



Parrett & Axe CE VA Primary School

Parrett and Axe CEVA Primary School SEND Information Report

At Parrett and Axe CEVA Primary School our mission statement is

‘To pursue excellence in learning and teaching, encouraging every child to seek and achieve their potential within a balanced and engaging curriculum. We provide high quality care and support and promote well-being with individual rights and responsibilities at the centre of our school ethos’

This vision is for everyone within the school community, including children with Special Educational Needs and Disabilities (SEND). We strive to ensure that children who have Special Educational Needs and Disabilities have the opportunity to thrive and learn at our school, regardless of their background or specific needs. This information report will provide an outline of how we work towards achieving this and what we have in place in school to support your child.

What is SEND?

The Department of Education SEND Code of Practice states that;

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or*
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*

At Parrett and Axe, we follow this definition in our identification and support for children in our school. Over a child's time in school there may be times when they struggle and need support. We class children as having Special Educational Needs if they are working at a significantly lower level than their peer group, or have a specific need that requires additional provision.

Once a child is placed on the school's SEND register it doesn't always mean they remain as a SEND child for the rest of their school life. We regularly review the progress and attainment of children and if a child no longer requires additional support, they will be removed from the school's SEND register.

What types of Special Educational Need are there?

Following the guidance in the SEND Code of Practice, we group needs into four main areas:

Cognition and Learning (C&L)

This is where a child may have specific learning difficulties (SpLD) such as dyslexia or dyscalculia. This also includes: Moderate learning difficulties (MLD), Severe learning difficulties (SLD) and Profound and multiple learning difficulties (PMLD)

Communication and Interaction (C&I)

This is where a child may have speech, language & communication difficulties. This category also includes children who have Autistic Spectrum Disorders which can impact on a child's ability to socialise and interact with others.

Social, Emotional and Mental Health Difficulties (SEMH)

This is where a child has behavioural difficulties, or conditions that impact on their social, emotional and mental health such as Attention Deficit Hyperactivity Disorder (ADHD), Attention Deficit Disorder (ADD) and Attachment Disorder.

Sensory and/or Physical Needs (SN / PN)

This is where a child may have a vision or hearing impairment that requires specialist support and/or equipment to support their learning. It also includes children who have a physical disability that requires on-going support, equipment or modifications to school to enable them to access learning.

Children may fit into more than one area of need. At school we identify a primary need, but will also recognise that children can have more than one area of need that needs supporting.

This is a breakdown of the SEND needs within Parrett and Axe in the Summer Term 2021:

- Total of children on SEN Register- 29/136 on role = 21% of school.
(National Average is 12.1%)
- Children with EHCP – 5 Child, 3.7% of school
(National Average is 3.3%)

21% of pupils are identified as having SEND, which is above the national average of 12.1% (DFE, 2019/20). 29 pupils out 136 of pupils are identified as having SEND, with a further 1 being closely monitored. 5 pupils have an EHCP. There are 16 pupils identified as SEND and pupil premium.

	SLCN	SPLD	C&L	SEMH	Autism	VI	HI	PD	Total
R	3				1				4
1				1					2
2	2			2					4
3	1	1	2	3					7
4			1						1
5	2		2	1					5
6			4	1				1	6
Total									29

This data may well change over the academic year as we continually review children's needs, progress and attainment.

How do we identify and assess children with SEND?

There are some children who join the school who have already been diagnosed with a condition or disability. (You can read about how we work to ensure a smooth transition into school for them in the section about transition, later on in the report).

However, for most children, we get to know them in school, track their progress and attainment and observe them participating in school life. If a child is not making the progress we would expect of them, or showing signs of struggling in a particular area, we would be interested in taking a closer look to see how we can support them, or identify what might be causing them not to achieve as well as their peers.

In school we use a wide range of teacher assessment and observation to assess all children. Initially, the class teacher and teaching assistant would highlight children they were concerned about to the SENCO and the head teacher.

