



SUPPORT TUITION POLICY AT ST HELEN'S SCHOOL

1. Rationale

To give every girl an excellent, well-balanced education, developing her individual intellectual, creative and physical talents to the full.

2. Objectives

- To promote the early identification of Support Tuition Needs through observation and assessment procedures in collaboration with parents.
- To ensure that pupils with Support Tuition Needs have access to an appropriately differentiated, broad and balanced curriculum.

3. Success Criteria

The pupils with Support Tuition Needs are receiving the support appropriate to their needs and are benefiting from this support, i.e. their attainment is raised.

4. Methodology

4.1 Implementation

In Little St. Helen's all the girls are continuously monitored by the Class Teacher and the Head of LSH is informed and consulted should a concern about an individual pupil be raised.

In Junior School and Senior School, support is offered to those experiencing temporary or long term difficulties with general organisation, in Mathematics, English and EAL support to foreign students.

The Head of Support Tuition is Jane Threlfall. The named Support Tuition Liaisons work with her to identify girls who would benefit from support.

There are strategies for:

- identifying areas of weakness
- drawing up proposals for a suitable programme of extra lessons
- contacting parents
- informing staff
- periodic review of progress

Identifying areas of weakness

Information about a pupil who is struggling may come from a number of sources, including:

- Records from previous school
- Entry papers
- Dyslexia screening in Years 3 and 7
- Classroom contacts
- Parental contacts
- Reviews

Whatever the route, this information must be passed through the Head of Section in each part of the school to the Head of Support Tuition, Jane Threlfall.

The Support Tuition Liaisons are:

Little St. Helen's	=	Head of Little St. Helen's
Junior School	=	Head of Junior School
Senior School	=	Heads of Section, Heads of English and Mathematics and other teaching staff as appropriate

Drawing up proposals for a suitable Support Programme

Support Tuition Liaisons will confer with:

- Subject Staff
- Subject Co-ordinators in Junior School
- Heads of Section in Senior School
- Any other relevant staff
- Support Tuition Staff

When the Support Tuition Liaison is sure that extra lessons are necessary, all relevant material will be discussed with Jane Threlfall who will consult the support teachers and their timetables and contact parents to offer a support programme.

Each girl's individual learning programme is based on information provided by subject staff on the Support Request Form, plus discussion with other relevant staff and the pupil and parents if appropriate. Information may also be obtained from educational psychologists' reports and assessments.

The members of staff who provide support lessons are:

Rebecca Hershman	-	General English
Jane Threlfall	-	Dyslexia
Ania Pateli	-	Mathematics
Susie de Vaux Balbirnie	-	English as an Additional Language

These teachers work with the appropriate Support Tuition Liaison with whom they have regular meetings to discuss pupils' progress and their timetable commitments.

The timetables of the support staff are agreed with Mr P Tiley before the start of the academic year. Any changes are negotiated with Jane Threlfall and then approved by Mr Tiley.

Contacting parents and reporting progress

Parents are contacted initially by telephone; this may be followed by a meeting if appropriate. A letter is then sent, offering the relevant support teaching. When parents give written acceptance to Jane Threlfall, the programme commences.

The Support Tuition Liaison will keep a record of the girls receiving extra lessons with each member of staff. Jane Threlfall will have copies of these and the support staff's timetables. She will inform the Deputy Head with responsibility for the timetable and the Resources Director and oversee regular monitoring of the girls' progress and reporting to parents.

Informing staff

During the first term of each academic year a record of pupils receiving support tuition is issued to each member of the academic staff in Senior School and updated in the middle of the Spring Term. This provides the opportunity to ensure that there is sufficient differentiation in the Schemes of Work. In Junior School these records will be found in the Staff Room. It is the responsibility of the Head of Support Tuition to ensure that these records are kept up to date.

4.2 Monitoring of Progress

The Support Tuition teachers contact each girl's class/subject teacher at the end of each term to check on progress. Monitoring also takes place at the review meetings for each year group in Senior School in preparation for Parents' Evenings and via informal liaison with subject staff as necessary.

4.3 Reporting

This is carried out once a year through the full school report. Contact with parents is also maintained via regular phone calls.

5. Evaluation

This is carried out at the end of every school year by Jane Threlfall in consultation with her team. The effectiveness of the policy is measured through the raise in attainment level of each identified pupil and through feedback from parents, girls and staff.

6. Review

This policy is reviewed bi-annually by the Senior Leadership Team and the Head of Support Tuition. The next review date is April 2010.



St Helen's School

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

POLICY APPENDIX

AIM

- To ensure that girls with EAL have access to a broad, balanced and relevant curriculum
- To identify girls with EAL at the earliest opportunity
- To assist girls with EAL to achieve their potential both in the classroom and beyond through additional EAL support where appropriate

PROCEDURES

Girls may require additional resources and differentiation in order to ensure progress. However they should be integrated as fully as possible, both socially and educationally into the life of the school, and on the whole their needs should be met within the classroom environment.

