NEYLAND COMMUNITY SCHOOL

ADDITIONAL LEARNING NEEDS POLICY

This ALN policy is subject to a regular cycle of monitoring, evaluation and review
This has been compiled by the co-ordinator after discussion with the teaching staff.


The implementation of the policy is the responsibility of all the teaching staff.

Defining SEN and SEN provision

The Education Act 1996 defines children as having SEN if they have a learning difficulty that calls for special educational provision to be made for them.

Children have a learning difficulty if they:
1. have significantly greater difficulty in learning than the majority of children of the same age;
2. have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority (LA);
3. are under compulsory school age and fall within the definition at (1) or (2) above or would do so if special educational provision was not made for them.

Special educational provision means:
1. for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the local authority, other than special schools, in the area;
2. for children under two, educational provision of any kind.

Disability and SEN
The Code of Practice for Schools on disability, issued under provisions in the former Disability Discrimination Act 1995 but which remains in force, states that a child has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse impact on his or her ability to carry out normal day-to-day activities.
A child who has SEN may, or may not, have a disability. For example, a child may have a behaviour difficulty which means that the child has greater difficulties in accessing the curriculum than other children of his/her age. However, the child’s behaviour difficulty may not be recognised as a disability.

1 Section 312, Education Act 1996.

The Equality Act 2010 places planning duties on schools.
In line with this we have produced an Accessibility Plan. This addresses three distinct elements of planned improvements in access for disabled pupils:
• improvements in access to the curriculum;
• physical improvements to increase access to education and associated services; and improvements in the provision of information, in a range of formats, for disabled pupils. addresses
We have also identified the difference between SEN and EAL (English as an additional language). We aim to promote equality of opportunity and good relations between people from different ethnic backgrounds and eliminate unlawful racial discrimination. We monitor by ethnicity all stages of the process for identifying, assessing and making provision for pupils with SEN and monitor and consult to assess how the various SEN policies and procedures impact on pupils by ethnic background.

We have used the Special Educational Needs Code of Practice for Wales (2002) as the model with which we address SEN in our school.

**Critical Success factors (COP)**
- All children’s needs are met
- Early identification
- Take into account the wishes of the child
- Parental partnership
- Multidisciplinary approach
- Statements are monitored and reviewed

**Identification, assessment and provision of support to pupils with SEN**

**Early Years Setting**
Close monitoring of progress is essential. This involves a graduated response linked to the Foundation Phase Outcomes. We follow these principles carefully (not a knee jerk response).

The key test for action is whether they are making adequate progress:-
- Closes attainment between child and peers
- Prevents attainment gap growing wider
- Similar to progress made by peers from same starting level
- Matches or betters previous progress
- Ensures access to full curriculum
- Improvement in self help, social or personal skills
- Improvement in pupil’s behaviour

Baseline assessments e.g. Aspects/Nursery Screen, Foundation Phase Outcomes will assist in alerting teachers to children who have particular difficulties and may have special needs.

**Early Years Action** – class intervention first e.g. extra adult time in devising planned intervention and monitoring, or different learning materials, or group support. One-off or occasional advice – may be used without the need for regular or ongoing external agency input (4:26)

**Early Years Action Plus** – if class intervention is not successful then outside agencies may need to be involved through TAPPAS. E.Y.A.P. is characterized by the involvement of external support agencies who can help with advice on new IEP’s and targets, provide more specialist assessments and in some cases provide support for particular activities. Plus those with a medical plan or those with a Behaviour Care and Support Plan and/or High Risk Assessment.

However the exception to the graduated response will be if external professionals are already involved with the child – where the child will be on Early Action Plus on entry.

**Statement – statutory assessment** – see C.O.P p 37 – 42

All pupils on the register are reviewed at least 3 times a year (as opposed to this being ideal in
Primary phase). All information gathered should then feed into the Primary Phase.

Primary Stage

The Code of Practice again provides advice on three stages of graduated action to support pupils with SEN:
- School Action;
- School Action Plus; and
- statutory assessment.

School Action

School Action involves the class teacher or member of the pastoral team providing interventions that are additional to or different from those provided as part of the school’s usual differentiated curriculum offer and strategies.

The triggers for intervention through School Action could be the teacher’s or others’ concerns, underpinned by evidence, about a pupil 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 mathematical skills, which result in poor attainment in some curriculum areas;
- presents persistent emotional or behavioural difficulties that are not alleviated by the behaviour management techniques usually employed in the school; Behaviour Plan-different name implemented - but needs behaviour targets
- 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.

