and colleagues at the meeting, together with the support and programmes needed to order to achieve them and will inform the SEND Support Plan that is drafted.

At the meeting, it will be decided if those outcomes can be achieved with the existing Local Offer (as stated above) and resources, or whether an Education Health and Care plan should be requested to access additional funding.

If the decision is not to request an Education Health and Care Plan Assessment and the child is in school, a plan of support using resources from the Local Offer / school's notional SEN budget is agreed upon. If the child is in another early years setting, then a plan of support may be resourced through the Early Years Inclusion Fund or high needs funding.

The Education, Health and Care Planning Process

As mentioned previously, an EHC Plan is the product of a coordinated assessment for children and young people with complex needs aged 0-25 (16-25-year old's in further education and training where the student concerned needs SEN provision that cannot reasonably be provided within the resources normally available to mainstream FE settings). The education provision set out in the EHC Plan has to be provided.

Requesting an Education, Health and Care Assessment

After following a graduated approach to support, it may be appropriate to request an education health and care plan. When evaluating whether a greater level of resource is needed to meet the pupil's needs schools need to consider whether the interventions they are using are;

- evidence based / nationally recognised Wave 3 interventions
- being delivered by staff who have been appropriately trained
- being consistently delivered by staff
- closing the attainment gap between the child and their peer group
- enabling the child to make progress at the expected rate

Schools also need to evidence the use of external agencies (e.g. EP, special advisory teachers, SENISS, therapists) in providing specialist assessment of needs and the implementation of the resulting recommended strategies, approaches and programmes.

The EHC Needs Assessment Process

The EHC process is outlined in the flow chart below. In summary;

- An EHC plan makes provision for a child's or young person's needs across education, health and care
- To support the referral, schools will collate assessment information that they already have, or know about, and submit it with evidence of support provided. This should be a fairly quick process
- Parents / carers will have a named SEN casework assistant to support them through the process
- Young people and families views of the child or young person's needs and their hopes for the future are key to the process
- The coproduction meeting to draw up the EHC Plan involves parents, the young person, where appropriate, and professionals who have assessed the child or young person. School is involved in shaping and developing the provision in the plan
- EHC Plans will be personalised. That means that all the child's or young person's individual needs in education, health and care will be considered and the plan will then be shaped to meet their personal circumstances
- The resources that are available will be used flexibly to allow families to make some choices about the provision their child/young person receives. Schools will be consulted about provision affecting work in school
- A personal budget may be available to families to choose how to support the child or young person
- The time taken to produce an EHC Plan is 20 weeks

Assessments should only be made with the full informed consent of the parent, following cycles of assess, plan, do, review. Application forms for schools can be found in the appendices titled *Application for an Education, Health and Care Needs Assessment from an Educational Establishment (Including Early Years and Post 16 settings)*

Usually the SENDCO would meet with parents and other professionals prior to any request for an EHCP assessment is made.

A parent also has a right to request an assessment and the form *Parental Request for an EHC Assessment* is contained in the appendices.

Decision to Assess

The local authority would usually expect to carry out an EHC statutory assessment for those children and young people:

- Who have or may have special educational needs (Educational needs are the trigger for an EHC needs assessment, the child or young person may or may not have social care and/or health needs. Social care or health needs will not be considered as indicators of the need for an EHC needs assessment, although they will be taken into account during the process if the educational needs leads to an assessment.)
- Who have not made expected progress in response to relevant and purposeful action to identify, assess and meet the special educational needs of the child or young person taken by the school or other educational setting
- Who need SEN provision that cannot reasonably be provided within the resources normally/usually available to mainstream schools and other educational settings.
- Whose special **educational** needs (SEN) are long term, severe and complex.

Next Steps

When the local authority receives a request for an EHC needs assessment, the application is considered by a panel. If the assessment is agreed, the parent/carer or young person will be allocated a named SEN Caseworker to support them through the process.

Where there is no EHC application from the school, the school will be asked to submit this within 2 weeks to ensure that the panel have the information needed to advise the local authority and enable a response within the statutory time scale of six weeks. In order to decide whether an EHC needs assessment is required the panel need to

consider whether the child or young person has or may have special educational needs, long term, severe and complex SEN, whether they have responded to relevant and purposeful actions taken by the school or other educational setting and whether the child or young person's needs can be reasonably provided for within the resources normally/usually available to mainstream schools and settings, which includes high needs top up funding. The panel needs to have information from the parents/carers, the young person and the school or other educational setting in order to make this judgement.

Decisions are communicated in writing to the parents/young people following the decision. This must be within a maximum of 6 weeks from the request for assessment being received. If the assessment has been turned down a member of SENISS will contact the parent and school to provide support and advice relating to next steps.

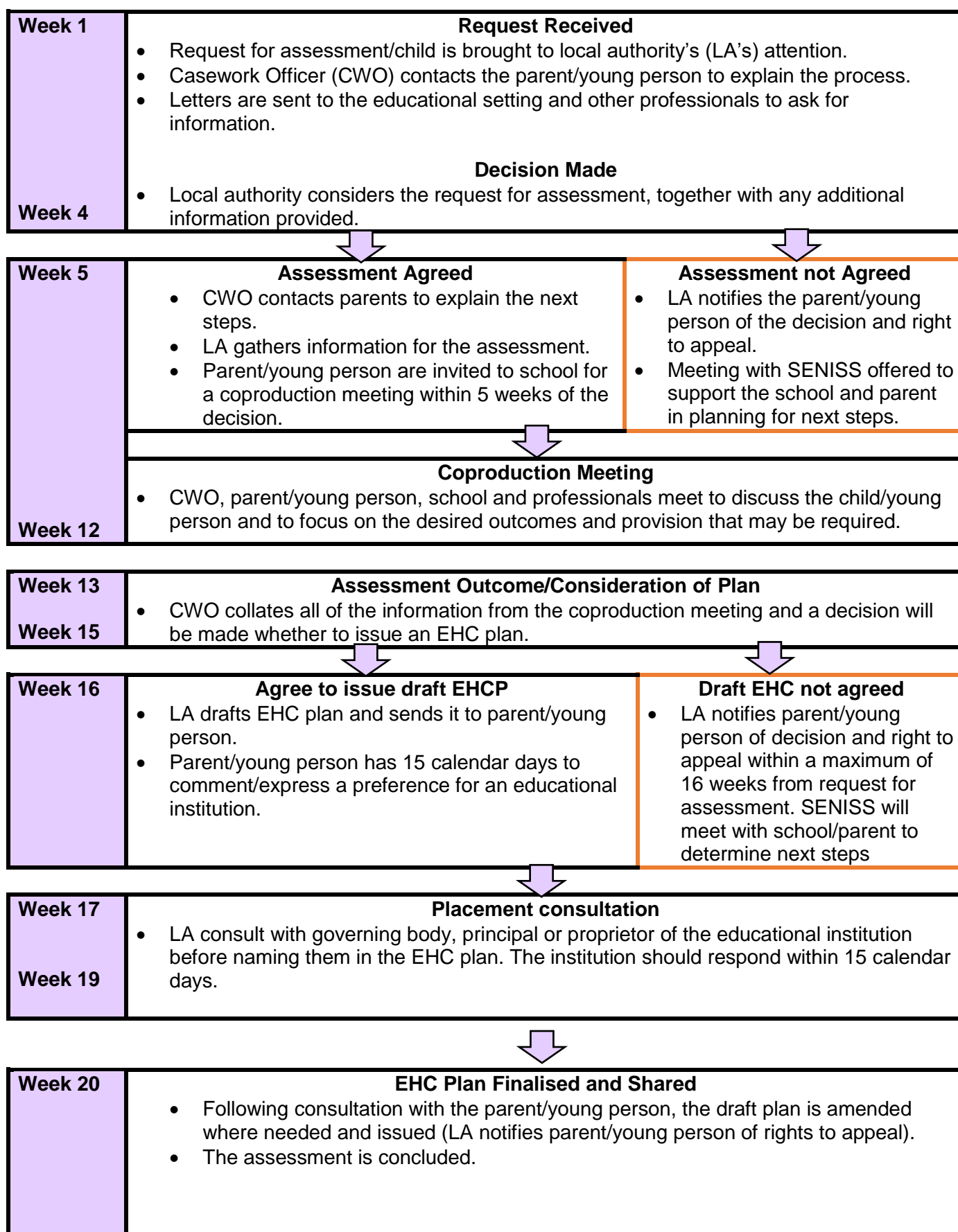
Where the decision is not to proceed with an assessment, the parents/young person will be informed of the reasons behind this decision and how they can appeal

Where the decision is to proceed with an EHC needs assessment, the SEN caseworker will contact the parents/young person to check that the summary of their views is still up-to-date and to agree the additional information required.

The information collected must include advice about the child or young person's education, health and care needs, desired outcomes and the special educational, health and care provision required to meet these needs and outcomes. Some of this information will however already be available and in the person-centred, outcomes led format required. It will therefore only be necessary to seek further advice where the child/young person's needs have changed or there are gaps in the information provided. Where such advice is requested by the local authority it must be provided within six weeks of the request being made.

The process is outlined in the flow chart below.

Education, Health and Care (EHC) Needs Assessment Process



The Coproduction Meeting

As part of the EHC planning process, a co-production meeting must take place with parents and partners.

Before the meeting

Following agreement by the local authority to carry out an Education, Health and Care (EHC) Needs Assessment, a date for a co-production meeting will be arranged by the SEN Team. The meeting will ordinarily be held at the child/young person's school or via a virtual platform (such as Microsoft Teams) while COVID restrictions are in place.

An invitation to the co-production meeting is included in the request for advice, which is sent to all those involved. If a problem arises with the date of the meeting, it will be the responsibility of the SEN Caseworker to co-ordinate an alternative date, ensuring that this is within weeks 5 -12.

The meeting is an opportunity to seek the views of parents and professionals. Depending upon the timing of the meeting, advice from professionals may not always be available. If the advices have already been produced, the SEN Caseworker will draw up, in line with Code of Practice Section 9.62:

- Section A – The views, interests and aspirations of the child and his or her parents or the young person.
- Section B – The child or young person's special educational needs.
- Section C – The child or young person's health needs related to their SEN
- Section D – The child or young person's social care needs related to their SEN.

If the advices are not available, a discussion with regard to the content of each section should take place and the sections completed after the meeting, upon receipt of advices.

During the meeting

The caseworker will discuss the advices if available at this point and determine the content to be placed in the plan with parents.