Responsibilities

The Head of Support Tuition is Mrs Jane Threlfall

The EAL teacher is Mrs Susie de Vaux Balbirnie

Role of the Head of Support Tuition

- Organise EAL individual support lessons if necessary
- Provide information on all girls with EAL to all members of staff who may be involved with them
- Liaise with the EAL teacher to help classroom teachers make provision, through normal classroom differentiation and support, for girls with EAL
- Liaise with the EAL teacher/class teacher to produce IEPs if needed and evaluate as part of the school target setting process as appropriate.
- Liaise with parents, in conjunction with the EAL teacher/class teacher, at all stages and involve them in decision making as appropriate
- Seek and respond to the views of the girls themselves at all stages
- As appropriate ensure that suitable examination arrangements are made in conjunction with the Examinations Officer to ensure the girls with EAL have every opportunity to succeed

METHODOLOGY

Identification and Assessment

EAL is usually identified during the admission process.

Records

All staff have access to the necessary information for pupils on the Support Tuition Register, including those with EAL. This is available to staff in the relevant Staff Room, in the LSH Office for girls in this section of the school and on the School network in the Staff private area on the R drive.

Staff are expected to have examined this register for pupils that they teach and implement any strategies recommended by the EAL teacher/Head of Support Tuition in the classroom. Staff are given paper copies of any specific IEPs for girls which they teach in order that they can comment on progress at regular intervals, although all staff will contribute to the discussion of an individual pupil's progress at the Review Meetings.

Provision

This takes two forms:

- Differentiated learning opportunities and regular and frequent monitoring of the girl's progress by the class teacher and Head of Support Tuition, through the school reporting system or via the IEP review process.
- EAL support during individual withdrawal lessons according to need.

In both cases close contact with the parents is maintained and home/school links can be operated via books or homework planners if appropriate.

Individual Education Plans

An IEP is used, where appropriate, to plan the support for girls. They focus on three or four individual targets, and include information about:

- the short term targets set for or by the pupil
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- outcomes

Every IEP is reviewed on a regular basis. Teachers are consulted formally or informally and the girl is included in the setting of targets. Consultation with the parents may be conducted at the Parents' Evenings or at a designated meeting.

Group Education Plans

When a group of pupils within a particular class or subject lesson have common targets or strategies, a group education plan may be drawn up.

Timetabling

When support is needed in a withdrawal situation, the first priority is to ensure that all girls have access to a broadly balanced curriculum and do not miss subjects. Their individual preferences and strengths are taken into account in addition to the advice of the staff member and parental requests. Girls may be withdrawn from the second modern foreign language option or from PSHCE or Form Tutor periods. Break time, lunchtime or after school sessions may also be used for these individual support lessons.

Examination Procedures

It is the school's policy that girls should be enabled to demonstrate what they know in tests and exams. Extra time is allowed in both internal and external examinations and tests when the girl has been educated in an English speaking school for less than 2 years.

Girls who have EAL support will generally be expected to work through English for Speakers of other Languages (ESOL) examinations, at a level appropriate to them. This would include the Primary English Test (PET), followed by First Certificate in English, if appropriate. Girls will usually be prepared for IGCSE English. It may be that girls will not necessarily take IGCSE in Year 11, but at the time when their English ability has reached the appropriate level.

Girls arriving in the 6th form would be encouraged to take IELTS before University Entrance.

SUCCESS CRITERIA

Girls fulfil their potential within the time they are pupils at the school.

Date of Policy Review March 2010

APPENDIX 1

(SPECIAL EDUCATIONAL NEEDS CODE OF PRACTICE)

EARLY YEARS

4:20 When an early education practitioner who works day-to-day with the child, or the SENCO, identifies a child with special educational needs, they should devise interventions that are additional to or different from those provided as part of the setting's usual curriculum offer and strategies (*Early Years Action*).

4:21 The triggers for intervention through *Early Years Action* could be the practitioner's or parent's concern about a child who despite receiving appropriate early education experiences:

- _ makes little or no progress even when teaching approaches are particularly targeted to improve the child's identified area of weakness
- _ continues working at levels significantly below those expected for children of a similar age in certain areas
- _ presents persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the setting
- _ has sensory or physical problems, and continues to make little or no progress despite the provision of personal aids and equipment
- _ has communication and/or interaction difficulties, and requires specific individual interventions in order to access learning.

4:22 If practitioners in consultation with parents conclude that a child may need further support to help them progress, staff should seek the help of the SENCO.

4:23 As an important part of the *Early Years Action* the SENCO and colleagues should collect all known information about the child and seek additional new information from the parents. In some cases outside professionals from health, social services or the education psychology service may already be involved with the child. The SENCO should build on the existing knowledge of the child; multi-agency input is often very significant for young children. The educational psychologist can have a key role in assessment and intervention and in providing support and advice to parents. Educational psychologists can help teachers and parents *notice* children's individual needs and help them to adjust their response accordingly. In such cases it is good practice for these professionals to liaise with the early education settings and keep them informed of the work in progress. Where these professionals have not already been working with practitioners, the SENCO should contact them if parents agree.