This evidence can be supported by:-

Teacher/ALNCO observation and assessment, Aspects/Nursery Screen progress against the F.P. outcomes/NC levels, standardized tests/screening tools, SNAP assessment tool

The starting point where there is a child of concern is a review of strategies currently being used and how these can be developed either during the termly class teacher/ALNCO meetings or a special circumstance meeting. This is when the school protocol comes into force * see attachment.

It is worth noting that effective management, school ethos and learning environment, curricular, pastoral and discipline arrangements can help some special educational needs arising and minimize others. Differentiation of learning activities will help meet the learning needs of all children. We are aware that our own practices can make a difference and we need to react to patterns/trends within school.

The pupil's teacher, along with the ALNCO in consultation with the parents, should decide on the action needed to help the pupil. School Action could include providing different learning materials or special equipment, introducing some group or individual support or it might involve some one-to-one tuition. Link to Plasq matrix of needs – Level 1 criteria.
**School Action Plus**

School Action Plus involves the school providing the pupil with additional and/or different support as described under School Action and the pupil receiving additional specialist input from external services.

A request for help from external services is likely to follow a decision taken by the ALNCO and colleagues, in consultation with parents, at a TAPPAS – team around parent, pupil and setting. meeting to review the provision and progress made for the pupil. Schools should consult specialists when they take action on behalf of a child through School Action Plus, usually.

At School Action Plus, the pupil will usually be seen in school by external support services provided by the local authority or other outside agencies. These agencies will advise teachers on new targets and strategies for supporting the pupil. They also provide more specialist assessments that are used to inform planning and the measurement of a pupil’s progress and give advice on the use of new or specialist strategies or materials. In some cases, they may provide support for particular activities. Although developed with the help of outside agencies the strategies will usually be implemented, at least in part and as far as possible in the normal classroom setting. As long as they are reviewing/not signing off they should be School Action Plus. One exception to this is if on a medical plan.

Involvement of OA – is not only limited to School Action Plus children. Outside agencies can play an important part in very early identification of SEN and advise on strategies to prevent the development of more significant needs... can act as consultants and a source of in-service advice. CPRG

The triggers for School Action Plus could be that, despite receiving an individualised programme and/or concentrated support under School Action, 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 of children of a similar age;
- continues to have difficulty in developing literacy and mathematical skills;
- has emotional or behaviour difficulties that substantially and regularly interfere with the pupil’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.

At Neyland School we closely adhere to the Plasq (2013) definitions/advice regarding types of support with each level (see Matrix of Need)

**School Action (at a minimum)**

- Ordinary Curriculum with some targeted differentiation – teacher adapts the task, outcome of learning, pace and the pupils mode of response linked to the IEP
- Ordinary class curriculum with occasional additional support which includes help that a pupil receives in class from an adult including the teacher up to a maximum of three times a week (should be evident in planning and/or assessment)
- Some individual access to resources and equipment including ICT that is normally available to other children
- Class teacher/ALNCO assess needs, occasionally consulting an outside agency

Note – a child who has been on SA+ may still continue to receive elements of SA+
School Action Plus (at a minimum)

- Ordinary Curriculum with significant and targeted differentiation sustained over time (at least two terms) e.g. learning and behavior programmes that are designed for the individual and or as part of a small group
- Ordinary class provision for most of the time with targeted and sustained additional support delivered in the ordinary classroom but may include some withdrawal from class for individual/small group focused on individual priorities (planned by the teacher/ALNCO) up to three times a week
- Individual access to normally available equipment, as and when required e.g. specific learning programmes
- Class teacher and ALNCO take account of advice and/or assessment from external agencies when reviewing IEP

Statutory assessment and statements of SEN

A parent or a school may make a request for a statutory assessment. A school should make a request for a statutory assessment when, despite School Action and School Action Plus, a pupil demonstrates significant cause for concern. The local authority will then decide whether the school has done all that it can under School Action and School Action Plus before concluding that a statutory assessment is needed.

If a pupil is referred to the local authority for statutory assessment, the school will need to state the reasons for the request and provide written evidence or information about:

- the school’s action through School Action and School Action Plus;
- the IEPs/SEN Plans for the pupil;
- records of regular reviews and their outcomes;
- the views of the parent and of the pupil;
- attainments in literacy and numeracy and National Curriculum levels;
- educational and other assessments, e.g. an educational psychologist;
- the pupil’s health, including their medical history, where relevant;
- any involvement by the social services or education welfare services;
- involvement of other professionals.