The class teacher and SENCO then discuss the current provision for the child and ensure that quality first teaching is in place. (See Appendix 1 for checklist)

At this point a meeting with the child's parents/carers would be requested to discuss their thoughts on their child's progress and how the child is already supported at home. The child is included in this meeting and a child's view form is completed if deemed appropriate, depending on the age and stage of the child.

The class teacher, SENCO and parents/carers then discuss 'next steps' and decide whether to assess the child using one or more of the tests detailed below.

Standardised Tests

- The Wide Range Intelligence Test (WRIT)
- The Phonological Assessment Battery (PhAB from 5 yrs)
- Test of Auditory Processing Skills
- Test of Visual Perceptual Skills
- Neale Analysis of Reading Ability 6 – 12.11 yrs
- Helen Arkell Spelling Test 5years to adult
- Sandwell Early Numeracy Test from 4- 8 yrs
- Move to learn assessments

Informal Curriculum Based Tests

- Phonics Assessment
- Common Exception Word Test
- Dictated writing
- Free writing
- Dyscalculia Test

Questionnaires

- SDQ questionnaires
- ELSA Questionnaires
- Boxall Profile

(Please see Appendix 2 for detailed information about these assessments)

These assessments give teachers specific programmes of learning for your child to work on in class. These are designed to support the children's specific learning challenges. The child will then have an ADPR (Assess, Plan, Do Review) plan which details how support will be given in school, how often and by whom. It also details how parents can help their child at home and support packs will be provided with specific activities to carry out at home if appropriate.

ADPRs are working documents used by Class Teachers and TAs to ensure the children receive regular targeted support. They are annotated and reviewed regularly by both TAs, Class Teachers and other professionals who may be working with the child. A record of support is also kept for each child to ensure provision and interventions are taking place. They are reviewed formally every term alongside parents/carers and children.

Sometimes, the needs identified and support provided in school doesn't make a big enough impact, or, staff may feel that there needs to be someone with more expertise in particular areas involved.

We would, with parental permission, then seek support from outside agencies such as:

- SALT (Speech and language therapy)
- SENSS (Special Educational Needs Support Services)
- Liaise with health professionals such as paediatric doctors / occupational therapists
- Educational Psychology Services
- Outreach Support Services
- Dorset Family Matters

This specialist support can help to diagnose or identify conditions or specific needs.

Alongside this, teacher's track all children's progress and complete progress charts for the head teacher every half term. These are known as out pupil support grids.

The Head Teacher and SENCo have half termly pupil progress meetings with every class teacher where discussion is based around the up to date support grids. All children, including those with SEND, are discussed.

Any interventions are included on these support grids along with their impact in the classroom. If a child is not making the required progress then suggestions for support via evidence-based interventions (as detailed below) are also given at these meetings.

It may also be suggested that the child undergo an assessment to determine exactly the areas they are finding challenging at this time.

How do we support children with SEND and what provision do we provide? #

For **all** children in the school, the key is High Quality First Teaching (HQFT). This includes children with SEND. For your child this would mean:

- High expectations for your child and the class.
- Planning and teaching is based around a firm understanding of what your child already knows, can do and understands and what their next step is.
- A variety of teaching styles and tools being used. For example, use of practical learning and use of visual aids to suit the needs of individuals.
- Targeted support within lessons from teacher or teaching assistant.
- Regular reviewing of progress and highlighting where gaps in learning are, in order to target and support.

(See Appendix 1 for HQFT Checklist)

In addition to this, there may be additional support in place for children with SEND, this could include:

- Specific strategies as recommended and discussed with the SENCO Team or outside agencies.
- Interventions that can be 1:1 or small group in the classroom or outside of class.
- Use of additional expertise and outside agencies.
- An individual Progress Plan (IPP) written for the child detailing different support given. (See Appendix 3)

On some occasions, where a child's learning needs are severe, complex and long-term or there is a specific condition or disability requiring additional support the school will work with parents/carers and other professionals to request the child is put forward to a Statutory Assessment of Needs through Dorset County Council. This is known as an Educational Health Care Plan (EHCP). (See Appendix 4)

How do we work with parents/carers in supporting their child?