4:24 Parents are the prime source of information in many cases. The information collected can be maintained as part of the child's individual record that will also include previous observations on the child made as part of the regular assessment and recording systems within the early education setting. Settings should make sure that parents are as fully involved as possible with their child's education and should always be kept fully informed about how the setting is seeking to meet their child's needs. Children with a learning difficulty or developmental delay, and whose parents do not have English as a first language, do not have fluent English, or are disabled are likely to be particularly disadvantaged if any special educational needs are not identified at the earliest possible stage. Parents may be unable to voice their own concerns because of a lack of a means of communication with the early education provider. Where such difficulties occur, LEAs should ensure that parents and relevant professionals are provided with access to signers or interpreters and translated information material, so that early concerns may be shared about the child's behaviour, health and development. Bilingual support staff, teachers of English as an additional language and teachers of the deaf may be able to help. Parent partnership services, discussed fully in Chapter Two, will also be a source of advice and support. Without such support early identification and intervention may be delayed or ineffective.

Nature of intervention

4:26 The SENCO and the child's teacher, in consultation with parents, should decide on the

Action needed to help the child to progress in the light of their earlier assessment. There is sometimes an expectation that *Action* will comprise support in the form of the deployment of extra staff to enable one-to-one tuition to be given to the child. This may not be the most appropriate way of helping the child. The *Action* should enable the very young child with special educational needs to learn and progress to the maximum possible. The key lies in effective individualised arrangements for learning and teaching. The resources might be extra adult time in devising the nature of the planned intervention and monitoring its effectiveness; the provision of different learning materials or special equipment; some individual or group support or staff development and training to introduce more effective strategies. Speedy access to LEA support services for one-off or occasional advice on strategies or equipment or for staff training may make it possible to provide effective intervention without the need for regular or ongoing input from external agencies.

Individual Education Plans

4:27 Strategies employed to enable the child to progress should be recorded within an Individual Education Plan (IEP); this should include information about the short-term targets set for the child, the teaching strategies and the provision to be put in place, when the plan is to be reviewed, and the outcome of the action taken. The IEP should only record that which is additional to or different from the differentiated curriculum plan that is in place as part of normal provision. The IEP should be crisply written and focus on three or four key targets. IEPs should be discussed with parents and the child.

Reviewing IEPs

4:28 Ideally IEPs should be continually kept 'under review,' and in such circumstances there cannot simply be a 'fixed term' or a formal meeting for reviews. However IEPs should be reviewed regularly and at least three times a year. Reviews need not be unduly formal, but parents' views on the child's progress should be sought, and they should be consulted as part of the review process. Further advice on IEPs and on involving pupils can be found in the SEN Toolkit.

Early Years Action Plus

4:29 *Early Years Action Plus* is characterised by the involvement of external support services who can help early education settings with advice on new IEPs and targets, provide more specialist assessments, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities. The kinds of advice and support available to early education settings will vary according to local policies. LEAs have the power, under section 318(3) of the Education Act 1996 to supply goods and services to assist early education settings outside the maintained sector in supporting children eligible for Government funding who have special educational needs but do not have a statement.

4:30 A request for help from external services is likely to follow a decision taken by the SENCO

and colleagues, in consultation with parents, at a meeting to review the child's IEP. The review should consider:

- _ has progress been made?
- _ what are the parents' views?
- _ is there a need for more information or advice about the child?

4:31 The triggers for referral for seeking help from outside agencies could be that, despite receiving an individualised programme and/or concentrated support, the child:

- _ continues to make little or no progress in specific areas over a long period
- _ continues working at an early years curriculum substantially below that expected of children of a similar age
- _ has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the group, despite having an individualised behaviour management programme
- _ has sensory or physical needs, and requires additional equipment or regular visits for direct intervention or advice by practitioners from a specialist service
- _ has ongoing communication or interaction difficulties that impede the development of

social relationships and cause substantial barriers to learning.

4:32 Where an early education setting seeks the help of external support services, those services will need to see the records on the child held by the setting, in order to establish which strategies have already been employed and which targets have been set and achieved. They will usually then observe the child, in their educational setting if that is appropriate and practicable, so that they can advise on new and appropriate targets for the child's IEP and accompanying strategies.

Requests for statutory assessment

4:33 For a very few children the help given by the early education setting through *Action Plus*

will not be sufficiently effective to enable the child to progress satisfactorily. It will then be necessary for the setting, in consultation with the parents and any external agencies already involved, to consider whether a statutory multi-disciplinary assessment may be appropriate.

4:34 Parents, schools and settings can make a request to the LEA for a statutory assessment. Settings in receipt of Government funding to provide early education, other than maintained nursery schools or nursery classes in maintained schools, currently only have a statutory right to request an assessment for four and five year olds for whom they provide nursery education (those children for whom the LEA must secure education under section 118 of the School Standards and Framework Act).¹⁹ The LEA is then responsible for determining whether a statutory assessment is required.