The local authority will use this information to decide whether a statutory assessment is needed. If the local authority does conduct a statutory assessment, it will do so in close collaboration with parents, schools and other agencies.

Statutory assessment does not always lead to a statement. The local authority might identify different ways in which the school, possibly with additional local authority intervention, could help the pupil. However, if a statutory assessment identifies that a pupil’s SEN cannot be met through School Action and School Action Plus, the local authority will need to prepare a statement of SEN.

All statements must be reviewed at least annually, although in some cases the statement may be reviewed more frequently than this. The review provides a means of monitoring and evaluating the effectiveness of the statement.

The status of a statement will depend on the local authority and its arrangements for supporting pupils with SEN. Pembrokeshire LEA fully/partially funds some statements and also devolves certain monies to school.
Recording and planning provision for pupils with SEN

In order to comply with the Code of Practice we:

• identify learning targets for individual pupils with SEN; Formally Oct, December and March.
• plan additional or different provision from the differentiated curriculum offer for all pupils;
• review provision in light of pupil outcomes. Formally at least three times a year - December, March and June although the IEP is kept constantly 'under review' and the use of reserve targets proves a very useful tool for allowing them to be reviewed/updated more often.

The Code of Practice makes reference to IEPs as a method for recording the processes of target setting, planning and review. However, there is no statutory requirement for schools to produce IEPs. This means that schools can develop and use their own systems for recording target setting, planning and review. At Neyland we have devised our own form of IEP/folder for this purpose.

The NASUWT is clear that if a school has a policy of individual planning and recording for all pupils, then the child with SEN should not need an IEP.

This aims to:
• made through School Action – where action is identified and delivered by the school;
• made through School Action Plus – where action is identified and delivered by the school with external specialist support;

The Code of Practice identifies four broad strands of action to meet pupils’ SEN, which should, as appropriate, be referred to in the individual pupil’s Plan:
• assessment planning and review;
• grouping for teaching purposes; a group IEP for your class -maybe in school action
• additional human resources; and curriculum and teaching methods.

For children who are discussed at school ALNCO’s meetings notes are kept of discussions and reasons for placing on the register at School Action. This is then used to ensure targets/strategies meet this need.

For all pupils who are placed on the SEN register at School Action and CPRG or external advice is being considered a pen portrait is created in the school. This is then maintained as an ongoing summative record and is used to review which stage of the register a child is placed upon. This is then used to ensure targets/strategies meet this need.

Special Educational Needs
What should be included in the Plan?

It is essential that the system we use for planning and recording the interventions for individual pupils with SEN is not bureaucratic. It must not increase the workload burdens of teachers nor duplicate other recording systems.

The code states that it should include:
• no more than three or four key individual targets. We also develop reserve/next step targets These should help to meet the individual pupil's needs and particular priorities;
• targets that relate to key areas in communication, literacy, mathematics, aspects of behaviour or
physical skills;
• the pupil’s strengths and successes. These should underpin the targets that are set and the
strategies used.
• short-term SMART targets set for or by the pupil. Targets must be achievable for both the teacher
and the pupil. Targets should be set in small steps so that success is clearly visible;
• the teaching strategies to be used; including general strategies to be used (5.2)
• the provision to be put in place;
• when the Plan is to be reviewed;
• success and/or exit criteria; and
• outcomes. These should be recorded when the Plan is reviewed. The Plan should also include:
• relevant information about the nature of the child’s need;
• parents’ views and parental involvement/support at home; pupils views and
• details of any pastoral or medical requirements

Monitoring and reviewing the Plan

We have devised our own Plan which meets both the code of practice and our needs— see list. We
regularly review and modify this to ensure it meets requirements and it not bureaucratic. See IEP
contents folder

An IEP will usually be devised for someone on the ALN register – Plasq guidance 2013 – although
there can be exceptions where specific strategies are devised e.g. for pupils with A.S.D.

Formal reviews of the Plan should normally take place twice a year. We do it 3 times a year. The
review should focus on:
• updating information and advice; and
• future targets and action.
Where needs demand, there may be a strategy only IEP or medical plan only IEP.

Account is taken of the views of the parent and of the pupil.
The review of the Plan should not be confused with the annual review of a statement of SEN. The
statutory annual review of the statement is different from the ongoing teacher review of a Plan.
However, the Plan may be discussed as part of the agenda at an annual review meeting.

