

All Souls' CE Primary School



“a place to grow”

SEN Policy

2019-2020

| School SEND Information | | |
|---|---|---|
| School SENCo responsible for managing schools response to the provision made at All Souls' CE for children with SEN | Mrs Sophie Gilbertson Assistant Headteacher and member of the SLT (SEND Code of Practice, 6:87) | Mrs Gilbertson has gained the National Award for SEN in 2016. Mrs Gemma Croston and Miss Hayley Ellis hold the National Award for SEN (clause 64, C & F Bill, 2014) |
| Pastoral Officer | Miss E Christian | Working alongside parents to support the needs of children and families within All Souls' CE Primary |
| Financial manager of LAC and PPG | Ms G A Rennie Headteacher | |
| Designated teacher with Specific Safeguarding Responsibility | Mrs G A Rennie Headteacher | |

SPECIAL EDUCATIONAL NEEDS (p15 - 16 SEN Code of Practice 2015)

A definition:

- A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her
- 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

Disabled children and young people (p16 Code of Practice 2015)

A definition:

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

The Equality Act

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post 16 institutions, local authorities and others have towards disabled children and young people:

- They **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people
- They must make 'reasonable adjustments,' including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage

SECTION ONE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- The Special Educational Needs and Disability Regulations 2015
- SEND Code of Practice 0 – 25 (2015)
- Schools SEN Information Report Regulations (2014) (see www.sendgateway.org.uk)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- Managing the Medical Conditions of Pupils (September 2014)

This policy was created by the Headteacher, SENCo with the SEN Governor in liaison with the SLT, all staff and parents of pupils with SEND – in line with co-producing policy in the spirit of current reform.

All Souls' CE Primary is clear that every teacher is a teacher of every child including those with SEND.

Values and Beliefs

At All Souls' we believe that all pupils have an equal opportunity to engage in the curriculum and to provide a curriculum, which is accessible to the individual needs of our pupils.

We seek to develop practices and procedures, which will aim to ensure that all pupils' special educational needs are identified and assessed and the curriculum will be planned to meet their needs. We ensure that pupils are identified and assessed and the curriculum will be planned to meet their needs

All Souls' is committed to work in partnership with parents/carers, valuing their views and contributions and keeping them fully involved in their child's education

Where possible we will make every effort to involve the child in decision-making about their special educational provision

Admissions

In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to

feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

SECTION 2

AIM

The purpose of All Souls' CE Primary approach to SEN is in raising the aspirations of and expectations of all pupils with SEN, All Souls' provides a focus on outcomes for children and young people not just a focus on hours of provision and support.

OBJECTIVES:

1. To identify and provide for pupils who have special educational needs and additional needs
2. To work within the guidance provided in the SEND Code of Practice, 2014
3. To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
4. To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN Inclusion Policy
5. To provide support and advice for all staff working with special educational needs pupils

SECTION 3: IDENTIFYING SPECIAL EDUCATIONAL NEEDS

All Souls' has a clear approach to identifying and responding to SEN. We are aware of the benefits of early identification and recognise the importance of this – identifying need at the earliest point and then making effective provision improving long-term outcomes for the child.

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.

All Souls' CE makes considerations for all pupils and the 'whole pupil' including those which may not be regarded as SEN but may still impact on the progress and attainment of pupils at All Souls' CE Primary for example:

- Disability (the Code of Practice outlines the "reasonable adjustment " duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

It is once this meeting has taken place that the child will be placed on the SEN register at Response 2 intervention. We will record Response 2 intervention on a provision map. We will record, in an Individual Education Plan (IEP) from Response 4 onwards, the strategies used to support the child. The IEP will show the short-term target set for the

child, and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. This review will take place once a term.

If the IEP review identifies that support is needed from outside services, we will consult parents prior to any support being actioned. In most cases, children will be seen in school by external support services. This may lead to additional strategies or strategies that are different from those used within the response intervention. External support services will provide information for the child's new IEP. The new strategies in the IEP will, wherever possible, be implemented within the child's normal classroom setting.

If the child continues to demonstrate significant cause for concern, a request for Education, Health and Care plan will be made to the LA. A range of written evidence about the child will support the request.