4:35 Where a request for statutory assessment is made to an LEA, the child will have demonstrated significant cause for concern. The LEA will generally seek evidence that any strategy or programme implemented for the child in question has been continued for a reasonable period of time without success. The LEA will need clear documentation in relation to the child's special educational needs and any action taken to deal with those needs. Each LEA will have its own system of referral. In deciding whether to make an assessment for a particular child, LEAs should, wherever possible, take into account existing information including IEPs rather than asking for further fresh written evidence.

4:36 In a very few cases where there are severe and complex needs the extent of the child's needs will be evident. In such cases requests for assessment might be made prior to any early education intervention, and there should be no need for reports from all the agencies involved with the child before the LEA can reach a decision. The LEA should act on reports from the professionals most closely involved with the child.

19 By September 2004 LEAs' duties under section 118 will extend to three year olds. When this happens, the right to request assessments will automatically be extended to cover requests in respect of three year olds.

Child Health Services in the early years

4:37 The child health services must alert the parents and the LEA to the child's potential difficulties. A child development centre or team may provide a multi-professional view at an early stage. Early contact with child health services will be important in order to ensure that there is no physical cause for the difficulty in question (such as a hearing or visual impairment) or to secure advice on the possible cause and the effective management of difficult behaviour. Children's development and subsequent progress in school will also be affected by their general health status. All early education settings should be aware of how to obtain information and advice on health related matters, using the school health service, the child's general practitioner or a relevant member of the child development centre or team. Where a setting wants advice about a particular child they should ensure that parents have given consent to this being obtained.

4:39 Chapter Seven sets out the statutory procedures for assessment. The time limits and other statutory procedures for deciding whether to carry out a multi-disciplinary assessment for a child under compulsory school age (and over two) and for making the assessment and producing a statement are the same as for children of school age.

4:40 The parents' perspective is particularly important when assessing the special educational needs of young children. LEAs should consider using explanatory leaflets or guidelines for parents to encourage their participation. Such information could also include an explanation of the support available for children within early education settings through *Early Years Action* and *Action Plus*, an explanation of parents' rights in relation to requesting a statutory assessment, and information about the circumstances in which the LEA would consider giving a child a statement. LEAs should also ensure that parents are offered the full range of parent partnership services as described in Chapter Two of this Code.

Health Authorities and National Health Service (NHS) Trusts must inform the parents and the appropriate LEA when they form the opinion that a child under compulsory school age may have special educational needs. They must also inform the parents if they believe that a particular voluntary organisation is likely to be able to give the parents advice or assistance in connection with any special educational needs that the child may have.

See Section 332, Education Act 1996

Criteria for statutory assessment of children under compulsory school age and over two

4:41 In deciding whether a statutory assessment is necessary for a child over two but under compulsory school age, where the child is attending an early education setting, the LEA should ask the following questions:

a. what difficulties have been identified by the setting? Have the practitioners provided individualised strategies through *Early Years Action* and *Early Years Action Plus* to assist the child?

b. has outside advice been sought, regarding the child's:

- _ physical health and functioning
- _ communication skills
- _ perceptual and motor skills
- _ social skills
- _ self-help skills
- social skills
- _ emotional and behavioural development
- _ responses to learning experiences.
- _ have parental views been considered?

4:42 Where a child is not attending an early education setting the LEA should try to collect as much information as is possible before deciding whether to assess.

4:43 The LEA will then assess the evidence and decide whether the child's difficulties or developmental delays are likely to be addressed only through a statement of special educational needs. Where a child's educational needs appear to be sufficiently severe or complex as to require attention for much of the child's school life, or that the evidence points to the need for specialist early intervention that cannot be provided in the current setting, then the LEA is likely to conclude that an assessment is necessary.

Statements for children under compulsory school age and over two

4:44 Where children aged between two and five have such severe and complex needs that statutory procedures are essential in order to maximise their opportunities, the statement will follow the same format as for any other children. The contributions of non-educational service providers are likely to be of key importance.

4:51 For very young children, access to a home-based learning programme, such as the Portage Home Teaching Programme, or the services of a peripatetic teacher for the hearing or visually impaired, may provide the most appropriate support or advice. In the case of a child with a behavioural difficulty, the advice of the clinical psychologist at a child development centre or an educational psychologist may enable the child to remain within an existing setting. In most instances there should be a decision that the child can attend, or continue to attend, mainstream early education provision, but with additional support or resources. For some children it may be more appropriate for them to transfer to a specialist provision. Parents should be kept informed and consulted throughout the

process of such decisions.

4:52 The Early Years Development and Childcare Partnership and the LEA should have information on nursery school or class places for children with special educational needs, and about places in independent and voluntary play or opportunity groups, family centres, day nurseries or other provision for young children in that authority. Partnerships are required to include this information in the EYDCP Plan. Social services departments will be able to provide information on provision for young children 'in need'.