The SEN Caseworker will lead a person-centred discussion to agree outcomes (Section E) and seek the views regarding provision required to meet each identified need (Sections F, G, and H1 and H2).

Cost and funding and sections I, J and K of the EHC Plan are not discussed at the meeting.

It will be the responsibility of the SEN Caseworker to support the facilitation of the meeting and offer guidance on the assessment process and requirements in line with the Children and Families Act (2014), the Special Educational Needs and Disability Regulations (2014), and the SEND Code of Practice (2015).

The young person's or parent's preference for placement will be noted at the meeting, if known, and if appropriate, any request for a Personal Budget.

After the Coproduction Meeting

The SEN Caseworker will use the information from this meeting to complete a draft EHC Plan or produce a Summary Assessment of Need. Any documentation will be issued with all appended reports to the young person and/or parents, and in the case of the EHC plan, the proposed placement.

In the event that the local authority do not issue an Education Health and Care Plan, SENISS will meet with parents and school to discuss next steps. This will enable support and provision to be discussed in depth and to resolve any difficulties.

If a decision is made to issue an EHC plan it will be the responsibility of the SEN Caseworker to liaise with young people and/or parents, key workers and The Special Educational Needs and Disabilities Information Advice and Support Services (SENDIASS), for example, to resolve any issues following the meeting and to arrange for the final EHC Plan to be issued.

As well as the child's parent or the young person, the final EHC plan must also be issued to the governing body, proprietor or principal of any school, college or other institution named in the EHC plan, and to the relevant CCG (or where relevant, NHS England).

Reviewing an Education Health and Care (EHC) Plan

EHC plans should be used to actively monitor children and young people's progress towards their outcomes and longer term aspirations. They must be reviewed by the local authority as a minimum every 12 months.

The school is required to complete this review on at least an annual basis for every child or young person on roll for whom the local authority continues to maintain an Education, Health and Care Plan (EHCP). The attached form, in the appendices titled *Annual Review*, is provided to all education providers by Liverpool City Council for the purposes of completing this review.

Reviews **must** focus on the child or young person's progress towards achieving the outcomes specified in the EHC plan. The review must also consider whether these outcomes and supporting targets remain appropriate.

Reviews should:

- Record the views of the child/young person, parent/carer, school and all relevant professionals
- Focus on and monitor progress towards outcomes and longer-term aspirations
- Consider if long term outcomes and supporting steps remain appropriate and if new outcomes are required
- Gather information about strength and needs across education, health and care (as relevant)
- Assess effectiveness of the current provision
- Consider whether the child/young person has made progress and if the EHC plan is still required or the level of additional provision should be reviewed.
- Have a focus on preparation for adulthood
- Set new interim targets for the coming year and where appropriate, agree new outcomes
- Review any interim targets set by the early years provider, school or college or other education provider

Review Process

Before the review meeting

In most cases, the child/young person's educational setting is responsible for organising and coordinating the meeting and for inviting attendees. If a child/young person is home educated, then the local authority is responsible for holding the review meeting.

Attendees at the annual review should include where possible; the child/young person, the parent/carer, a relevant member of school staff who can discuss the child/young person's progress and any other relevant professionals. Appropriate efforts should be made to find a date that is convenient for all key stakeholders.

While the local authority SEN department should be invited to the meeting, SEN caseworkers are not able to attend all annual reviews. If however, the family or educational setting feel that there are concerns that they would like to discuss with the local authority then they should contact their SEN caseworker at least two weeks in advance of the meeting to request support and whether they may need to attend this review.

The education provider should request all reports and other written advice and should always circulate these completed reports to all individuals involved at least 2 weeks before the annual review including;

- The child/young person views - These views should be presented either by the child/young person during the meeting or if they do not wish to attend the meeting discussed and recorded prior to the meeting (see appendices for *All About Me* document)
- Parents/ carers should be encouraged to complete their relevant section of the Annual review or write their own contribution which will express their views (see appendices for *Parent/Carer Views Form*)
- Educational setting report
- Reports from professionals involved in supporting the child/young person

It is recommended that these requests for advice are sent at least four weeks before the meeting date to allow enough time to respond. If a relevant report is not received in time for the review, then the school or family may wish to postpone the review until it is received and raise this concern with their SEN caseworker.

During the review meeting

The annual review should be person centred and the voice of child/young person should be considered first in the meeting. Other aspects of the meeting can then be discussed within the context of the child's wishes.

Liverpool's annual reviews for EHC plans should be updated by the educational setting using track changes, or if the child is awaiting placement by a local authority representative. This will allow for reviews to be amended in an efficient and timely way.

From Year 9 onwards the review should focus on **Preparing for Adulthood (PFA)** looking at the 4 areas for preparation for adulthood outcomes. These outcomes should be linked to

- Employment
- Friends, relationships and the community
- Independent Living
- Good Health

After the Annual Review meeting

The completed documentation should be sent to the local authority at sen.team@liverpool.gov.uk no more than 10 working days after the Annual review meeting is held.

In addition to the annual review reports, please send in

- Child/YP and Parent views
- Education Provider report
- Any recent professional reports
- For children who are year 9 and over an addendum should also be attached titled **Preparing for Adulthood**

Overview of Timelines

Review meeting	Arranged within 12 months of the date of issue of the EHC plan or most recent annual review.
Review submitted to the Local Authority	No more than 10 working days after the meeting date.
Parents informed about the local authority decision.	4 weeks after the date of the review meeting.
If amendment agreed, amendment notice issued	Parents have 15 days to consider and the final EHC plan will be agreed and issued 8 weeks from the amendment notice.
If the review is a Transfer between phases of education: For example, Early years to primary school or Primary school – secondary school.	Final EHCP/ amended final EHCP must be issued by the 15th February in the calendar year of the transfer between schools.
If the review is a Post 16 transfer, for example from secondary school to post 16 institution or to a supported internship.	Final EHCP/amended EHCP must be issued by 31st March in the calendar year of the transfer.

Early or Interim Review

Parents and schools can ask for a review meeting to be brought forward, if the child / young person's EHCP is more than 6 months old. This is called an early or interim annual review. The reasons for calling an early or interim annual review are as follows;

- the child/young person is at risk of exclusion or permanent exclusion

- there has been a sudden or rapid change in the child/young person's health
- developmental needs or social care needs and their special educational needs are no longer accurately described in their EHC plan
- the education, health or social care provision in the EHC plan no longer meets the child/ young person's **changing** needs
- there was a recommendation from the previous annual review to increase monitoring of the child/young person's needs and provision
- parents have expressed a wish to educate their child at home

The process and paperwork for an emergency annual review remains the same, in most respects, as a typical annual review.

Students where parents wish to educate their child at home Parents have a duty to ensure their child receives a full-time education from the age of five. Most parents choose to send their child to school; however, they can choose to take full responsibility and home educate. Parents must ensure that their child receives education that is suitable to their age, ability, aptitude and any other special needs they have.

The right to home educate applies equally to children with an Education Health and Care Plan (EHCP) as with all children. However, if the child is on the roll of a special school the child's name may not be removed from the register of that school without Local Authority consent. Although consent may not unreasonably be withheld, the Attendance and Welfare Service must be contacted and the necessary steps undertaken to ensure the provision in the plan can be delivered.

SEND Handbook 2020

Initial Concerns Record Appendix 1

This is a sample form for you to use if you choose.
Please ensure you add your school logo and follow your school GDPR guidelines

School
Logo

Initial Concern Record

(To be completed by the class teacher)

Teacher Name:	
Class Name :	

Pupil Name:		DOB:	
Home Language:		CLA	Y/N
Attendance:	%	FSM:	Y/N

Progress Data over time (this does not need to be a full academic year)

Autumn 1			Autumn 2			Spring 1			Spring 2			Summer 1			Summer 2		
R	W	M	R	W	M	R	W	M	R	W	M	R	W	M	R	W	M

The following boxes should be completed with concise bullet points:

Emerging Need/Difficulties:

<ul style="list-style-type: none">••

Additional formative assessment to identify gaps in learning:

<ul style="list-style-type: none">••

Targeted teaching / learning strategies / reasonable adjustments that have been implemented:

<ul style="list-style-type: none">••

Impact of targeted teaching / learning strategies/ reasonable adjustments:

-
-

Parent/Carer Views:

-
-

Pupil Views:

-
-

Actions/Outcome of meeting to consider placement on school's SEND Register:
(to be completed by SENCo, this may)

-
-

Agreed by:

Parent/Carer:		Teacher:	
SENCo:		Date:	
Agreed Review Date:			

Appendix 2

Person-Centred Tools

The following tools are based on the person-centred approaches developed by Helen Sanderson and Associates. Liverpool recommends the use of these tools to support conversations and capturing discussions ready for a Person-Centred Review (PCR).

The Person-Centred Review

A key part of the new process is a Person-Centred Review (PCR) which is intended to gather parents and professionals to share their knowledge and understanding of and with the child or young person and decide the outcomes they will strive for in terms of 'preparation for adulthood' including employment, friends and living in the community and independence.

You must hold a PCR to plan and initiate a SEND Support Plan and review and adapt it at least 3 times over an academic year, before requesting a statutory assessment of the child or young person's special educational needs through an Education Health and Care Needs Assessment.

Documents to explain the PCR to parents and letters to invite professionals to a meeting are included.

Sample Letter 1 - What is a Person-Centred Review (PCR)

Dear Parent/Carer,

This letter explains the Person-Centred Review Meeting to you. As we have discussed we think it will help us to decide together the next steps in supporting..... (child's name)

Person-Centred Review

It is a meeting of parents, school and the professionals who have been working with your child.

The purpose of the meeting is for the school and professionals to listen to what you and your child's hopes for the future are and what you feel about what is happening now.

Where will the meeting be held?

The meeting will usually be informal, the SENCO will ask you how you would like it to be set up; it can be more formal if you prefer.

It can take place in a venue chosen by you, in the school, in a community centre, at home as long as the chosen place can accommodate the number of people you wish to invite.

What do I need to do to prepare?

The school will give you a form to record your views. You can complete this form at home or at school in discussion with a member of staff.

You will also be given a health/medical questionnaire to complete in order to determine whether or not your child's progress at school is affected by a health/medical condition.

What reports can I expect to have for the meeting?

Professionals at the meeting who have been working with your child will have written a report, which should be no more than 6 months old. You should have a chance to read any new reports before the meeting. They should be given to you or sent to you a few days before.

The meeting

The people at the meeting will consider, with you, what is happening now for your child, what is good about it and what is not going so well through a series of questions.