However if the child makes progress, at any stage, then they can be moved to an appropriate level of response support to suit their needs. We view the SEN register as a flexible process, which is there to support the needs to the child at any time of their education.

Provision

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all their senses and of varied experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions and to take part in learning.

For those children who require more intervention class teachers and the SENCo will create a Provision Map, which states all provision in place for groups or individual children. This normally includes interventions, which are above those expected through Quality First Teaching (QFT).

The provision maps are developed in partnership with teaching assistants to clearly state:

- the name of the child
- the provision to be made for the child
- objective and prior assessment
- evaluation and next steps

Provision maps are reviewed internally on a half termly cycle.

In identifying the needs of pupils All Souls' CE follows the guidance contained in the SEN Code of Practice (2015). The Code does not assume that there are hard and fast categories of special educational need, but recognises that children's needs and requirements may fall within or across four broad areas. The purpose of this identification is to establish what action the school needs to take, not to fit a pupil into a category.

These are identified as: -

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, emotional and mental health difficulties**
- **Sensory and/or physical**

SECTION 4: A GRADUATED RESPONSE APPROACH TO SEN SUPPORT

The graduated response at All Souls' CE will be led and co-ordinated by the school SENCo working with and supporting individual teachers. This cycle of action will be revisited in increasing detail and with increasing frequency, to identify the best way of securing good progress for the pupils within our school.

We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, we consider all evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments can and may need to be made for them.

Class and subject teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. These assessments seek to identify pupils making less than expected progress given their age and individual circumstances. This is characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

This includes progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs.

Excellence in quality first teaching at All Souls' is a given and the role of the class teacher and subject specialist teacher (where applicable) in providing for all pupils is essential. The Code of Practice suggests that pupils are only identified as SEN if they do not make adequate progress once they have had all the intervention and adjustments and good quality personalised teaching (Pg. 99 Section 6.37 onwards) we therefore operate within this framework.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Additional intervention will be considered as wave two only after exposure to high quality teaching has failed to have a positive impact on progress and attainment for the pupil.

All Souls' will regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

All Souls' considers whether to make special educational needs provision for pupils through the involvement of the teacher and SENCO gathering all of the information from within the school about the pupil's progress, alongside national data and expectations of progress. This will include high quality and accurate formative assessment, using effective tools and early assessment materials.

For higher levels of need, All Souls' will make arrangements to draw on more specialised assessments from external agencies and professionals.

ASSESS – PLAN - DO - REVIEW - CYCLE

Assess

In identifying a child as needing SEN support school staff will work alongside the SENCO and the child's parents and will have carried out an analysis of the child's needs. This initial assessment will be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child's progress, more specialist assessment may be called for from specialist teachers or from health, social services or other agencies beyond the setting. Where professionals are not already working with the setting, the SENCO will contact them, with the parents' agreement.

Plan

Where it is decided to provide SEN support and having formally notified the parents, the class teacher and the SENCO will agree, in consultation with the parent, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. These plans will where possible take into account the views of the child. The support and intervention provided will be selected to meet the outcomes identified for the child. Any related staff development needs will where reasonable and available will be identified and addressed.

Everyday teacher judgements and formative assessments will also be used to plan and provide an insight into a child's potential SEN needs. If these concerns continue then a child is discussed with the SENCO using an Initial Concerns form and placed on School Focus (SF) in order to put intervention into place.

Once a child has been identified at SF and continues to make minimal progress whilst being monitored on School Focus then a discussion with the parents will take place.

Do

The class teacher remains responsible for working with the child on a daily basis. With support from the SENCO, they should oversee the implementation of the interventions or programmes agreed as part of SEN support. The SENCO should support the class teacher in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and its impact on the child's progress will be reviewed in line with the agreed date set. The impact and quality of the support will be evaluated by the class teacher and the SENCO working with the child's parents and taking into account the child's views where possible. They will agree any changes to the outcomes and support for the child in light of the child's progress and development. Parents will have clear information about the impact of the support provided and should be involved in planning next steps.