4:53 If a child is on a local authority child protection register, or where there is concern about a child's welfare, the LEA and social services department should consider jointly agreeing an arrangement for identifying a child's needs and specifying and monitoring the provision to meet such needs. This should be done sensitively and with regard for the confidentiality of the information. If the child is looked after by the local authority – living with a foster parent or in a residential setting – the LEA's assessment could form part of the child's Care Plan and be regularly reviewed.

Moving to primary school

4:54 In some instances a child under five may have received considerable support without the necessity of making a statement. If it is decided that the child's needs are such that they will require a statement prior to entering primary school, careful attention should be paid to the parents' views and to information available from the full range of assessment arrangements within all the relevant agencies making provision for young children with special needs. Particular attention should be given to the child's general health and development and home circumstances to ensure that a learning difficulty is not directly related to wider family problems. Any record drawn up by an early education setting for a child with a possible special need should be passed on to the school with the parent's consent. The importance and benefits to their child of providing these records to schools should be carefully explained to parents.

PRIMARY PHASE

5:43 When a class teacher or the SENCO identifies a child with SEN the class teacher should provide interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum offer and strategies (*School Action*).

5:44 The triggers for intervention through *School Action* could be the teacher's or others' concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

_ makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness

The school has a duty to inform the child's parents that special educational provision is being made for the child because the child has SEN.

See Section 317A , Education Act 1996

_ shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas

_ presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school

_ has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment

_ has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

5:45 If a child's class teacher in consultation with parents concludes that a child may need further support to help their progress, the teacher should seek the help of the SENCO. The teacher and the SENCO should consider the teacher's reasons for concern alongside any information about the child already available to the school.

5:46 To help inform the decision on the nature of the additional help that might be needed by the child through *School Action* the class teacher together with the SENCO should collect all the available information about the child and seek additional information from the

parents. In some cases outside professionals from health or social services may already be involved with the child. In such instances it is good practice for these professionals to liaise with the school and keep them informed of their input. Where these professionals have not already been working with the school staff, the SENCO should contact them if the parents agree.

5:47 The SENCO should take the lead in the further assessment of the child's particular strengths and weaknesses; planning future support for the child in discussion with colleagues; and monitoring and subsequently reviewing the action taken. The child's class teacher should remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Parents should always be consulted and kept informed of the action taken to help the child, and of the outcome of this action.

5:48 The information collected about the child, and details of the extra help given to them, can be incorporated in the child's individual record. The record should also include previous observations on the child made as part of the assessment and recording systems in place for all children.

Nature of intervention

5:49 The SENCO and the child's class teacher should decide on the *Action* needed to help the child to progress in the light of their earlier assessment. There is sometimes an expectation that this help will take the form of the deployment of extra staff to enable one-to-one tuition to be given to the child. However, this may not be the most appropriate way of helping the child. A more appropriate approach might be to provide different learning materials or special equipment; to introduce some group or individual support; to devote extra adult time to devising the nature of the planned intervention and to monitoring its effectiveness; or to undertake staff development and training to introduce more effective strategies. Speedy access to LEA support services for one-off or occasional advice on strategies or equipment or for staff training may make it possible to provide effective intervention without the need for regular or ongoing input from external agencies.

Individual Education Plans

5:50 Strategies employed to enable the child to progress should be recorded within an Individual Education Plan (IEP). Further information on managing IEPs and Group Education Plans can be found in the SEN Toolkit. The IEP should include information about:

- _ the short-term targets set for or by the child
- _ the teaching strategies to be used
- _ the provision to be put in place
- _ when the plan is to be reviewed
- _ success and/or exit criteria
- _ outcomes (to be recorded when IEP is reviewed).

5:51 The IEP should only record that which is additional to or different from the differentiated curriculum plan, which is in place as part of provision for all children. The IEP should be crisply written and focus on three or four individual targets, chosen from those relating to the key areas of communication, literacy, mathematics, and behaviour and social skills that match the child's needs. The IEP should be discussed with the child and the parents.

5:52 Where a child with identified SEN is at serious risk of disaffection or exclusion the IEP should reflect appropriate strategies to meet their needs³¹. A Pastoral Support Programme should not be used to replace the graduated response to special educational needs.

Reviewing IEPs

5:53 IEPs should be reviewed at least twice a year. Ideally they should be reviewed termly, or possibly more frequently for some children. At least one review in the year could coincide with a routine Parents' Evening, although schools should recognise that some parents will prefer a private meeting. Reviews need not be unduly formal, but parents' views on the child's progress should be sought and they should be consulted as part of the review process. Wherever possible, the child should also take part in the review process and be

involved in setting the targets. If the child is not involved in the review, their ascertainable views should be considered in any discussion.

School Action Plus

5:54 A request for help from external services is likely to follow a decision taken by the SENCO and colleagues, in consultation with parents, at a meeting to review the child's IEP. Schools should always consult specialists when they take action on behalf of a child through *School Action Plus*. But the involvement of specialists need not be limited to such children. Outside specialists can play an important part in the very early identification of special educational needs and in advising schools on effective provision designed to prevent the development of more significant needs. They can act as consultants and be a source for in-service advice on learning and behaviour management strategies for all teachers.