The child or young person's views

The meeting will start with your son or daughter's views. This will be prepared before the meeting and may be read or shown via a video or presentation. The way their views are presented will be discussed with your son or daughter and yourself to ensure the best way is chosen. You should be comfortable with how this will be done at the meeting.

If your son or daughter is very young their views could be presented by you and/or a support worker telling the people at the meeting what they are like, what they find difficult and what is important to them. It could be written down before the meeting for people to read.

For an older child, this might be face to face with a preferred adult accompanying them such as a member of support staff, via a video or presentation or presenting a written view.

There are then a series of questions, which everyone in the group will discuss

- What do we like and admire about
- What's important for....?
- What's important to.....?
- What's working well? What are the issues and questions that need to be addressed?
- What actions are we going to do next?

Developing a plan

A plan to achieve the hopes you and your son or daughter have will be developed. There will be a set of outcomes chosen by you and your son or daughter in discussion with the colleagues at the meeting, together with the support and programmes needed to achieve them.

Best wishes,

Sample Letter 2 - A letter from the child/young person inviting family and professionals to their Person- Centred Review

Dear

It is almost time for the review of my SEN Support Plan.

It's important that I get the support I need for what is important to me now and for the future. To help make sure that happens I would like all the people who are important to me to meet together to share their thoughts and views.

You can get ready for the review by thinking about some of the things we will talk about.

You will have the chance to share:

- What do we like and admire about
- What's important for....?
- What's important to.....?
- What's working well? What are the issues and questions that need to be addressed?
- What actions are we going to do next?

When we've listened to what everyone has to say, including me, then we can try to work out any issues and answer any questions.

By doing all this I hope we'll be able to agree on an action plan which will support me in a positive way in working towards the outcomes I'm hoping to achieve on my journey towards my long-term aspirations.

I would like to invite you to my review on:

.....(date) at (time).

It will take place at(place).

I do hope you'll be able to come along. Please contact

..... my school's SENCO/Inclusion Manager to tell him/her whether you can come or not. You can also contact

.....if you have any questions or want to know more about my person-centred review before it happens.

Thank you



Using Person-centred Approaches

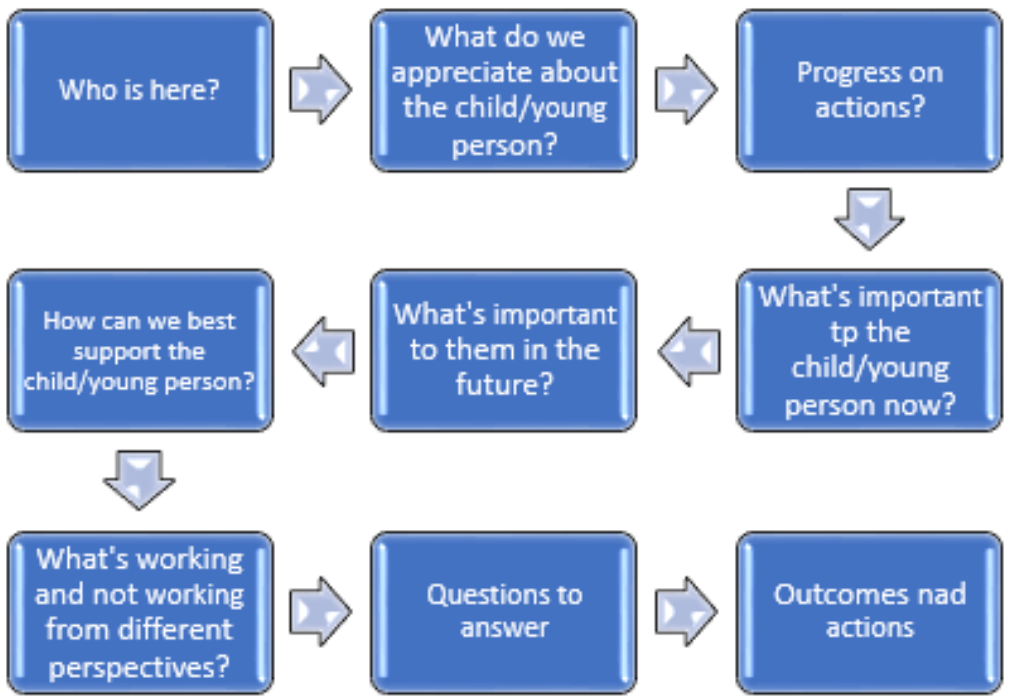


Prepare
Remember you will be facilitating the review in a person-centred approach

- As a facilitator you need to support various people to prepare;
- the child/young person
 - the family
 - other professionals



Headings to use to guide your person-centred review:





Agree outcomes and provision with everyone involved which are:

- personal to the child/young person and not expressed from a service perspective
- SMART – Specific/ Measurable/ Achievable/Realistic/Timely
- of benefit or will make a difference to the child/young person

Writing outcomes: a successful approach to facilitate change

Needs	Outcomes	Strategies/Resources	Review Date

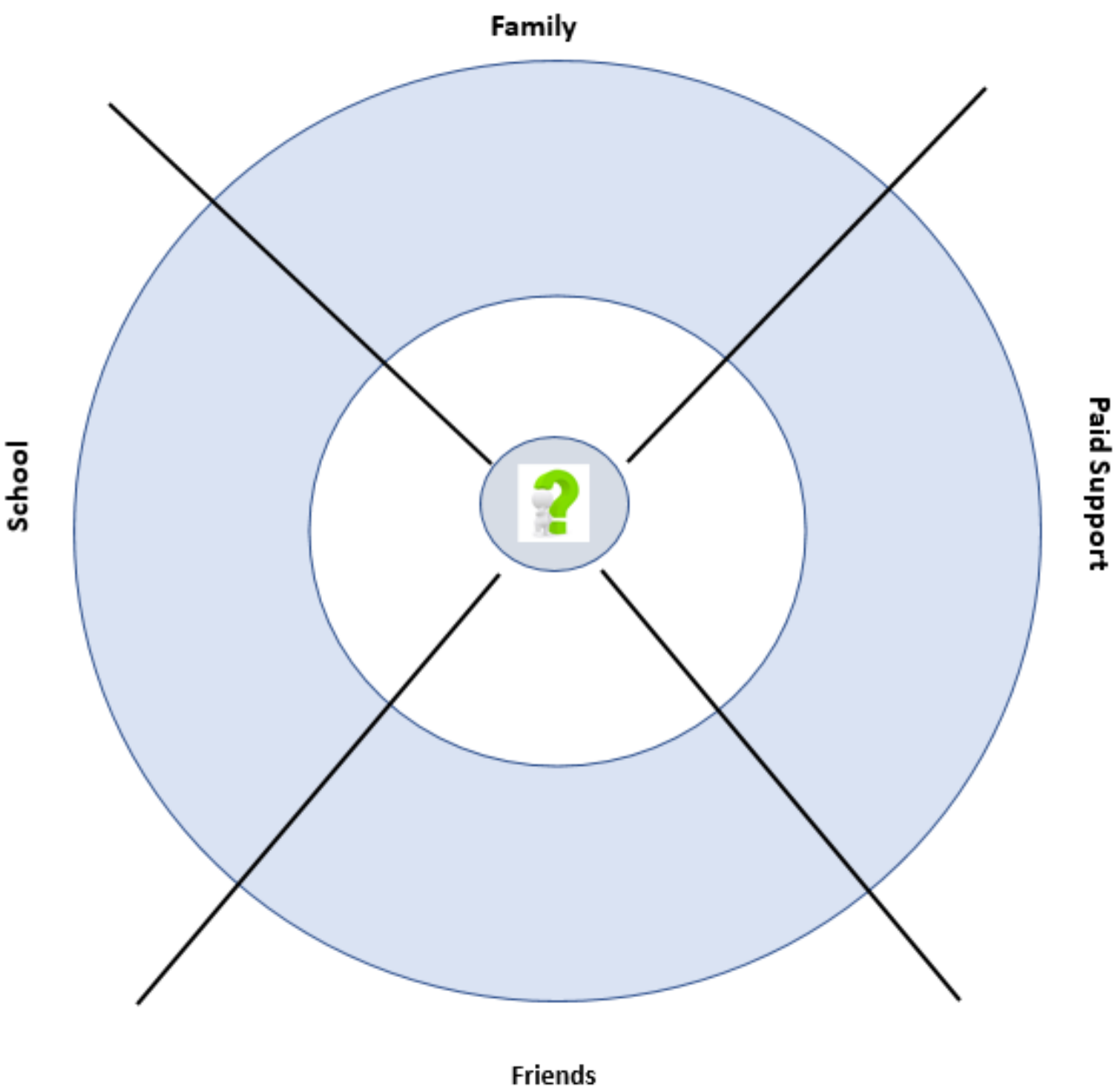
Important to me / Important for me

What's important to me?



What's important for me?

Relationship Map



Good day/ Bad day

Good day

What makes it a good day for me?

What makes it a bad day for me?

Bad day



What needs to happen to make sure there are more good days for me?

On good day these things would happen:

Appendix 3

SEND Support Plan

Creating a SEND Support Plan

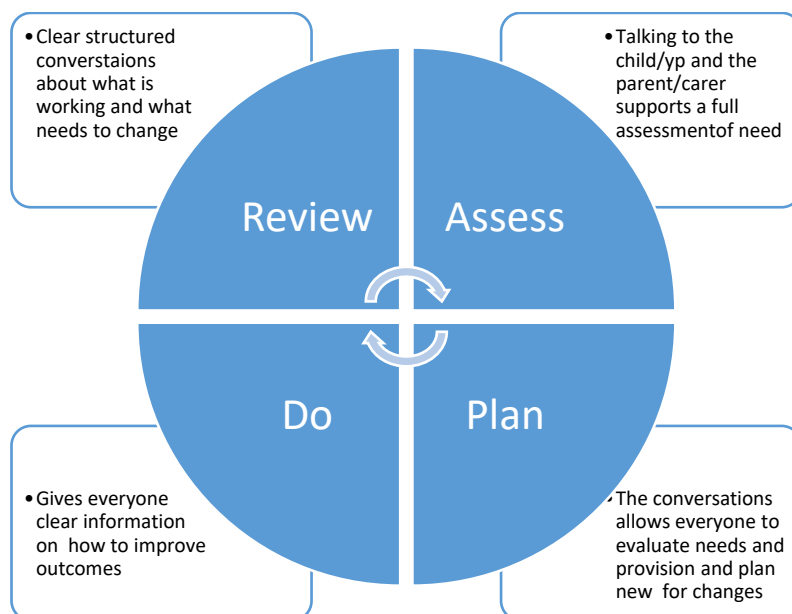
The advantages of creating a concise and clear SEND Support Plan are that it:

- involves the child or young person
- involves the parents/carers
- provides a summary of the person-centred information that people in the person's life can use to get to know them quickly
- ensures that any professionals involved provide consistent support in the right way
- considers
 - what is important to/important for the child or young person
 - what good support looks like
 - a way to create actions that make a difference

Benefits of creating and using a SEND Support Plan

- the child/ young person is kept at the centre of the graduated approach
- parents and carers are involved in the discussions and decisions
- it supports teaching and learning
- clear support and actions are identified
- personalised support is planned and evaluated
- transition support is improved

Linking SEND Support Plans link to the Graduated Approach?