SECTION 4: MANAGING PUPILS NEEDS ON THE SEN REGISTER – A GRADUATED RESPONSE

The changes within the new SEND Code of Practice identify a single category of SEN SUPPORT. Within this category there is the graduated response approach at All Souls' CE which is identified as:

- **1st Response:** Access to quality first teaching
- **2nd Response:** School Focus (SF) which identifies initial concerns and the pupil is closely monitored
- **3rd Response:** If little progress is made at School Focus and after discussion with the parent the child may be placed on 'SEN Support'.
- **4th Response:** If external agency support is required and further assessment identifies lack of progress Wave 3 'SEN Support +' is the next response. The child will have an IEP at this stage.
- **5th Response:** If the child continues to demonstrate significant cause for concern, a request for an Education, Health and Care plan will be made to the LA. A range of written evidence about the child will support the request.

However, if the child makes progress, at any stage, then they can be moved at any stage to suit their needs. We view the SEN register as a flexible process, which is there to support the needs to the child at any time of their education.

A range of IEPs, provision maps and person centred plans will be used to best meet the need of the pupils being assessed and targeted through SEN support. The class teacher along with the school SENCo will be responsible for maintaining and updating the pupil records and developing the provision within these documents as well as evidencing the progress against the outcomes as described in the plans.

Many of the children who join us have already been in early education. In some cases children join school with their needs already assessed. All children are assessed when they enter All Souls' CE, so that we can build upon their prior learning and ascertain their baseline of achievement. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

Teacher assessments are completed six times a year and concerns are discussed during Pupil Progress Meetings once a term. Children who are below peer and/or national averages are highlighted and the concerns are discussed alongside those children who have made minimal progress. This is one strategy we use to identify and assess potential SEN.

Everyday teacher judgements and formative assessments will also be used to plan and provide an insight into a child's potential SEN needs. If these concerns continue then a child is discussed with the SENCo using an Initial Concerns form and placed on School Focus (SF) in order to put intervention into place.

Once a child has been identified at SF and continues to make minimal progress whilst being monitored on School Focus then a discussion with the parents will take place.

If it is recognised that All Souls' CE is unable to fully meet the needs of a pupil through its own provision arrangements - this will be evidenced by initially identifying what reasonable steps have been/could be taken to support the pupil's needs. Reasonable steps are defined as: (section 9.91)

REASONABLE STEPS:

What constitutes a reasonable step will depend on all the circumstances of the Individual case. The following are some of the factors that may be taken into account:

- Whether taking the step would be effective in removing the incompatibility
- The extent to which it is practical for the early years provider, school, college or local authority to take the step

- The extent to which steps have already been taken in relation to a particular child or young person and their effectiveness
- The financial and other resource implications of taking the step, and
- The extent of any disruption that taking the step would cause

There may be individual cases where - it is considered that the health & safety of other pupils and or staff are threatened or where the learning of others is impeded – by the systematic and persistent behaviour of a pupil – discussions with the local authority and parents of the pupil will take place about seeking alternative / best provision for that pupil which may involve a managed move or alternative placement in agreement with the parent and child.

'There may be a range of reasons why it may not always be possible to take Reasonable steps to prevent a mainstream place from being incompatible with the efficient education of others – for example, where the child or young person's behaviour systematically, persistently or significantly threatens the safety and/or impedes the learning of others.'
(p177 section 9:93) **SEN Code of Practice 2015**

SECTION 6: SUPPORTING PUPILS AND FAMILIES

Partnership with Parents

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our support for children with special educational needs.

The school website contains details of our SEN Information Report - Statutory requirement (Regulation 51, Part 3, section 69 - 3a) - informing the arrangements made for SEN children in our school. A named governor takes a particular interest in special needs and is always willing to talk to parents.

We have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

Rochdale Local Authority have a LA local offer (Regulation 53, Part 4) which can be accessed through the LA Special Education Needs Team 01706 647474. This will provide valuable information for parents signposting support for parents.

SECTION 7: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

All Souls' CE Primary school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some children may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed. All Souls' CE has an individual policy which complies with the document 'Managing the Medical Conditions of Pupils' (September 2014)

SECTION 8: MONITORING AND EVALUATION OF SEND PUPILS

All Souls' CE regularly and carefully monitors and evaluates the quality of the provision we offer for all pupils. The SENCo completes regular monitoring to track the SEN pupils to ensure progress is being made.