31 Guidance is set out in DfEE Circular 10/99 'Social Inclusion: Pupil Support.'

5:55 At *School Action Plus* external support services, both those provided by the LEA and by outside agencies, will usually see the child, in school if that is appropriate and practicable, so that they can advise teachers on new IEPs with fresh targets and accompanying strategies, provide more specialist assessments that can inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities. The kinds of advice and support available to schools will vary according to local policies.

5:56 The triggers for *School Action Plus* could be that, despite receiving an individualised programme and/or concentrated support under *School Action*, the child:

- _ continues to make little or no progress in specific areas over a long period
- _ continues working at National Curriculum levels substantially below that expected of children of a similar age
- _ continues to have difficulty in developing literacy and mathematics skills
- _ has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- _ has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- _ has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

5:57 Where schools seek the help of external support services, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. They can then advise on new and appropriate targets for the child's IEP and on accompanying strategies. The targets set may require specialist assessment arrangements to measure the child's progress. If so, outside specialists, for example educational psychologists may be required for this.

5:58 The SENCO and class teacher, together with curriculum, literacy and numeracy coordinators and external specialists, should consider a range of different teaching approaches and appropriate equipment and teaching materials, including the use of information technology. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. In some instances improved management or alternative arrangements based on advice from health professionals may considerably reduce the child's special educational needs.

5:59 The resulting new IEP for the child should set out fresh strategies for supporting the child's progress. Although developed with the help of outside specialists, the strategies specified in the IEP should usually be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the IEP continues to be the responsibility of the class teacher.

5:60 If the SENCO and the external specialist consider that the information gathered about the child is insufficient, and that more detailed advice must be obtained from other outside professionals, then the consent of the child's parents must be sought.

5:61 The SENCO should note in the child's records:

- _ what further advice is being sought

_ the support to be provided for the child pending receipt of the advice.

School request for a statutory assessment

5:62 Where a request for a statutory assessment is made by a school to an LEA, the child will have demonstrated significant cause for concern. The LEA will seek evidence from the school that any strategy or programme implemented for the child in question has been continued for a reasonable period of time without success and that alternatives have been tried, or the reasons why this has not occurred. The LEA will need information about the child's progress over time, and will also need clear documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place. In some cases there will be existing reports or written advice from external agencies that should be included in the documentation, however where there is no such evidence LEAs should not require it in order to decide whether an assessment is needed.

5:63 The evidence that the LEA will need to examine in deciding whether to make a statutory assessment is described in Chapter Seven. The criteria, which LEAs may adopt in deciding whether to issue a statement for a particular child, are set out in Chapter Eight. Regular liaison between the LEA and schools should ensure that there is clarity about the information required by the Authority when an assessment is requested.

5:64 By the time the head teacher considers asking for statutory assessment of a child's special educational needs, the school should be able to provide written evidence of or information about:

- _ the school's action through *School Action* and *School Action Plus*
- _ individual education plans for the pupil
- _ records of regular reviews and their outcomes
- _ the pupil's health including the child's medical history where relevant
- _ National Curriculum levels
- _ attainments in literacy and mathematics
- _ educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- _ views of the parents and of the child
- _ involvement of other professionals
- _ any involvement by the social services or education welfare service.

5:65 The description of the child's learning difficulty and progress together with information about the special educational provision made will form the basis on which the LEA can consider whether a statutory assessment is necessary. If the LEA's support services and, in particular, the LEA's educational psychologists have already been involved in assessing the child and reviewing provision, the LEA should be able to decide relatively quickly whether a statutory assessment is necessary. In the meantime – and whilst any subsequent statutory assessment is being made – the child should continue to be supported through *School Action Plus*.

School transfer

5:66 When children move schools, either at phase transfer or at any other time, primary schools are required to transfer school records for all pupils within 15 school days of the child ceasing to be registered at the school.³² However when transfer arrangements are made in advance it is good practice for information to be provided in time for appropriate planning by the receiving school. Secondary schools or a new primary school should receive the school records of all pupils identified by their primary schools as having special educational needs. When such a pupil is admitted to a new school, the school should be in possession of a good deal of useful information about the child, including any detailed background information collated by the primary school SENCO; copies of IEPs prepared in support of intervention through *School Action* or *School Action Plus*; and any statements of special educational needs.

Working with children with statements of special educational needs

5:67 All children with statements of special educational needs, whether in mainstream or

special schools, should have short-term targets set. In the majority of cases the strategies to meet these targets will be set out in an IEP. As at *School Action* and *School Action Plus* the IEP should record only that which is additional to or different from the differentiated curriculum plan.

Annual review

5:68 The procedures to be followed during annual reviews of statements are explained in Chapter Nine. There are however particular points in a child's school career when the arrangements for annual reviews might need to be varied.