Tips for creating a SEND Support Plan

For each of the sections consider how you share the information

Appreciation

- Capture positives, the 'proud' moments
- Identify strengths, qualities, gifts and talents
- Avoid words like 'usually' and 'sometimes'

Important to

- Things that the child/young person looks forward to, enjoys
- Could be what must be present as well as what must be absent
- Avoids words such as 'likes' and 'dislike'
- What they enjoy at school and at home-similarities/differences
- Interests and hobbies - when, where, and how often they take place
- Information about family life and any important routines
- Who is important – how and when they spend time together
- Possessions that are important to the child/young person

How best to support

- Information about what others need to know or do
- Not a list of general hints
- Identify what the child/young person needs support with
- Consider all areas- health, safety and risk
- Be specific

General Considerations:

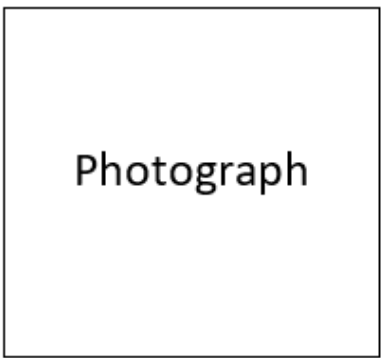
- Involve significant others
- Should refer to how best to communicate if necessary
- If you took off the name you could still identify the child/young person
- Information gather first e.g. routines, good day, bad day – **not** template filling
- Has a good balance of important for/to
- Use everyday language – no jargon
- Agree SMART targets

Example SEND Support Plan (Use as an example to help, find blank for completion on Page 164-165)

Graduated Approach SEND Support Plan

Date Completed:
Review Date:

<u>Pupil Information</u>	
Name:	
DOB:	
Form/Class:	
Key Staff:	Mr Jones - 1:1 Mrs Smith – class teacher
SEN Action: SEN Support / EHC Plan	
Category of Need:	
Cognition and Learning	S
Communication and Interaction	P
Social, Emotional and Mental Health	<input type="checkbox"/>
Sensory/Physical	S



People admire and like that:
- I play different sport
- I like to be praised
- I am a good friend

I would like you to know that:
- I have a diagnosed Speech and Language Need.
- My primary need is impacting on my ability to learn and recall previously taught information.
This means that:
- Promotion of my communication is a priority;
- I require my teachers and TA to differentiate my curriculum to my age-related expectation.

I find it difficult to:
- Access my age-related curriculum
- Talk and explain ideas
- Cope when I get things wrong
- Read lots of writing and books
- Tell you how I am feeling
- Move around the school

The best way to support me is:
- Staff use signing, non-verbal gestures and speech and visual support to aid understanding.
- Simplification of learning activities, which are broken down into small steps using an 'errorless' approach so that tasks become achievable.
- Give me time to practise new skills through over-learning and repetition.

My agreed Long term outcomes:
-
-
-

Additional Support I have access to:
- Speech and Language Therapist
- Outreach Teacher from SENISS
- Physiotherapist

<u>Data, Attainment and Achievements</u>	
Attendance: 91 %	Achievement Points:
English:	Maths:
Reading Age:	CATs:
Other:	

Autumn**Short term targets**

	Achieved	Partially achieved	Not achieved
1)			
2)			
3)			

Provision

- Speech & language programme - A programme of language, speech and communication work planned and reviewed by the school speech therapist and delivered by the teaching assistants
- Early Reading Research Intervention - a phonics programme 5x10 minutes a week
- Individual Numeracy Programme - a core number skills programme 5 x 20 minutes per week
- Individual programme to support physical development and skills. - A programme applying recommendations provided by the physiotherapist

Spring**Short term targets**

	Achieved	Partially achieved	Not achieved
1)			
2)			
3)			

Provision**Summer****Short term targets**

	Achieved	Partially achieved	Not achieved
1)			
2)			
3)			

Provision

Agreed by Teacher

Agreed by Parent

Agreed by SENCO

Agreed by Child

SEND Support Plan

Pupil Information

Name:

DOB:

Form/Class:

Key Staff:

CLA: Yes/No

SEN Action: SEN Support/ EHC Plan

P-Primary Need **S**-Secondary Need (Inc. diagnosis or specific area of need)

Category of Need:

Cognition and Learning

Communication and Interaction

Social, Emotional and Mental Health

Sensory/Physical

Photograph

People admire and like that:

-

Date Completed:

Review Date:

I would like you to know that:

-

This means that:

-

I find it difficult to:

-

The best way to support me is:

-

-

-

My agreed Long term outcomes:

-

-

-

Additional Support I have access to:

-

Data - Progress and Achievements:

Attendance: %

English Reading:

English Writing:

Maths:

Other Specialist Assessment:

Reading Age:

Standardised Tests:

Other:

153

Autumn

Short term targets/outcomes

	Achieved	Partially achieved	Not achieved
1)			
2)			
3)			

Provision

-

Spring

Short term targets/outcomes

	Achieved	Partially achieved	Not achieved
1)			
2)			
3)			

Provision

Summer

Short term targets/outcomes

	Achieved	Partially achieved	Not achieved
1)			
2)			
3)			

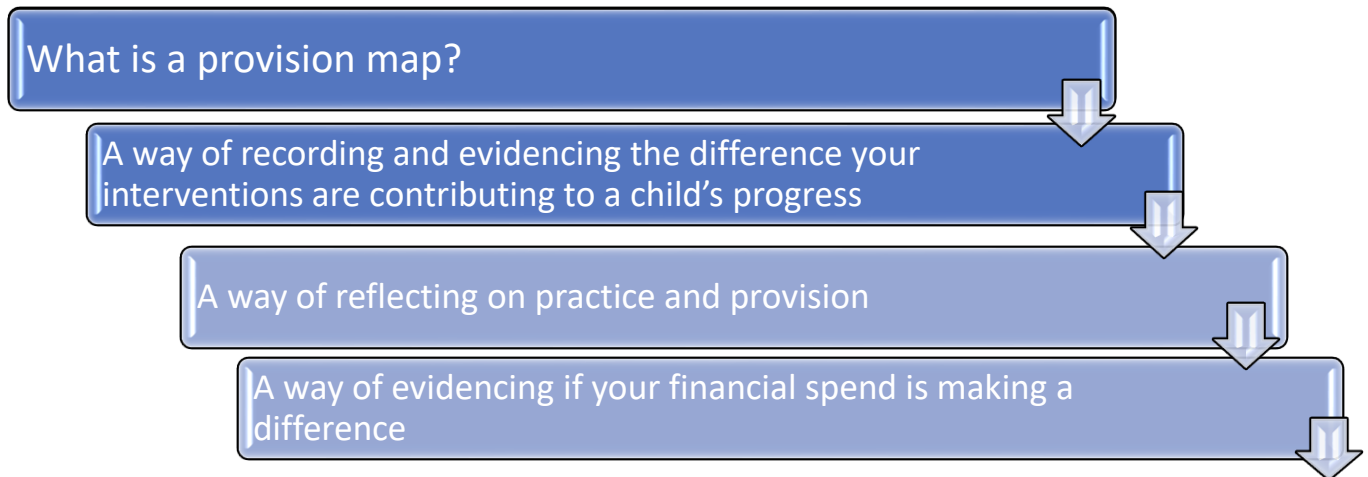
Provision

Appendix 4

Whole School Provision Map

Provision Mapping

A strategic management approach, which provides an at a glance way showing all the provision that the school makes which is **'different from'** and **'additional to'** what is normally available.



The use of provision maps allows us to consider the following areas across the 'waves' of intervention:

- Provision
- Human/Physical Resources
- Whole schools approaches
- Individualised support

Provision maps also evidence the reasonable adjustments that are in place to meet the needs of the pupils.

Provision

- Audit how well provision matches need and recognises any gaps in the support
- Provide a clear outline of the graduated support (Wave 1-3)
- Ensure progression and age appropriate interventions
- Identify strengths in provision and areas for development

Resources

- Cost provision in terms of resources, including human resources
- Highlight repetitive or ineffective use of resources
- Demonstrate accountability

- Inform parents, external agencies and all stakeholders of how resources are being used to meet needs