Examples of monitoring completed includes:

- IEP monitoring (termly)
- Provision Map monitoring (half termly)
- TA Observations (termly)
- Interventions
- Assessment (6 weekly and Teacher ongoing assessments)
- Pupil Progress (termly)
- Staff views
- Pupil views
- Parent views
- SEN Governor views

The evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

SECTION 9: TRAINING AND RESOURCES

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake relevant training and development.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils. The school's SENCOs regularly attends the LAs SENCO network meetings in order to keep up to date with local and national updates in SEND. All Souls' CE is a member of Nasen.

SECTION 10: ROLES AND RESPONSIBILITIES

Role of SEN Governor at All Souls' CE:

- Helping to raise awareness of SEND issues at governing body meetings
- Ensuring that the school's notional SEN budget is appropriately allocated to support pupils with SEN
- Giving up-to-date information to the governing body on the quality and effectiveness of SEN and disability provision within the school
- Helping to review the school's policy on provision for pupils with SEND
- Assuring the governing body that the school website publishes the school's SEND offer in accordance with the new Code of Practice

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Role of SEN Teaching Assistants:

- Will be aware of the needs of the individual child
- Will work closely with parents and the class teacher
- Will help a child enabling them to become more self-reliant and independent over time
- In most cases the aim of extra support is to give a child access to the mainstream curriculum or a modified curriculum working alongside pupils on agreed targets – through provision maps, IEP or statement/EHC Plan
- Teaching assistants may work within small groups of support not necessarily as a one to one support to the child

SECTION 11: STORING AND MANAGING INFORMATION

The storage of information relating to SEN is in line with the schools policy on Information Management and Confidentiality (this includes information on how long to store documents, when they should be destroyed, what should be kept, and where).

SECTION 12: REVIEWING THE POLICY

The SEN policy will be reviewed annually.

SECTION 13: ACCESSIBILITY

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. All Souls' CE Accessibility Plan is available on request.

- **Statutory Responsibilities**
- The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.
- Schools are required to produce accessibility plans for their individual school and LAs are under a duty to prepare accessibility strategies covering the maintained schools in their area.
- Accessibility plans and strategies must be in writing.
- How does your school identify and remove barriers to learning? Do you apply your checklist or is this part of your schools stream of consciousness?
- Describe current targets, strategies and outcomes of your schools successful accessibility planning approach.
- How does your school increase and promote access for disabled pupils to the school curriculum? This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.
- How does your school improve access to the physical environment of the school? This covers improvements to the physical environment of the school and physical aids to access education.
- How does your school improve the delivery of written information to disabled pupils? This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame.
- How can parents and carers contact key staff? What are the protocols in your school? Do you have a specific time of day/week where there is open access?

SECTION 14: DEALING WITH COMPLAINTS

Complaints will be dealt with in accordance with the Complaints Policy and procedures.

SECTION 15: BULLYING

All Souls' is an inclusive school the Bullying Policy and the steps within it are there to ensure and mitigate the risk of bullying of vulnerable learners at our school.

The safeguarding needs of pupils are paramount and in particular those with SEN and or disability, we seek to promote independence and build resilience in their learning.

SECTION 16: APPENDICES

All Souls' CE 'SEN Information Report 2019-2020 is available on the school website.



All Souls' CE Primary School A Graduated Response to SEN

SEN SUPPORT AT ALL SOULS' CE PRIMARY SCHOOL A GRADUATED RESPONSE

| Response | Stage | Action | Parent Informed |
|--------------------------|---|---|-----------------|
| 1 st Response | Quality First Teaching (½ term review) | Need identified Teaching/Learning Form Appendix 1 | X |
| 2 nd Response | School Focus (½ term review) | Provision maps Additional TA support Form Appendix 2 | x |
| 3 rd Response | SEN Support SIMS Register (½ term review) | Provision maps + One page Pupil Profile Form Appendix 3 | ✓ |
| 4 th Response | SEN Support + (½ term review) | External Agency One Page Pupil Profile Involvement requested Assess Plan Do Review IEP required Form Appendix 4 | ✓ |
| 5 th Response | EHCP (Annual review) | Statutory Assessment External Agencies One Page Pupil Profile Assess Plan Do Review IEP required Form Appendix 5 | ✓ |



Appendix 1

**All Souls' CE Primary School
School Focus 2nd Response - SEN Form**

Name of Child: _____ Year Group: _____ Date: _____

Class Teacher: _____ Child DOB: _____

As class teacher I am making a recommendation to move to **2nd response School Focus** following **Quality First Teaching**.