SEN folder

All relevant current and historical information (from E.Y. onwards – including health/other reports) for
the pupils SEN including the IEP is kept in an SEN folder – see checklist and overview.

Roles and responsibilities

L.E.A. – COP p 6-7 strategic planning overview, consult with schools over policies
Provision for pupils with SEN is a matter for the school as a whole.
The governing body
The school’s governing body is responsible for ensuring that the school has an appropriate SEN
policy, that the policy is subject to regular monitoring, review and evaluation and that it is linked to the
School Improvement Plan. An SEN link governor has been appointed to oversee this.
The governing body with the help of the head teacher and ALNCON(also ALNCo-at Neyland School),
decide the school’s policy and approach to meeting pupils’ SEN. This includes examining how the
school’s ethos, policies and practice can support pupils and address or meet the specific needs of
pupils with SEN. The governing body also ensures appropriate staffing and funding arrangements are
in place and oversee the school’s work to support pupils with SEN. They ensure that the school’s
prospectus complies with statutory requirements regarding the publication of information relating to pupils with SEN and disabilities.

The Headteacher

The Headteacher is the ‘responsible person’ for SEN and is responsible for the day-to-day management of provision for pupils with SEN. She keeps the governing body fully informed about the provision and any issues that arise. She also advises it on policies and practice that address barriers to including pupils with SEN. The Headteacher works closely with the ALNCO/pastoral team and ensures that the relationship between the ALNCO/ALNCO team and other staff in the school is mutually supportive.

ALNCO

The ALNCO is responsible for the day-to-day operation of the school’s SEN policy and for co-ordinating provision for pupils with SEN. The ALNCO liaises with other teachers in the school and is responsible for co-ordinating the planning of a pupil’s IEP including setting appropriate targets. The ALNCO is also responsible for liaising with relevant external agencies and for contributing to the in-service training of staff. The ALNCO also acts in an advisory or supportive role to other members of staff, particularly in terms of helping staff to establish appropriate pedagogic practice to support pupils with SEN. The ALNCO may deal directly/indirectly with parents.

Our ALNCO is our deputy head teacher. She is based in her own office/workroom. In her role as ALNCO/ALNCo she supported by a team – LSA (SNAP) assessments, and Pastoral Liaison Officer.

She has allocated non contact time for this role - the amount depends on the time in the ALNCO planning cycle.

Responsibilities include:-
- Planning and Coordinating time
- Administration
- Observing pupils – this means having dedicated time for observing pupils in addition to observations that might be undertaken whilst teaching pupils;
- Managing, supporting and training learning support assistants;
- Liaising with colleagues within the school and colleagues in other schools, settings and organisations – this might include, as appropriate, primary/secondary schools, colleges, educational psychology services, health and social services.

Roles and responsibilities of teachers and teaching support staff

All teachers are teachers of children with special educational needs (5.2)

The key to meeting the needs of all children lies in the teacher’s knowledge of each child’s skills and abilities and their ability to match this knowledge to finding ways of providing access to the curriculum. Teachers and support staff are involved, as appropriate, in the development of the school’s SEN policy.

Staff

All staff need to be aware of the school’s procedures for identifying, assessing and making provision for pupils with SEN.

Teachers are responsible for devising strategies and identifying appropriate methods for ensuring access to the curriculum. This includes strategies for providing differentiated teaching, for example, group teaching. Teachers should regularly examine their strategies and methods to see if they can
make improvements that will help pupils to access the curriculum.
All staff in the school or setting who may come into contact with a pupil who has SEN should be
advised of the planned strategies for meeting the pupil’s needs. Teachers will be asked to provide the
ALNCO with feedback on the pupil’s progress as part of the process reviewing his/her needs.

Training

Effective delivery of SEN provision in schools means that all teachers and support staff need regular,
up-to-date training on SEN and easy access to high quality advice and support. This is organised
through in house/external training programmes.

The ALNCO, along with the school’s Senior Management Team (SMT), ensures that there is a regular
and appropriate programme of training and support for different groups of staff within the school.

From September 2009, all teachers newly appointed to the role of ALNCO are required to gain
ALNCO accreditation. This should normally be achieved within three years of taking up the post.

The Importance of Partnerships

Parental partnership - p14 -24 (C.O.P.)
At Neyland school we actively seek to work with parents and value the contribution they make
particularly with regards to SEN This forms a key part of our SEN protocol e.g. early concerns,
identification, SNAP, termly review meetings, Open door policy. We aim to ensure that all those who
have parental responsibility are involved. We always seek parental permission before referring pupils
for additional support.
LEA – duty to provide parent partnership service.