SECONDARY SECTOR

School Action

6:50 When a subject teacher, member of the pastoral team or the SENCO identifies a child with SEN they should provide interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum offer and strategies (*School Action*).

6:51 The triggers for intervention through *School Action* could be the teacher's or others' concern, underpinned by evidence, about a child or young person who, despite receiving differentiated learning opportunities:

- _ makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness
- _ shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas
- _ presents persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the school
- _ has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- _ has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

6:52 If staff conclude, after consulting parents, that a pupil may need further support to help them progress, they should seek the help of the Head of Department or SENCO and consider their reasons for concern alongside any information about the pupil already available to the school.

6:53 The school SENCO should facilitate the further assessment of the pupil's particular strengths and weaknesses; planning future support for the pupil in discussion with colleagues; and monitoring and subsequently reviewing the action taken. The pupil's subject and pastoral teachers should remain responsible for working with the pupil on a daily basis and for planning and delivering an individualised programme.

6:54 An important part of *School Action* is the collection of all known information about the pupil and seeking additional new information from the parents and others. The school SENCO should facilitate this process through either the pastoral system or the identified link workers (link SENCOs)⁴⁴ as appropriate. In some cases outside professionals from health or social services may already be involved with the child. In such instances it is good practice for these professionals to liaise with the school and keep them informed of their input. If these professionals have not already been working with the staff, the SENCO should contact them. This information will act as a baseline on which to plan an appropriate intervention.

6:55 Coordinating the planning of the pupil's IEP, especially setting appropriate targets, should be the responsibility of the school or link SENCO. On the other hand devising strategies and identifying appropriate methods of access to the curriculum should lie within the area of expertise and responsibility of individual subject teachers. All staff should therefore be involved in providing further help to pupils through *School Action*. For this reason the arrangements for devising and recording Individual Education Plans should be planned and agreed with all the staff, and endorsed by senior management.

6:56 Parents should always be consulted and kept fully informed of the action taken to help the pupil, and of the outcome of this action. Indeed parents may often be the prime

source of further information about their child. The information collected can be maintained as part of the pupil's individual record that will also include previous observations on the child made as part of the assessment and recording systems in place for all pupils.

Nature of intervention

6:57 The SENCO and the pupil's subject teachers should decide on the *Action* needed to help the pupil to progress in the light of their earlier assessment. There is sometimes an

expectation that this help will take the form of the deployment of extra staff to enable one-to-one tuition to be given to the pupil. However, this may not be the most appropriate way of helping the pupil. A more appropriate approach might be to provide different learning materials or special equipment, to introduce some group or individual support, to devote extra adult time to devising the nature of the planned intervention and to monitoring its effectiveness or to undertake staff development and training aimed at introducing more effective strategies. Speedy access to LEA support services for one-off or occasional advice on strategies or equipment or for staff training may make it possible to provide effective intervention without the need for regular or ongoing input from external agencies.

Individual Education Plans

6:58 Strategies employed to enable the pupil to progress should be recorded within an Individual Education Plan (IEP). Information on managing IEPs and Group Education Plans can be found in the SEN Toolkit. The IEP should include information about:

- _ the short-term targets set for or by the pupil
- _ the teaching strategies to be used
- _ the provision to be put in place
- _ when the plan is to be reviewed
- _ success and/or exit criteria
- _ outcomes (to be recorded when IEP is reviewed).

6:59 The IEP should only record that which is additional to or different from the differentiated curriculum provision, which is in place as part of provision for all pupils. The IEP should be crisply written and focus on three or four individual targets, chosen from those relating to the key areas of communication, literacy, mathematics, and behaviour and social skills to match the pupil's needs. Strategies may be cross curricular or may sometimes be subject specific. The IEP should be discussed with the pupil and the parents.

6:60 Where a pupil with identified SEN is at serious risk of disaffection or exclusion the IEP should reflect appropriate strategies to meet their needs⁴⁵. A Pastoral Support Programme should not be used to replace the graduated response to special educational needs.

Reviewing IEPs

6:61 The IEP should be reviewed at least twice a year. Ideally it should be reviewed termly, or possibly more frequently for some pupils. At least one review a year could coincide with a routine Parents' Evening, although schools should recognise that some parents might prefer a more private meeting. Reviews need not be unduly formal, but parents' views on their child's progress should be sought and they should be consulted as part of the review process. The pupil should also take part in the review process and be involved in setting the targets. If the pupil is not involved in the review meeting, their ascertainable views

⁴⁵ DfEE Circular 10/99 'Social Inclusion: Pupil Support'.

should be considered in any discussion. Further guidance on reviewing IEPs is to be found in the SEN Toolkit.

School Action Plus

6:62 A request for help from external services is likely to follow a decision taken by the SENCO and colleagues, in consultation with parents, at a meeting to review the child's IEP. Schools should always consult specialists when they take action on behalf of a pupil through *School Action Plus*. But the involvement of specialists need not be limited to such pupils. Outside specialists can play an important part in the very early identification of special educational needs and in advising schools on effective provision designed to prevent the development of more significant needs. They can act as consultants and be a source for in-service advice on learning and behaviour management strategies for all teachers.