We aim to work in partnership with parents/carers as much as possible. Throughout the year there are 3 formal opportunities to meet with the class teacher for parent/carer consultations. The school warmly welcomes requests for additional meetings and will seek to make times for meetings between class teacher and/or SENCO. Parents/carers of children who have an IPP are invited to meet with their child's class teacher and the SENCO at least three times per year to review targets, set new ones and discuss ways of how we can best work together to support their child's development.

Our 'Dorset Families Matter' link worker, Ruth Taylor, is also available to meet with parents/carers on a half termly basis for drop in sessions and to signpost families to other agencies for external support. Along SENCO she attends Team Around the Family Meetings where a wide range of support and help is offered based on individual need.

We are very much aware that parent/carers have much to offer in developing a full picture of children's needs and abilities as well as play a very important role in supporting their child's progress in school.

Whenever we request additional support from outside agencies and services, we will inform parents/carers and request your permission.

Who is involved in supporting SEND children at Parrett and Axe?

We have a dedicated team of experienced professionals involved in supporting children with SEN in school. Please see below for details.

The school SENCO (Special Educational Needs Co-ordinator) is Stuart Copping. You can contact Mr Copping via the school office on 01308 868492, or email via scopping@mosterton.dorset.sch.uk

Mr Copping

Is a very experienced teacher who specialises in EYFS and KS1. Having worked across KS1 in a number of schools and with a number of pupils classified as SEN with a variety of needs, he has built up a good understanding of what is required to identify and support those children with SEN. He will be undertaking the SENCO Award in September 2021

All teachers are now 'teachers of SEND' and all staff have a responsibility to support all the children in school. Throughout the school, teachers and teaching assistants plan and provide daily targeted support for SEN children.

However, we also have a team of very experienced staff who specialise in supporting children with the following areas of SEND. They are:

Mrs Deinhardt

A very experienced and highly qualified SENSS support assistant who works with children who have had specialist involvement from a range of Special Educational Needs Support Services. Mrs Deinhardt works with children on a 1:1 or small group basis on personalised programmes of support.

She has both the OCR certificate level 5 and Diploma level 7 in 'Assessing and Teaching Children with Specific Learning Difficulties'. She is able to carry out a range of specialised assessments of the children's different learning needs and provide individualised programmes to support their development across all areas of the curriculum.

As part of this training she is able to identify and support children with speech and language difficulties.

She works closely with children who have additional speech, language and communication needs, particularly in KS2.

Mrs Stott

Is very experienced and highly effective in supporting and nurturing children with social, emotional and mental health issues. She is our fully trained ELSA (Emotional Literacy Support Assistant) and works closely with a wide range of children who need support in this area in order to reach their full potential across the curriculum.

This year we are exploring the possibility of training Mrs Stott to use 'Play Therapy' techniques with the children she works with.

Mrs Guppy

Is a very experienced TA who specialises in 'Early Identification of Need' across the EYFS and KS1. She has also had Speech and Language training and so is able to identify and support children with speech and language difficulties. She works closely with children who have additional speech, language and communication needs, particularly in KS1.

This year Mrs Guppy is completing her Level 3 Forest School Training which will provide exciting opportunities to support children with SEND in an outdoor setting within the school grounds.

Nicole Gilligan is our link worker from Dorset Families Matter. She is able to support parents/carers with many aspects, such as concerns about children at home and housing and financial worries.

Additionally, we make use of a wide range of **Specialist Support from Outside Agencies** to help support SEND children. In the past year this has included:

- Speech and language Therapy Service (SALT)
- Educational Psychology Services (EP)
- Special Educational Needs Support Services (SENSS)
- Behaviour Support Services (BSS)
- Occupational Therapy Services (OT)
- Outreach Services from specialist schools
- Children and Adolescence Mental Health Service (CAMHS)
- Mosaic
- School Nurse
- Play Therapists

What skills and resources are available at Parrett and Axe to support SEND children?

