At Briary School there are three levels of provision for children with additional needs. These are as follows:

Monitoring including bottom 20% attainment.

SEN Support

EHCP

For the purposes of data and reporting of SEND only children on SEND support and EHCP will be included.

**Monitoring**

**Means that:**

School is aware that the child may need extra support with their learning OR children may have a Health Care Plan OR there may be circumstances for a child which may impact on their learning or wellbeing in school.

**What will happen?**

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

 • Teaching may be adapted to suit the child.

• Learning tasks may be adapted to suit the child.

 • Classroom environment may be altered to suit the child.

 • Intervention programmes may be put in place to address the child’s area of difficulty. These may be recorded on the class Provision Map.

 • Additional adult support may be given as part of the learning.

 **How is progress monitored?**

 • Child’s National Curriculum levels are assessed at set periods throughout the year.

 • Parents are kept informed by letter and at Parent Consultations throughout the year.

 • Parents can arrange to see the SENCo at Parent Consultation evenings or at any other time.

 • Teachers & SENCo discuss the child’s progress at provision progress and planning meetings termly.

• Parents receive written copies and updates on their child’s progress in interventions on the provision map at parent consultation meetings.

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

**SEND Support**

**Means that:**

School is aware that the child will need extra support with their learning beyond the normal provision in class.

**What will happen?**

 The class teacher, in consultation with the SENCo will put additional support in place. This may include:

 • Teaching is adapted to suit the child.

• Learning tasks are adapted to suit the child.

 • Classroom environment is altered to suit the child.

 • Intervention programmes are put in place to address the child’s area of difficulty and recorded on the class Provision map.

 • Additional adult support is given more frequently.

 • A Personalised Plan may be drawn up to identify specific targets for the child.

 **How is progress monitored?**

 • Child’s National Curriculum levels are assessed at set periods throughout the year.

 • Parents are kept informed by letter and at Parent Consultation evenings.

 • Parents can arrange to see the SENCo at Parent Consultation evenings or at any other time.

 • Teachers & SENCo discuss the child’s progress at provision progress and planning meetings.

 • Intervention groups have their own targets and children are assessed against these at the end of the intervention.

• Personalised Plans may be drawn up and are reviewed at provision progress meetings

 • Parents receive written copies and updates on their child’s progress in interventions or with their Personalised plan targets.

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

**External Agency Referral**

**What this means:**

This is still part of SEN Support. SENCo will discuss next steps to receive specialist advice with parents. A referral to LIFT or for an assessment through SPA or other agencies will be made by SENCo.

**What will happen?**

* After a referral to LIFT is made the child will usually be seen by the external agency panel within two terms. A report on the child’s needs and what the school can do to help the child make progress will be issued to parents and to the school. Any recommendations will be implemented. The child **may** be allocated for further support by one of the agencies.
* Referrals to SPA or other agencies will be submitted by SENCo. If the referral meets criteria, the child will be added to a waiting list. Parents will be contacted directly.
* **Please be aware-** To maintain confidentiality, if a child is referred to Health Services by a GP or other professional, these services **do not** inform schools as a matter of course. If you receive any appointments, diagnoses or follow up information, please let school know so we can keep our records updated.

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

**Educational Health and Care Plan**

**What this means?**

 From September 2014 Statements have been replaced with Education, Health and Care Plans. These EHCPs have the same legal status as Statements. The child is recognised as having ‘significant and enduring’ needs that will need to be provided for over the long-term. The EHCP is a legal document that states what must be provided for the child by the any school that the child attends.

Kent believe in the right approach at the right time and providing children with intervention at the earliest stage. Schools should ensure they have exhausted all the local resources available to them before applying for an Educational Health Care Needs Assessment. The decision to undertake an assessment is the responsibility of the Local Authority. The majority of children and young people with special educational needs will have their needs met within their local school without the need for an assessment.

 **What will happen?**

* A meeting will be held with parents, school and external agencies to discuss the need for an EHCP.
* A request for ‘Stautory Assessment’ will then be sent to the Local Authority.
* The authority will appoint an SEN officer.
* The SEN officer for Early Years, schools or young people will: Seek the family's or young person's views of needs and provision.
* The LA will take the decision to conduct an EHCNA on or within six weeks.

If a decision is made to conduct an EHCNA, the SEN officer will:

* Contact statutory advice givers and others suggested by parents
* Set out a clear timeline for the assessment
* Liaise with professionals, clarify six week timescale for reports and ensure flexibility to engage in a range of ways
* Keep parents and young people informed
* Explain Personal Budgets.
* Decision to issue a plan (or not) will be taken by the LA on or within 16 weeks:
* The SEN officer will contact families and inform of decision and next steps will be explained to CYP, parent and carers
* LA will share draft plan with young person, parent and carers, giving them 15 days to consider the draft and discuss their preference for placement
* The LA will consult with appropriate Schools.
* The process from assessment request to issue of the plan must take no more than 20 weeks.

**How is progress monitored?**

* EHCPs must be reviewed every year by parents, school and any professionals involved– called an Annual Review. The results of this review must be sent to the Local Authority.
* Child’s National Curriculum levels are assessed at given points throughout the year.
* Parents are invited to review meetings (alongside parent consultation meetings) with teacher and SENCO at least 3 x year.
* Teachers & SENDCo discuss the child’s progress against personal plans at Provision Progress meetings termly.
* External agencies may be involved with supporting the provision if stated on the EHC plan.
* Intervention groups have their own targets and children are assessed against these at the end of the intervention.