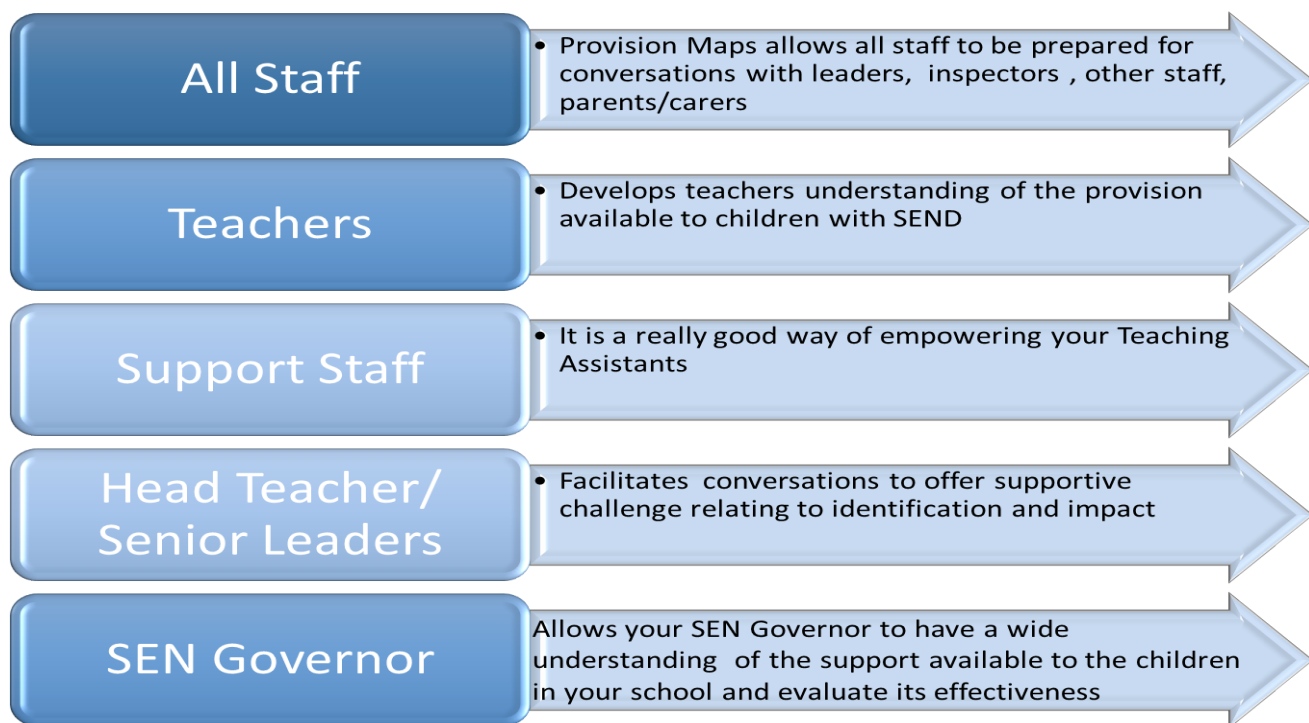
Whole School Approaches

- Assess school effectiveness when linked with outcomes for pupils through review of the provision
- Support schools in setting annual objectives and success criteria for the SEND Policy
- Focus attention on whole school issues of teaching and learning including making reasonable adjustments for individual children/ young people

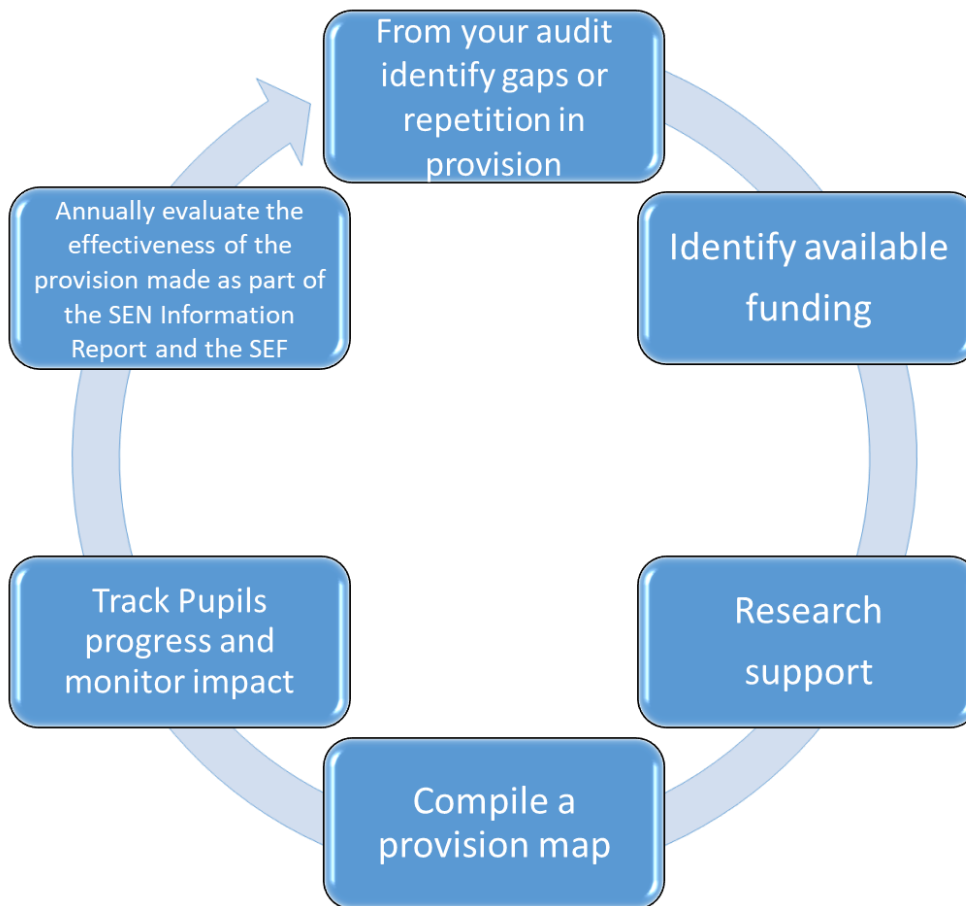
Individualised Support

- Plan development to meet pupils' identified needs
- Record changes in provision and enable a seamless transition between classes, key stages and schools from class to class or school to school
- Can be used as a basis for discussing SEND Support Plans

Who should be involved in creating your Provision Map?



The Process



A provision map gives the opportunity to reflect on a number of aspects linked to the Graduated Approach. See the next page for an example version of a Whole School Provision Map, which allows you to capture and analyse the provision available in your setting.

Examples of Provision Maps

Provision Map- Whole School

Intervention/ Support	Yr Gp	Area of Need	At Risk of under achievement / SEN Support/ EHCP/	Wave	Intended outcome	Delivered by & Staff/ Pupil Ratio	Cost in Time / Sessions / £	Entry Criteria	Exit Criteria	Impact measured in terms of:
Communication and Interaction (SLCN and ASD)										
Cognition and Learning (MLD, SpLD, SLD and PMLD)										
Social, Emotional and Mental Health (Anxiety, ADHD, ADD, ODD and Eating Disorders)										
Sensory and/or Physical (HI, VI, MSI and Physical Disability)										

Appendix 5

Pre-Key Stage Standards and using PIVATS 5

The pre-key stage standards focus on certain key aspects of English reading, English writing and mathematics for the specific purpose of statutory end-of-key stage assessment. While the standards are designed to capture attainment in these subjects, individual pupils will demonstrate achievement in different aspects of their education and this should also be reported to parents. Teachers should recognise the progress of individual pupils, setting targets that refer to agreed outcomes within the SEND Code of Practice 2015, where appropriate.

School Improvement Liverpool deliver training on the use of commercially available assessment tool PIVATS 5. The following pages are a guidance how PIVATS 5 can sit alongside the pre-key stage standards.

We would like to thank PIVAT5 and Lancashire Assessment Team for allowing us to include the following information.

Subject Specific Study	Pre-Key Stage Standards	Guidance regarding PIVATS Milestones, PKS and Engagement Model		
		Reading	Writing	Maths
	<p>Standard 6</p> <p>(working at the KS1 expected standard)</p>	<p>PIVATS Milestone Two Stage 3</p> <p>Standard 6 (working at KS1 expected standard)</p> <p>Word reading</p> <p>The pupil can:</p> <ul style="list-style-type: none"> • read accurately most words of two or more syllables • read most words containing common suffixes* • read most common exception words.* <p>In age-appropriate¹ books, the pupil can:</p> <ul style="list-style-type: none"> • read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words² 	<p>PIVATS Milestone Two Stage 3</p> <p>Standard 6</p> <p>Composition</p> <p>The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> • write simple, coherent narratives about personal experiences and those of others (real or fictional) • write about real events, recording these simply and clearly • demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required • use present and past tense mostly correctly and consistently • use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses. <p>Transcription</p> <p>The pupil can:</p> <ul style="list-style-type: none"> • segment spoken words into phonemes and represent these by graphemes, spelling many of these 	<p>PIVATS Milestone Two Stage 3</p> <p>Standard 6 (End of KS1 Standard)</p> <p>The pupil can:</p> <ul style="list-style-type: none"> • read scales³ in divisions of ones, twos, fives and tens • partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus • add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. $48 + 35$; $72 - 17$) • recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If $7 + 3 = 10$, then $17 + 3 = 20$; if $7 - 3 = 4$, then $17 - 3 = 14$; leading to if $14 + 3 = 17$, then $3 + 14 = 17$, $17 - 14 = 3$ and $17 - 3 = 14$)

		<ul style="list-style-type: none"> • sound out most unfamiliar words accurately, without undue hesitation. <p>Language comprehension In a book that they can already read fluently, the pupil can:</p> <ul style="list-style-type: none"> • check it makes sense to them, correcting any inaccurate reading • answer questions and make some inferences • explain what has happened so far in what they have read. 	<p>words correctly and making phonically plausible attempts at others</p> <ul style="list-style-type: none"> • spell many common exception words* • form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • use spacing between words that reflects the size of the letters 	<ul style="list-style-type: none"> • recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary • identify $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$, of a number or shape, and know that all parts must be equal parts of the whole • use different coins to make the same amount • read the time on a clock to the nearest 15 minutes • name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry
	<p>Standard 5 (working towards the KS1 expected standard)</p>	<p>PIVATS Milestone One Stage 3</p> <p>Standard 5 Word reading The pupil can:</p> <ul style="list-style-type: none"> • read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes* • read accurately some words of two or more syllables that contain the 	<p>PIVATS Milestone One Stage 3</p> <p>Standard 5 Composition The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> • write sentences that are sequenced to form a short narrative (real or fictional) • demarcate some sentences with capital letters and full stops. <p>Transcription The pupil can:</p>	<p>PIVATS Milestone One Stage 3 into Milestone 2</p> <p>Standard 5 The pupil can:</p> <ul style="list-style-type: none"> • read and write numbers in numerals up to 100 • partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources¹ to support them • add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining

		<p>same grapheme-phoneme correspondences (GPCs)*</p> <ul style="list-style-type: none"> • read many common exception words* <p>In a book closely matched to the GPCs as above, the pupil can:</p> <ul style="list-style-type: none"> • read aloud many words quickly and accurately without overt sounding and blending • sound out many unfamiliar words accurately. <p>Language comprehension</p> <p>In a familiar book that is read to them, the pupil can:</p> <ul style="list-style-type: none"> • answer questions in discussion with the teacher and make simple inferences. 	<ul style="list-style-type: none"> • segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others • spell some common exception words* • form lower-case letters in the correct direction, starting and finishing in the right place • form lower-case letters of the correct size relative to one another in some of their writing • use spacing between words. 	<p>their method verbally, in pictures or using apparatus (e.g. $23 + 5$; $46 + 20$; $16 - 5$; $88 - 30$)</p> <ul style="list-style-type: none"> • recall at least four of the six2 number bonds for 10 and reason about associated facts (e.g. $6 + 4 = 10$, therefore $4 + 6 = 10$ and $10 - 6 = 4$) • count in twos, fives and tens from 0 and use this to solve problems • know the value of different coins • name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres).
	Standard 4	<p>PIVATS Milestone One Stage 2</p> <p>Standard 4 Word reading</p> <p>The pupil can:</p> <ul style="list-style-type: none"> • say sounds for 40+ graphemes, including one grapheme for each of the 40+ phonemes* 	<p>PIVATS Milestone One Stage 1</p> <p>Standard 4 Composition</p> <p>The pupil can:</p> <ul style="list-style-type: none"> • make up their own sentences and say them aloud, after discussion with the teacher 	<p>PIVATS Milestone 1</p> <p>Standard 4 (Roughly equivalent to middle of Y1?)</p> <p>The pupil can:</p> <ul style="list-style-type: none"> • read and write numbers in numerals from 0 to 9 • demonstrate an understanding of the mathematical symbols of add, subtract and equal to