In addition to the staff mentioned earlier in the report, and access to outside agencies and services, we have a wide range of resources in school to support children with their learning.

We use a variety of schemes, interventions and programmes to help children.

Here are a few examples-

- ELS (Early Literacy Support)
- Learn to Move
- Fine and gross motor skills interventions
- Bespoke Literacy Intervention – Individual and small group programmes designed around specific needs
- ELSA
- Play Therapy
- Dorset Reading Partners – not happening at the moment due to COVID
- Speech and Language Programmes
- Phase 1 – Letters and Sounds Intervention

We have resources and expertise in supporting children with ASD, such as –

- Visual timetables
- Social stories
- PECs (visual support to aid communication)

We also have a selection of IT resources to support children, either as part of their EHCP support plan, or for all SEN children to access.

Useful Websites

- <https://www.teachyourmonstertoread.com/> Reading
- <https://www.phonicsplay.co.uk/> Reading
- <http://www.ictgames.com/> Numeracy and Literacy games.
- <http://www.ictgames.com/lcwc.html> Look Cover Write Check for spelling practice
- <http://www.topmarks.co.uk/> Great selection of online games for maths & literacy.
- <http://www.topmarks.co.uk/Flash.aspx?f=ThinkingOfANumberv3> a maths puzzle game to develop reasoning skills
- <http://www.mathplayground.com/> A multitude of maths games for all ages
- <http://jeux.lulu.pagesperso-orange.fr/english.htm> - visual perceptual activities

The school has a range of resources such as writing slopes, wobble cushions and handwriting resources to support children's motor skills. We have sensory resources such as a sand tray, and lighting and 'fiddle' items. This following year we hope to put in extra play equipment to enhance our provision for developing gross motor skills.

How do we involve SEND children in their learning?

As a school, we seek to make all children aware and conscious of their learning. Children who understand what they are doing and why they are doing it, tend to progress and achieve more. When Individual Progress Plans are written teachers aim to share these with your child. They are made aware of what targets they are working on and why.

This year we are moving over to a new ADPR format to align with Dorset's new Graduated Response document and using SMART targets on these forms. It is the aim that children will be

involved in the review meetings along with parents. They will be updated as necessary and will be reviewed at least three times a year alongside the IPPs.

If a child has an EHCP, they are invited to contribute towards the application by filling in a 'Child's Voice' Proforma and will be involved in each annual review.

What are we focussing on this year to improve provision for SEND children at Parrett and Axe ?

We are also researching some other tools designed to help us identify and support specific learning challenges and to help us address whole school issues. These are detailed below.

Lexia

- Lexia delivers a highly personalised learning experience where exercises adapt automatically, according to individual need. As students work independently on the software, Lexia's browser based reporting system instantly provides teachers with real-time data to inform planning and differentiated instruction. This saves time as it reduces the need for time consuming paper based tests. Lexia's reports identify at-risk students and provide printable resources if additional support is required. Used as an essential part of any reading curriculum, this research proven, scalable technology can ensure both student and teacher needs are met

Resilience and Problem Solving

- We are looking into adopting a whole school approach around resilience, independence and problem solving. Four members of our TA team will be receiving training for supporting independence in the classroom in the Spring Term 2019.

Talkboost

- As a school we have identified a need for extra support in KS1 for language and communication. This intervention is to support us to develop their understanding of typical speech, language and communication development, develop communication across the curriculum, develop a child's social aspects of learning.

It breaks language down to 5 key areas; attention and listening, vocabulary, building sentences, telling stories and conversations. Once children are identified by class teachers, they will be pre-assessed to see whether the programme will be beneficial. Each child then attends 3 sessions a week for a 10-week cycle and are reassessed. The programme is not designed for children to participate multiple times. We will start with children in Year 2 but it is the aim to open in up to both EYFS and Year 1 pupils.