What are the areas of need of the child?

What strategies have been used with this child up to this point?

Recommendation:

Targets have been met, extra support no longer required

Continue with support already in place at the same response stage

Additional support required move to **3rd response SEN Support**

Class Teacher signature: _____

SENCo Signature: _____



Appendix 2

**All Souls' CE Primary School
SEN Support 3rd Response – SEN Form**

Name of Child:_____ Year Group:_____ Date:_____

Class Teacher:_____ Child DOB:_____

As class teacher and SENCo we are making a recommendation to move to **3rd response SEN Support** following **2nd Response School Focus**.

- Produce a one page profile for this child
- Parent/child needs to be informed
- Support Plan needs to be completed
- Identify specific provision needs
- Provision Mapping needs to be completed ½ termly

Development area needs of child:

What additional support is required?

Evaluation:

Parental/Child comment:

Parental signature:_____

Recommendation:

- Targets have been met, extra support no longer required
- Continue with support already in place at the same response stage
- Additional support required move to **4th response SEN Support +**

Class Teacher signature:_____

SENCo Signature:_____



**All Souls' CE Primary School
SEN Support + 4th Response – SEN Form**

Name of Child: _____ Year Group: _____ Date: _____

Class Teacher: _____ Child DOB: _____

As class teacher and SENCo we are making a recommendation to move to **4th response SEN Support +** following **3rd Response SEN Support.**

- Produce a one page profile for this child
- Parent/child needs to be involved
- Assess Plan Do Review needs completing
- Identify specific provision needs
- IEP needs completing

What are the specific development needs of the child?

Views of child (if appropriate) and parent to inform the IEP

- Recommendation:
- Targets have been met, extra support no longer required
 - Continue with support already in place at the same response stage
 - Additional support required move to **5th response stat. assessment EHCP**

Class Teacher signature: _____

SENCo signature: _____

Headteacher signature: _____



All Souls' CE Primary School Statutory Assessment 5th Response – SEN Form

Name of Child: _____ Year Group: _____ Date: _____

Class Teacher: _____ Child DOB: _____

As class teacher, SENCo and Headteacher we are making a recommendation to move to **5th response Statutory Assessment** following **4th Response SEN + Support**.

- | | |
|---|--------------------------|
| Produce a one page profile for this child | <input type="checkbox"/> |
| Parent/child needs to be involved | <input type="checkbox"/> |
| Assess Plan Do Review needs completing | <input type="checkbox"/> |
| Complete Statutory Assessment LA forms | <input type="checkbox"/> |
| IEP needs completing | <input type="checkbox"/> |

Why are we applying for statutory assessment for this child?

What specific help and support is required for this child to make progress?

Views of child (if appropriate) and parent to inform the IEP

Class Teacher signature: _____

SENCo Signature: _____

Headteacher signature: _____



All Souls' CE Primary School

Parental/Child Review of SEN Support 3rd response + Termly

Name of Child: _____ Year Group: _____ Date: _____

Class Teacher: _____ Child DOB: _____

Your child has been identified as requiring 'SEN Support' within school - at 3rd response or above - for the following reason:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, emotional and mental health difficulties**
- **Sensory and/or physical**

Your child is on the following response from school:

| SEN SUPPORT AT ALL SOULS' CE PRIMARY SCHOOL A GRADUATED RESPONSE | | |
|--|-----------------------|--|
| Response | | |
| 1 st Response | <input type="radio"/> | |
| 2 nd Response | <input type="radio"/> | |
| 3 rd Response | <input type="radio"/> | |
| 4 th Response | <input type="radio"/> | |
| 5 th Response | <input type="radio"/> | |



Please respond below regarding your view of your child's support throughout this term in relation their SEN provision within school and support your child to make their own comments. This will support the review of the IEP and help to form the new targets where necessary.

Parental View

I am happy/unhappy with my child's support with SEN needs for the previous term because:

Child's View

I am happy/unhappy with my support with my needs for the previous term because:

Given the views above the changes we would like to see in provision are:

Parental Signature: _____

Pupil Signature: _____

Date: _____

Please complete and return to the school SENCo via the class teacher. Thank you.