		<ul style="list-style-type: none"> • read accurately by blending the sounds in words with up to five known graphemes • read some common exception words* • read aloud books that are consistent with their phonic knowledge, without guessing words from pictures or the context of the sentence. <p>Language comprehension In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group):</p> <ul style="list-style-type: none"> • talk about events in the story and link them to their own experiences • retell some of the story. 	<ul style="list-style-type: none"> • write down one of the sentences that they have rehearsed. <p>Transcription The pupil can:</p> <ul style="list-style-type: none"> • form most lower-case letters correctly • identify or write the 40+ graphemes in Standard 4 of English language comprehension and reading on hearing the corresponding phonemes • spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs (e.g. frog, hand, see, chop, storm, splash) • spell a few common exception words (e.g. I, the, he, said, of). 	<ul style="list-style-type: none"> • solve number problems involving the addition and subtraction of single-digit numbers up to 10 • demonstrate an understanding of the composition of numbers to 5 and a developing ability to recall number bonds to and within 5 (e.g. $2 + 2 = 4$ and $3 + 1 = 4$) • demonstrate an understanding of the commutative • demonstrate an understanding of inverse relationships involving addition and subtraction (e.g. if $3 + 2 = 5$, then $5 - 2 = 3$) • demonstrate an understanding that the total number of objects changes when objects are added or taken away • demonstrate an understanding that the number of objects remains the same when they are rearranged, providing nothing has been added or taken away • count to 20, demonstrating that the next number in the count is one more and the previous number is one less • recognise some common 2-D shapes.
	Standard 3	PIVATS Milestone P8	PIVATS Milestone P8	PIVATS Milestone P8

		<p>Standard 3</p> <p>Word reading The pupil can:</p> <ul style="list-style-type: none"> • say a single sound for 20+ graphemes • read accurately by blending the sounds in words with two and three known graphemes. <p>Language comprehension In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group):</p> <ul style="list-style-type: none"> • respond to questions that require simple recall • recount a short sequence of events (e.g. by sequencing images or manipulating objects). 	<p>Standard 3</p> <p>Composition The pupil can:</p> <ul style="list-style-type: none"> • make up their own phrases or short sentences to express their thoughts aloud about stories or their experiences • write a caption or short phrase using the graphemes that they already know. <p>Transcription The pupil can:</p> <ul style="list-style-type: none"> • form correctly most of the 20+ lower-case letters in Standard 3 of English language comprehension and reading • identify or write these 20+ graphemes on hearing the corresponding phonemes • spell words (with known graphemes) by identifying the phonemes and representing the phonemes with graphemes (e.g. in, cat, pot). 	<p>Standard 3</p> <p>The pupil can:</p> <ul style="list-style-type: none"> • identify how many objects there are in a group of up to 10 objects, recognising smaller groups on sight and counting the objects in larger groups up to 10. • demonstrate an understanding that the last number counted represents the total number of the count • use real-life materials (e.g. apples or crayons) to add and subtract 1 from a group of objects and indicate how many are now present • copy and continue more advanced patterns using real-life materials (e.g. apple, apple, orange, apple, apple, orange, etc
	Standard 2	<p>PIVATS Milestone P7</p> <p>Standard 2</p> <p>Word reading The pupil can:</p> <ul style="list-style-type: none"> • say a single sound for 10+ graphemes 	<p>PIVATS Milestone P7</p> <p>Standard 2</p> <p>Composition The pupil can:</p> <ul style="list-style-type: none"> • say a clause to complete a sentence that is said aloud (e.g. 'When we went to the beach today, ... we ate ice 	<p>PIVATS Milestone P6/7</p> <p>Standard 2</p> <p>The pupil can:</p> <ul style="list-style-type: none"> • identify the big or small object from a selection of two • sort objects according to a stated characteristic (e.g. group all the small

		<ul style="list-style-type: none"> • read words by blending sounds with known graphemes, with help from their teacher. <p>Language comprehension</p> <p>In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group):</p> <ul style="list-style-type: none"> • demonstrate understanding by answering questions, such as 'Where is he/she/it?', 'What is this?', 'Who is this?', 'What is he/she doing?' • join in with predictable parts or refrains 	<p>cream / I played in the sand / it was hot').</p> <p>Transcription</p> <p>The pupil can:</p> <ul style="list-style-type: none"> • form correctly most of the 10+ lower-case letters in Standard 2 of English language comprehension and reading • identify or write these 10+ graphemes on hearing corresponding phonemes. 	<p>balls together, sort the shapes into triangles and circles)</p> <p>say the number names to 5 in the correct order (e.g. in a song or by joining in with the teacher)</p> <ul style="list-style-type: none"> • demonstrate an understanding of the concept of numbers up to 5 by putting together the right number of objects when asked • copy and continue simple patterns using real-life materials (e.g. apple, orange, apple, orange, etc.).
	Standard 1	<p>PIVATS Milestone P5</p> <p>Standard 1 Language Comprehension</p> <p>In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group):</p> <ul style="list-style-type: none"> • Indicate correctly pictures of characters and objects in response to questions such as "Where is (the)...?" 	<p>PIVATS Milestone P5</p> <p>Standard 1 Composition</p> <p>The pupil can:</p> <ul style="list-style-type: none"> • say an appropriate word to complete a sentence when the adult pauses (e.g. 'We're going to the...zoo/park/shop/beach'). <p>Transcription</p> <p>The pupil can:</p> <ul style="list-style-type: none"> • draw lines or shapes on a small or a large scale (e.g. on paper or in the air or sand). 	<p>PIVATS Milestone P5/6</p> <p>Standard 1</p> <p>The pupil can:</p> <ul style="list-style-type: none"> • demonstrate an understanding of the concept of transaction (e.g. by exchanging a coin for an item, or one item for another, during a role-play activity) • distinguish between 'one' and 'lots', when shown an example of a single object and a group of objects

		<ul style="list-style-type: none"> • Show anticipation about what is going to happen (eg. by turning the page) • Join in with some actions or repeat some words, rhymes and phrases when prompted 		<ul style="list-style-type: none"> • demonstrate an understanding of the concept of 1:1 correspondence (e.g. giving)
Not subject-specific study	P-Scales 1-4 Moving to engagement Model	P Scales 1-4 Moving to Engagement Model		

Many thanks to Lancashire County Council for their consent in using the references to PIVATS milestones.

Appendix 6

Application for an Education, Health and Care Needs Assessment from an Educational Establishment

**Application for an Education, Health and Care Needs
Assessment from an Educational Establishment.
(Including Early Years and Post 16 settings)**

(This request is made in accordance with section 36 of the Children and Families Act 2014)

Name	
Date of Birth	
Educational Setting	
National Curriculum Year	

Upload photograph here
(please ensure you have appropriate permission)

Section 1 Key Information

Personal details:					
Full Legal Name:					
Chosen Name:					
Gender:		Date of Birth:			
Unique Pupil No:		Home Language:			
NHS No:		LAC	Yes	<input type="checkbox"/>	<input type="checkbox"/>
Child or Young Person's Address:		CiN/CP	Yes	<input type="checkbox"/>	<input type="checkbox"/>
		EHAT	Yes	<input type="checkbox"/>	<input type="checkbox"/>
		EHAT No.			
Parent/Carer Name:		Parent/Carer Name:			
Relationship:		Relationship:			
Phone:		Phone:			
Email:		Email:			
Parent's address if different from above:	Parent's address if different from above:				

Educational setting's details	
Name of setting:	
Attendance % over the last academic year	
Key Contact in setting:	Name Number Email Address

Section 2: Child's/Young Person's Needs

Broad areas of need as defined in the Code of Practice

Please indicate the area(s) which you consider to be acting as barriers to progress. Where a child/young person has needs in more than one area- you must identify the primary need with a number 1. You may then rank the other areas as appropriate.

Cognition and Learning		Communication and Interaction	
Social Emotional & Mental Health Difficulties		Sensory and /or Physical Needs	

Please describe the child / young person's needs within the areas of SEN listed below- state how the difficulty presents in the setting and the impact that it has on access to learning

Cognition and Learning

--

Communication and Interaction

--

Social Emotional & Mental Health Difficulties

--

Sensory and /or Physical Needs

--

Please outline if there any additional significant factors to consider as part of the child's /young person's needs? For example health needs, family/domestic circumstances. Please summarise and attach supporting information where appropriate.

--

Section 3 Attainment and Progress



Please complete the relevant parts to this section. You may wish to attach additional tracking/monitoring/assessment information separately.

NOTE : Please delete the sections that are not appropriate for the age or stage

Early Years

For children in the Early Years please provide information gathered over time around their areas of learning and development e.g. tracking and monitoring data against Development Matters/Early Years Outcomes, other assessments undertaken.

Early Learning Goals									
Date	Age months	Communication & Language			Physical		Personal, Social & Emotional		
		Listening	Understanding	Speaking	Moving & Handling	Health & Self Care	Self Confidence/ Self Awareness	Man. Feelings & Behaviours	Making Relationships

Early Learning Goals										
Date	Age months	Literacy		Maths		Understanding of the World			Expressive Art & Design	
		Reading	Writing	Numbers	Shape, Space & Measure	People & Communities	The World	Technology	Exploring Using Media & Materials	Being Imaginative

Key for completion:

A Birth to 11 months **B** 8-20 months **C** 16-26 months **D** 22-36 months **E** 30-50 months **F** 40-60+ months

emerging **1**, expected **2**, exceeding **3**

Primary and Secondary (Delete if not appropriate)

Please provide tracking data detailing the child's/young person's progress over the last three years. Measures used should be consistent so that comparisons can be made -

state the date of the assessment and the tool used to assess. Please include a key or accompanying information to enable non – educational professionals and parents to understand the nature of the data. Ensure that there is a particular focus on areas of concern.