Pupil partnership – p 25-30 (C.O.P.)
The views of the child should be given weight according to the age, maturity and capability of the child
(U.N. Articles 12 and 13)
Where, and as appropriate, pupils are encouraged and supported to be involved in sharing views,
making decisions, exercising choices and tracking progress in SEN e.g. IEP process. This is
supported through the whole school ethos encouraging and valuing pupil involvement e.g.
class/school council, questionnaire’s, peer mentoring, restorative practice.

Partnership with other providers of support
All the services and agencies involved with a child should keep each other informed about actions
taken to provide a ‘seamless’ approach.
C.P.R.G. – is an approach which validates and supports this process.

The designated teacher for LAC should work closely with the ALNCO when the pupil has SEN
PROTOCOL - SEN

It is the class teacher who is usually responsible for initial identification of areas of possible SEN concerns. However Curriculum Coordinators/S.M.T. or any member of staff may also identify issues which trigger the protocol. This process needs to be structured and rigorous. Early identification of ALN is key.

**Definition of Special Educational Needs – April 2002 – SEN Code of Practice**

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. Children have a learning difficulty if they:

(a) have a significantly greater difficulty in learning than the majority of children of the same age; or
(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

**Step 1 – ‘Class’ Action**

The class teacher has developed a good understanding of the pupil’s skills and abilities and has provided a differentiated curriculum to meet their needs.

**Move to Step 2 if :-**

The level of progress of pupil progress is not satisfactory

- 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 mathematical skills, which result in poor attainment in some curriculum areas;
- presents persistent emotional or behavioural difficulties that are not alleviated 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. (C.O.P.)

This could be evidenced

- Lesson observation/evaluations/L.S.A. notes
- Formal testing - Aspects, Pembrokeshire Screen, Pips, Dyslexia screening tool, Formal assessment weeks (Spring/Summer)
- Concerns of parents.

(Note if the child is new to the school, and in the F.Phase, and hasn’t come with the baseline/testing, then this period needs to be extended allow it to be completed)

**Step 2 – Pupil of concern – possible identification for SEN register or already on SEN register**

*Termly timetable classteacher/SENC.o meetings give the opportunity to discuss the class teachers current SEN/EAL (5 point scale) caseload, reviewing new targets, strategies and IEP folders.*

During the termly ALNCO meetings (or an additional meeting) the child is raised as one of concern. (The previous class teacher should be invited if this is appropriate.) This could be by class teacher or ALNCO /Coordinators (e.g. through data analysis)

A review takes place of strategies currently being used and how these can be developed. ALNCO undertake pupil observation – focusing on diet of work etc;
It is then decided upon which is the best course of action - ALNCO to keep notes of meeting date and agreements.
If agreement is made to implement/monitor additional strategies – the child remains at Stage 2 and is reviewed at an agreed time e.g. next ALNCO meeting where future actions are decided upon
If agreement is made to place on the SEN register move to Step 3.

During the termly SENC.o meetings all children already on the SEN register are reviewed – if despite being on School Action, after 2 IEP target and review sessions- no progress has been made/teacher has concerns – the child’s name is put forward for the TAPPAS meeting. Move to Step 7. ALNCO takes the lead with this group. All staff/agencies are involved. Parents are informed in writing about meeting and of outcome and plan. It will be under exceptional circumstances that a child moves from class action to School Action Plus.

Triggers to move to Step 8 – TAPPAS agrees that pupils continue to make little or no progress in specific areas over a long period;
• continues working at National Curriculum levels substantially below that of children of a similar age;
• continues to have difficulty in developing literacy and mathematical skills;
• has emotional or behaviour difficulties that substantially and regularly interfere with the pupil’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.

Step 3 - SEN register - School Action/Early Years Action
Class teacher to have a ‘formal’ meeting with parents. (ALNCO to attend if required) – within 14 days of agreement at Stage 2 meeting.
Class teacher to fill in FORM A during meeting, give a copy to parents, ALNCO and in IEP folder
This is to:-
- to explain concerns and to gather additional information/concerns from parents.
- to talk through SEN code of practice and SEN register
- to talk through purpose of SNAP assessment (if over 5 years)
- to discuss if hearing/eyesight test is appropriate
- to explain what an IEP is and when this will be is established and reviewed

Step 4
Within 14 days of this meeting – all SNAP components to be completed (if end of Yr 1) and given to SENC.o (If pupil is too young for SNAP proceed to Step 8)

Step 5
Within 7 additional days of receiving the information it will be entered on the computer. ALNCO will produce a written summary overview to give to parents.