6:63 At *School Action Plus* external support services, both those provided by the LEA and by outside agencies, will usually see the child, in school if that is appropriate and practicable, so that they can advise subject and pastoral staff on new IEPs, with fresh targets and accompanying strategies, provide more specialist assessments that can inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

The kinds of advice and support available to schools will vary according to local policies.

6:64 The triggers for *School Action Plus* could be that, despite receiving an individualised programme and/or concentrated support, the pupil:

- _ continues to make little or no progress in specific areas over a long period
- _ continues working at National Curriculum levels substantially below that expected of pupils of a similar age
- _ continues to have difficulty in developing literacy and mathematics skills
- _ has emotional or behavioural difficulties which substantially and regularly interfere with their own learning or that of the class group, despite having an individualised behaviour management programme
- _ has sensory or physical needs, and requires additional specialist equipment or regular advice or visits, providing direct intervention to the pupil or advice to the staff, by a specialist service
- _ has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

6:65 Where schools seeks the help of external support services, those services will need to see the pupil's records in order to establish which strategies have already been employed and which targets have been set and achieved. They can then advise on new and appropriate targets for the pupil's IEP and on accompanying strategies. They may also provide additional specialist assessment that can inform planning and the measurement of a pupil's progress.

6:66 The SENCO, link workers or subject specialists, and the literacy and numeracy coordinators, together with the external specialists, should consider a range of different teaching approaches and appropriate equipment and teaching materials, including the use of information technology. The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the pupil directly. In some instances better management or alternative arrangements in school, based on advice from health professionals, may considerably reduce the pupil's special educational needs.

6:67 The resulting IEP for the pupil will set out new strategies for supporting the pupil's progress. Although developed with the help of outside specialists, the strategies specified in the IEP should usually be implemented, at least in part and as far as possible, in the normal classroom setting. Hence delivery of the IEP will be the responsibility of subject teachers.

6:68 If the SENCO and the external specialist consider that the information gathered about the pupil is insufficient, and that more detailed advice must be obtained from other outside professionals, then the consent of the pupil's parents must be sought.

6:69 The SENCO should note in the pupil's records what further advice is being sought and the support to be provided for the pupil pending receipt of the advice.

School request for statutory assessment

6:70 For a very few pupils the help given by schools through *Action Plus* may not be sufficient to enable the pupil to make adequate progress. It will then be necessary for the school, in consultation with the parents and any external agencies already involved, to consider whether to ask the LEA to initiate a statutory assessment.

6:71 Where a request for a statutory assessment is made to an LEA, the pupil will have demonstrated significant cause for concern. The LEA will seek evidence from the school that any action implemented for the pupil has continued for a reasonable period of time without success and that alternatives have been tried. The LEA will need information about the pupil's progress over time, and will also need clear documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place. This information might in some cases include reports or written advice from external agencies. The evidence that the LEA will examine in deciding whether to make a statutory assessment is described in Chapter Seven. The criteria, which LEAs may adopt in deciding whether to issue a statement for a particular child, are set out in Chapter Eight. Regular liaison between the LEA and schools should ensure that there is clarity about the information required by the Authority when an assessment is requested.

6.72 By the time the head teacher considers requesting a statutory assessment of a pupils' special educational needs, the school should be in a position to provide written evidence of or information about (*where appropriate to St Helen's*):

- _ **the school's action through *School Action* and *School Action Plus***
- _ **individual education plans for the pupil**
- _ **records of regular reviews and their outcomes**
- _ **the pupil's health including the pupil's medical history where relevant**
- _ **National Curriculum levels**
- _ **attainments in literacy and mathematics**
- _ **educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist**
- _ **views of the parents and of the pupil**
- _ **involvement of other professionals**
- _ **any involvement by the social services or education welfare service.**

6:73 The description of the pupil's learning difficulty and progress together with information about the special educational provision made will form the basis on which the LEA can consider whether a statutory assessment is necessary. If the LEA support services and, in particular, the LEA educational psychologist have already been involved in assessing the pupil and reviewing provision, the LEA should be able to decide relatively quickly whether a statutory assessment is necessary. In the meantime – and whilst any subsequent statutory assessment is being made – the pupil should continue to be supported through *School Action Plus*.

Working with children with statements of special educational needs

6:74 All pupils with statements of special educational needs, whether they are attending mainstream or special schools, should have short-term targets set. In the majority of cases the strategies to meet these targets will be set out in an IEP. As at *School Action* and *School Action Plus* the IEP should only record that which is additional to or different from the normal differentiated curriculum provision.

Annual review of a statement of special educational needs

6:75 The general procedures to be followed during annual reviews of statements and the particular arrangements for annual reviews held in year 9 and for transition planning are set out in Chapter Nine (of the SEN Code of Practice).