	Three years ago	Last Year	Current Year
Reading Accuracy			
Reading Comprehension			
Phonics			
Spelling			
Writing			
Maths			
Expressive Language			
Receptive Language			
Interacting and working with others			
Independence and organisational skills			
Attention			
Other assessments that are pertinent to the pupil's profile			

Secondary/Post 16 (Delete if not appropriate)

(Please also see previous page and include secondary school information)

Courses being followed	Level working towards or achieved

Examination subjects	Predicted grades	Grades achieved

Review of Progress to Date

Is the child's/young person's progress in line with expectations for their age/year group?	Yes	No
Is the child/young person making positive progress from their baseline, taking into account your understanding of their learning profile?	Yes	No
Please provide a rationale and evidence for your point of view.		

Section 4 Provision

Please detail the additional and different support provided for the child/young person, including the use of additional adult support (over the last three years for those children in school)

Please detail interventions carried out over time			
Interventions <i>(What has been done to support the child/young person? State purpose, frequency, duration of support, size of group)</i>	Delivered by? <i>(e.g. nursery teacher, TA, SENCo)</i>	Start and end date	Impact <i>(What difference did the interventions make? How is this evidenced? Entrance and exit data, outcomes achieved)</i>

--	--	--	--

The Graduated Approach: Please detail below where the child/young person is currently placed on the graduated approach. Attach appropriate documents that show provision in place for the child/young person and the outcomes that they are expected to achieve

Level of Support	Tick if appropriate	Documents required
Quality First Support (Element 1)		Pupil profile or equivalent
SEN Support (Element 2)		Current SEN Support Plan or equivalent e.g. Individual Education Plans/Learning and Development Plans - showing impact/progress towards outcomes
High Needs Support (Element 3)		Current High Needs Action Plan (if applicable)

Time line of identification and support: please detail key actions/events in the graduated approach

Date	Action/Key event

Examples of information that may be included:

- Date additional needs were identified
- When pupil moved to school action / school action+ / SEN Support (as appropriate)
- Significant changes in provision - such as provision of TA support
- Dates of significant conversations with parents and staff
- Dates indicating when outside agencies became involved
- Review dates
- Date of High Needs Funding application

Section 5 Provision and Outcomes Sought

Please specify the educational provision now sought for the child/young person giving careful consideration as to **why an Education, Health and Care needs assessment may be required** i.e. what are the educational outcomes that **cannot** be achieved from the resources usually available to early years settings/mainstream schools/colleges (resources available *includes* High Needs Funding). What are the outcomes that the young person may want to achieve?

Special educational provision (<i>What? Who? How often? This should include provision/resources not usually available</i>)	Outcomes (<i>What do you want to achieve? What benefit or difference will there be as a result of the intervention?</i>)

Section 6: Additional Information

Role	Name	Contact Number and email address	Report attached: (most recent date)
Educational Psychologist			
SENISS			
Early Years Professionals			

Paediatrician			
Health Visitor			
Speech & Language Therapist			
Occupational Therapist			
Physiotherapist			
Social Worker			
Early Help Professional			
Other (please state)			

Please detail any further information about the child/young person that you think is relevant to the application

Consent

Name of Person making Referral:	Role:
Signature:	Date:

Parent(s)/Carer(s)/Young Person (if over the age of 16)

- I/we can confirm that this application for an Education Health and Care needs assessment has been discussed with me/us.
- I/we hereby give permission to contact professionals from education, health and social care to obtain any further information required.
- I/we consent to information being shared with relevant professionals during the EHC needs assessment process.

Signature (Parent/Carer/Young Person)	Signature (2nd Parent/Carer where applicable)
Date:	Date:

*(In all cases where this is a young person **aged 16 or above** this form must be signed by the young person themselves. Cases where this does not apply are only where the young person lacks the mental capacity to make a particular decision. In these circumstances this form can be signed on their behalf by their parent or a representative appointed on their behalf)*

Please return this form together with the completed 'Personal Profile' document to:

sen.team@liverpool.gov.uk

Tel: 0151 233 5984

Address: SEN Assessment and Placement Service, Liverpool City Council, Cunard Building, Water Street, Liverpool | L3 1AH

Please find Liverpool's Local Offer at liverpool.gov.uk/localoffer

Appendix 7

Education, Health and Care (EHC) Needs Assessment: Parent/carer request form

Education, Health and Care (EHC) Needs Assessment: Parent/carer Request Form

All of the parts of this letter in bold will need to be changed or deleted so that they are relevant to your situation.

To whom it may concern,

[Child or young person's name], DoB [date of birth]: Request for EHC needs assessment

I am writing **[as the parent of the above child / on behalf of the above young person]** to request an assessment of their Education, Health and Care (EHC) needs under section 36(1) of the Children and Families Act 2014.

[Child / young person's name] currently attends **[name of school/college / is out of school/college]**.

Legal test

I understand that the test that the local authority (LA) must apply in considering this request is contained in section 36(8) of the Children and Families Act 2014 and has two parts.

1. Part one of the test is that the child or young person has or may have special educational needs.

[Delete the paragraphs below which are not applicable:]

[Child / young person's name] has already been identified as having special educational needs by **[name of school / college]**. They identified them as:

[It would be really helpful if you could provide some details of your son/daughter's special educational needs that have already identified by school/college and include any information that you think might be useful – for example reports from school/college or professionals. You can also add any other needs that you think your child has which may not yet have been identified by your school/college.]

[OR:]

I feel that **[child / young person's name]** has or may have special educational needs because:

[List the reasons why you feel your child has SEN and if possible provide any additional information you have to support what you are saying – for example school reports, evidence of exclusions, and letters from any medical or other experts. This information, although not required, would help in developing an understanding of your child.]

--

2. Part two of the test is that it may be necessary for special educational provision to be made for the child/young person through the issuing of an EHC plan.

My reasons for believing that **[child / young person's name]** may need an EHC plan are:

It would be helpful to provide your views and any reasons you have which show why you think that an EHC plan may be needed to support the child or young person in education or training and any support that you would like to be provided.

Sharing information

As far as possible, the local authority will implement the ‘tell us once’ principle. This involves sharing information during the assessment and planning process so that families and young people do not have to repeat the same information to different agencies, or different practitioners and services within each agency.

If there is any information you are not happy for the local authority to share, please advise below.

The local authority will comply with the request not to share this information, except in specified purposes, including when the sharing of information would be in the interests of the child or young person (9.11 onwards, SEND Code of Practice).

I request for the following information not to be shared:

Information	With whom?
<i>[List any information you do not want sharing]</i>	<i>[List who you don't want the information sharing with]</i>

Seeking advice and information

It would be useful if you could let the Local Authority know who is involved with your child. This is because if an EHC needs assessment is agreed, the local authority must seek advice from a range of people. The list is set out in Regulation 6(1) of the Special Educational Needs and Disability Regulations 2014 (the “SEN Regs”):

- a) *the child’s parent or the young person;*
- b) *educational advice (usually from the head teacher or principal);*
- c) *medical advice and information from a health care professional;*
- d) *psychological advice and information from an educational psychologist;*
- e) *advice and information in relation to social care;*
- f) *advice and information from any other person the local authority thinks appropriate;*
- g) *where the child or young person is in or beyond year 9, advice and information in relation to provision to assist the child or young person in preparation for adulthood and independent living; and*
- h) *advice and information from any person the child’s parent or young person reasonably requests that the local authority seek advice from. For example, they may suggest consulting a GP or other health professional (9.49, SEND Code of Practice).*

It is not a requirement but it may be helpful if you can provide details of professionals from education, health or social care, relevant to your child’s special educational needs and/or disability, that your child is known to and/or you request advice is sought from.

Role	Name	Contact details	Report attached	Requesting the LA to seek advice
			<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>

Closing statement

I understand that you are required by law to reply to this request within six weeks, and that if you refuse **[I / young person’s name]** will be able to appeal to the First-tier Tribunal (Special Educational Needs and Disability).

Yours faithfully,

[Your name]

[Or if on behalf of a young person:]

[Your name] on behalf of **[name of young person]**

*(In all cases where this is a young person **aged 16 or above** this form must be signed by the young person themselves. Cases where this does not apply are only where the young person lacks the mental capacity to make a particular decision. In these circumstances this form can be signed on their behalf by their parent or a representative appointed on their behalf)*

Please return this form to:

sen.team@liverpool.gov.uk

Tel: 0151 233 5984

Address: SEN Assessment and Placement Service, Liverpool City Council, Cunard Building, Water Street, Liverpool | L3 1AH

Please find Liverpool's Local Offer at liverpool.gov.uk/localoffer

Office Use:

Date Received:	Response due by:
Officer:	Panel Date:

Appendix 8 Review of Education Health and Care Plan (Annual Review)

Review of Education Health and Care Plan (Annual Review)

Personal details:

Full Legal Name:			
Date of Birth:			
Attendance:		Exclusions:	

Please tick if you are requesting any of the following:	Maintain the EHCP	
	Amend the EHCP	
	Cease to maintain the EHCP	

Please indicate who was invited, attended and/or contributed to the Annual Review

Name	Role	Invited	Attended	Date report provided
		<input type="checkbox"/>	<input type="checkbox"/>	Click or tap to enter a date.
		<input type="checkbox"/>	<input type="checkbox"/>	Click or tap to enter a date.
		<input type="checkbox"/>	<input type="checkbox"/>	Click or tap to enter a date.
		<input type="checkbox"/>	<input type="checkbox"/>	Click or tap to enter a date.
		<input type="checkbox"/>	<input type="checkbox"/>	Click or tap to enter a date.
		<input type="checkbox"/>	<input type="checkbox"/>	Click or tap to enter a date.

Progress towards outcomes

	Current EHC plan outcomes	Progress made since the last review
Communication and interaction		
Cognition and learning		
Social emotional and mental health		
Sensory and/or physical needs		
Independence and preparing for adulthood		
Health		
Social Care		

Attainment Information

Early Years Foundation Stage

Date:	Literacy		Maths		Understanding the World	Good Level of Development achieved? If not achieved, why?
	Reading	Writing	Number	Shape, Space and Measure	Science	
<i>Include here any narrative on the scores that you want to highlight:</i>						

Primary or Secondary

Year Group	English <small>(If child is of primary age please specify age related scores for reading and writing)</small>	Maths	Science	Any other assessment data
Previous Assessment information (from 1 year ago)				
Current years assessment information				
<i>Include here any narrative on the scores that you want to highlight:</i>				

Post 16 and Preparation for Adulthood

For Children and Young People who are Year 9 and above the supplementary form titled *Preparation for Adulthood and Leaver Preference Form* should be completed and submitted.