Step 6
Within 28 days of initial Stage 3 meeting with parents, class teacher to arrange a follow-up appointment with parents to discuss results of SNAP/establish IEP (ALNCO to attend if required).
Once a child is at School Action – they remain at Step 2.

Step 7 - TAPPAS meeting
What is this?
Decides to
Option 1 – Stay or Move School Action Plus for further O.A. involvement
Option 2 – Maintain at TAPPAS under review – school action
Option 3 – Close TAPPAS case – return to school/class action

Step 8 – Moving to School Action Plus
Teacher to meet with the parent
- Discuss outcome of TAPPAS meeting
  If appropriate discuss referral / fill in form
- to discuss if hearing/eyesight test is appropriate
Give copy of referral to Mrs Jones.

School Action Plus pupils are reviewed at termly ALNCO meetings and/or TAPPAS (as agreed).
If pupils are still a cause for concern/being reviewed by the OA/TAPPAS they stay at School Action Plus – where statementing may be considered.

If OA close the case and pupils are meeting targets the pupils will be moved back to School Action and reviewed accordingly.

SEN folder – Teacher information
This needs to be completed and handed over to the receiving teacher BEFORE the end of the summer term. Receiving teachers should NOT accept them unless they are completed.
- The dividers need to be used for each section

1. Cover sheet – with photo updated every September and date of birth

2. SEN Pupil Profile – filled in every July (links to C.O.P p 34)
There needs to be a poly pocket/s with the current profile in front and all previous profiles behind. All sections need to be completed at the end of the year.
Notes
Ensure that your main concerns includes any issues raised by outside agencies/SNAP
Ensure progress includes small steps taken.
Ensure that it gives an overall picture of strengths as well as weaknesses.
Ensure pupil views/parents views are gathered – this should tie in with what is written on the 3rd /final IEP
Action for next teacher – should link to specific area of concern mentioned in top section
Test Results – ALL test results should be noted – everything that goes on end of year spread sheet. This will help outside agencies when looking for patterns and trends over time.

3. Form A – Initial Meeting with parents
Please ensure ALL sections are filled in AND the parent signs
Date for follow-up should be at time of first IEP review unless parent/teacher wishes to meet earlier (Older forms – in poly pocket)

4. SNAP graph/ALNCO report – Signed and dated by teacher and parent

5. Summary of Involvement
S.N.A.P. – The majority of children from Yr 1 up should have been ‘snapped’. I will provide a list of children on the register who are not currently snapped and/or should be done this year.
F.S.M. – It is really important that every teacher knows those children who are F.S.M. particularly if they are SEN G2 provides this data.
There should be a start and a finish date written down for Speech and Language therapy.
If there is ongoing involvement the box should be coloured green.
If there is a one off report – left open – leave blank
If there is a report but the service has closed support – the box should be coloured red.
I have left out Social Service involvement as that would be stored in the Child Protection Confidential files in Liz’s office.
FLO – family liaison officer
PSO – Pastoral support officer.

**Cover sheet – Current IEP**
Followed by - Current IEP and strategy sheet and/or (if applicable) SALT running order sheet plus SALT programmes –in order
A different colour every year.

The strategy sheet should clearly indicate any additional work that is done. Please don’t just tick everything eg if outside agency has suggested programmes focus on one or two each term.
At the end of each year – please provide a summary of how the child has got on with any additional programmes/notes. Signed by teacher and L.S.A.

If a pupils moves to a different SEN stage – make a note of this in the review on the IEP
If a pupil comes off the SEN register – make a note of this in the review on the IEP

**Cover Sheet – Previous IEP’s**
Poly pocket for each year
Previous IEPs and strategy sheets in chronological order
Previous SALT running sheet/programmes
Summary of work undertaken.

**Cover Sheet – Letters and Information from Outside Agencies**

Each report should be in a different poly pocket – these should be in chronological order – with newest report at the front.

Your notes/ALNCO notes on meetings should also go in here e.g. if there is no formal report.

**Take Care**
- If a child is on SA+ for Speech and Language – that if they are struggling in classwork they have IEP targets for this too
- Keep all old IEP folders for children who are off the SEN register and pass on to the next teacher – for their information (and in case they go back on)

Reviewed: January 2018