Proposed amendments

If requesting amendments, these must be annotated on a copy of the current EHCP with any supporting documentation appended.

Have there been any significant changes since the EHCP was last issued / reviewed that require amendments to the EHC plan?	Notes
----------------------------------------------------------------------------------------------------------------------------	-------

Personal details

Yes No

Section A

Yes No

Section B: Special educational needs

Yes No

Section F: Special educational provision

Yes No

Section E: Outcomes relating to education or training

Yes No

Section C: Health needs which relate to their SEN

Yes No

Section G: Health provision

Yes No

Section E: Outcomes relating to health



Yes <input type="checkbox"/> No <input type="checkbox"/>	
----------------------------------------------------------	--

Section D: Social care needs which relate to their SEN

Yes <input type="checkbox"/> No <input type="checkbox"/>	
----------------------------------------------------------	--

Section H1: Any social care provision which must be made for a child or young person under 18 resulting from section 2 of the Chronically Sick and Disabled Persons Act 1970

Yes <input type="checkbox"/> No <input type="checkbox"/>	
----------------------------------------------------------	--

Section H2: Any other social care provision reasonably required by the learning difficulties or disabilities which result in the child or young person having SEN

Yes <input type="checkbox"/> No <input type="checkbox"/>	
----------------------------------------------------------	--

Section E: Outcomes relating to social care

Yes <input type="checkbox"/> No <input type="checkbox"/>	
----------------------------------------------------------	--

Funding

Is an adjustment to funding being requested?	<i>If yes, please provide details of current funding, what changes are being requested and why.</i>
----------------------------------------------	-----------------------------------------------------------------------------------------------------

Yes <input type="checkbox"/> No <input type="checkbox"/>	
----------------------------------------------------------	--

Declaration:

Name, role of person completing Annual Review Document:	Signature:	Date:
Telephone No:		
Email Address:		

This Annual Review Report should be completed and sent to the Child/Young Person and their Family, review meeting participants and Liverpool SEND Team (sen.team@liverpool.gov.uk) within 2 weeks of the date of the meeting along with any received reports and a copy of any proposed amendments to the EHC plan.



Appendix 9 Preparation for Adulthood and Leaver Preference Form



Preparation for Adulthood and Leaver Preference Form

This part of the review must take place from year 9 onwards

Planning for transition must take place at the earliest opportunity and the local authority needs to know of any plans. The SEND Code of Practice (2015) states that as children approach the transition point, schools and colleges should help children and their families with more detailed planning. They should aim to explore their aspirations and different post-16/19 education options. In year 10 they should aim to support the child and their family to explore more specific courses or places to study (for example, through taster days and visits) so they can draw up provisional plans. In year 11 the school/college should firm up the plans for their post-16 options and familiarise themselves with the expected new setting. This should include contingency planning and the child and their family should know what to do if plans change (because of exam results for example). Please note that any preferences for post 16 transition must be to help the young person to demonstrate progression, e.g. a higher level of course or training/vocational opportunity linked to potential employment and the local authority will consider preferences and will confirm whether or not this has been agreed as soon as possible.

1. Is the young person planning on leaving school in the next two years? Y/N

If yes, please provide the expected leaving date e.g. July 2020 _____

Please circle the pathway below which best represents the young person's aspirations and preparation for adulthood outcomes. *For example if employment is the most important thing to the young person, then you should circle employment.*

Employment (including university)

Independence

Community Participation (including friends and relationships)

Health

3. Please tick the academic level that the young person is working at:

Pre-entry Level

Level 1-3

Level 1-2

Level 3

4. Please tick the box that best describes the provision that the young person is currently accessing:

Study programme/School

Traineeship

Supported Internship

Apprenticeship

If the young person is enrolled onto a study programme, please detail the name of the qualification below:

Study programme/School

Traineeship

Supported Internship

Apprenticeship

Social Care

Other (please detail)

Please provide any further details regarding course/ study programme/ vocational preferences.

Course/vocation:

Course/vocation:

6. In order to plan for a young person's successful transition, the local authority requires information on provider preferences at the earliest possible opportunity (e.g. school/ college/provider name).

1st Preference

2nd Preference



Employment, Education and University				
Does the young person have vocational experience	Y/N	Has the young person completed a work experience placement?	Y/N	Please give details
Please identify the support that the young person and their family need to make a successful transition to employment/university (e.g. benefits support from DWP/support to apply for disabled students grant):				
Planning for Independence: Housing and Independent Living Skills				
Where does the young person want to live in the future?				
Who do they want to live with?				
Is the young person on a housing register?		Does the young person need to be added to a housing register?		
Please identify the support that the young person needs to make a successful transition to independent living (e.g. benefits advice, support to develop independent living skills, support from a social worker, information about housing options):				



Participating in the Community: Friendships and Relationships					
What types of friendships and relationships are important to the young person?					
What type of community activity is important to the young person?					
Please identify the support that the young person needs to successfully participate in their community (e.g. signposting to community services/ support to understand safe and healthy relationships):					
Planning for Good Health					
Does the young person know which health services are working with them at the moment?	Y/N	Will the young person be making a transition between children's and adult's health services?	Y/N	Does the young person require a jointly commissioned package of services to maintain good health as they prepare for adulthood?	Y/N
Please identify the support that the young person needs to maintain good health:					



Appendix 10 Parent's /Carer Views Annual Review



Parent's / Carer Views

Annual Review Form

(To be distributed two weeks before the date of the meeting)

Young person's name:		DOB:		NCY:	
Educational setting:		Date of Annual Review:			

This form gives you the opportunity to share your views for your child's Annual Review. You can record your information and make a telling contribution to the annual review. If you require extra support filling in the information, you may wish to include a family member, teacher or friend. Please add extra pages if you need to.

What I like and admire about my child?

--

What is important to my child?

(What your child likes and dislikes, in education and at home and/or aspirations in the short and longer term)

--

What is important for my child?

(What you see as important for your child i.e. friendships, independence, life skills, safety in the community; opportunities in the short term/long term)

--

What is working well?

--



--

What are my concerns?

--

What I would like for my child in the future? (Independence, life skills, opportunities)

--

Professionals currently working with my child.

Name:	Position:	Contact Number:

Signature:		Date:	
Print name:		Contact Tel:	
Name of anyone who has helped complete this form:			



Appendix 11

All About Me



All About Me Annual Review



We would like more information about you.



You can tell us about yourself in any way you would like. You can fill in the form below or you may want to draw a picture, talk to us, make a recording or ask somebody to speak on your behalf. **Your views count!**



The questions below may give you an idea of the kind of information we would like

Name:

Age: 1 2 3 4 5 6 7 8 9 10 11 12 13

Details of anyone who helped you with this form:

.....

What do you think people **LIKE** about you?

Who are the important people in your life?

FAMILY

friends

YOU



What do you **LIKE** and what do you **dislike** ?

In Learning

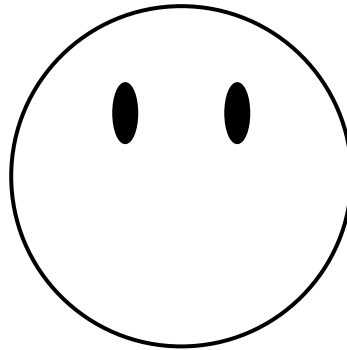


At Home



What are you good at?

At school, mostly, I feel:



What would you like to be **BETTER** at?

Ideas!

*Sharing, X-box, Running, IPad,
Drawing, Sports, Drama,
Singing, Stories, English,*

Is there anything you would like more help with?

What are your **hopes**
and
dreams
for the future?

Is there anything else
you would like to tell us about?





Appendix 12 Invite Letter to Parents to Annual Review



**(Sample letter to parents)
Sample Letter**

Dear (Parent(s) / Carer(s) name(s) and (name of child / young person)

RE: - Education, Health and Care Plan (EHCP) Annual Review

As you are aware **(name of child / young person)** has an EHCP which should be reviewed annually. I would, therefore, like to invite you and **(name of child / young person)** to the review meeting on **(day & date) (time)** at **(venue)**

This is a good chance for you, **(name of child / young person)** and everyone working with them to look at their progress over the last 12 months, gather information and identify short and long term outcomes to include in their EHCP.

The Local Authority has some forms to help you and your child to prepare for the Annual Review meeting and record your views which are enclosed for your attention. Where possible, please complete and bring the forms to the meeting with you. Staff in school/college can also help you to fill them in, please just ask if you require any help or support. You are welcome to bring a friend or an adviser to the meeting. Please let me know if you need more information about the meeting.

Please return the slip below to confirm that you will attend.

Yours sincerely,

Head Teacher / SENDCo

Please detach and return to school / college / training provider

EHCP Annual Review for **(name of child / young person)**.

Date of meeting: **(day & date) (time)** at **(venue)**.

Please tick as appropriate:

We / I can attend the meeting	
We / I cannot attend the meeting	
My friend / relative / independent parent supporter will also be coming to this meeting. Their name is:	



Appendix 13 Invite Letter to Professional to Annual Review



(Sample letter to professionals)

Dear **(NAME OF PROFESSIONAL)**

RE: - EHCP Annual Review - (CHILD / YOUNG PERSON NAME & D.O.B)

I would like to invite you to an EHCP Annual Review meeting on **(DATE & TIME)** at **(NAME OF VENUE)**.

As stated in the SEND Code of Practice 0-25 professionals across education, health and care **MUST** co-operate with local authorities during reviews. With that in mind please complete the enclosed Annual Review Form. This should be returned to me by **(DATE)** so that I can send all relevant information to those attending the review two weeks prior to the meeting.

Please complete and return the slip below confirming your attendance at the Annual Review meeting. Thank you for your assistance in this matter.

Yours sincerely,

Head Teacher / SENDCo

Please return to educational setting by **(DATE)**

EHCP Annual Review meeting for **(CHILD / YOUNG PERSON NAME)**

D.O.B (D.O.B)

I will / will not be able to attend the meeting on **(DATE OF ANNUAL REVIEW)**

I confirm that I will provide a written report, which I will submit by the return date above

Name:		Position:	
Address:			
Email:			
Signature:		Date:	



Liverpool
City Council