We are also researching a range of other interventions and resources to support SEND children. These include:

- Socially Speaking (programme to support social interaction skills)
- Time to talk (scheme to help develop language skills)
- Precision teaching (strategy to help children learn)
- Additional reading schemes, such as Rapid Readers KS2

The Spring Term will see a focus on further developing our whole school approach to speech and language as this is fundamental to all learning across the curriculum. All staff, children and parents will be involved.

What do we do to support SEND children with transition between stages of their education?

In Reception, our class teachers work closely with the pre-schools and nurseries the children are coming from to join our school. They also complete home visits and has numerous opportunities for children who are about to start school to visit the school. If a child already has a diagnosed condition, or the pre-school have identified the child as SEND, the class teacher will spend additional time getting to know the child and what support they might need when starting school. The school will then work with the pre-school to put a Early Support Plan in place to aid transition further. There is a space on the Home Visit form designed to aid discussions with parents around SEN.

Each child has an individual section in a class folder and relevant SEND information is included. This is shared with all the staff who work with that child and with the Head Teacher.

When moving classes within our school, children who might need additional support with the change are highlighted. These children are given additional opportunities to meet with their new teacher or visit classroom. Children are given an individual transition booklet with photos and information about their class and teachers to take home over the summer holidays. Children are invited into the school as day or two before the start of term to look round their classroom, without the noise and bustle of the rest of class being there.

As the children prepare for moving onto secondary school, the SENCO or Head Teacher and class teacher meet with secondary Head teachers and/or the SENCO to discuss any children who are on the SEND register.

Who can you contact if you have a complaint about SEND support and provision at Parrett and Axe?

We would suggest you first speak to either the SENCO, **Mr Copping** and/or the Head teacher, **Mr Simon Smith**.

If this doesn't satisfy you the nominated governor for SEND is **Mrs Sue Pakes**. She can be contacted through the school office.

Are there other support services parents/carers can access?

Parents and carers of children with SEND can access **Dorset SEND information Advice and Support Service (SENDIASS)** through www.dorsetforyou.com/parent-partnership-service or **The Dorset Parent-Carer Council** through www.dorsetparentcarercouncil.co.uk where they can offer advice and are able to voice any concerns you have.

There are many other organisations that parents/carers can access such as Wessex Autism and RNIB. The SENCO, Head Teacher and Mrs Deinhardt are happy to suggest links and contact details of specific organisations and support services. Ruth Taylor is also able to signpost to other helpful services and organisations.

Where can I find out about the local authority's local offer?

The 'Local Offer' is a requirement for the local authority to provide a place where parents, carers and young people can find out information about what schools and services there are and what they can provide for children and young people with Special Educational Needs. This will enable parents, carers and young people to understand what is available to them in the local area and make informed choices.

Dorset County Council Local Offer can be found at:

<https://www.dorsetforyou.gov.uk/childrens/sen-disability/local-offer>

Somerset County Council Local Offer can be found at:

<http://www.somerset.gov.uk/policies-and-plans/schemes-and-initiatives/somersets-local-offer/>

Our school's information can be found at-

<https://familyinformationdirectory.dorsetforyou.gov.uk/kb5/dorset/fsd/service.page?id=mGaU2BW09x0>

and

<http://www.mosterton.dorset.sch.uk/information/send/>

**SEN Information Report written by Stuart Copping
Autumn Term 2021**

Appendices

Appendix 1

High Quality Inclusive Teaching

Key characteristic of high quality, inclusive teaching and learning	Is this consistent practice in our school / my classroom?
High expectations are made explicit for <i>all</i> pupils	
The classroom environment and resources provided support pupils to learn independently	
Lessons are well planned with clear, focused and sometimes differentiated learning objectives and success criteria	
Reasonable adjustments and special educational provision are planned effectively	
A range of effective teaching strategies and approaches to engage and support individual needs are in place	
The pitch and pace are appropriate to the learning needs of the pupils, ensuring effective challenge	
The teacher and other adults model and explain effectively	
The teacher and other adults use higher level questioning to support and challenge pupils	
There are high levels of engagement and interaction for all pupils	
Opportunities for learning through individual and group discussion are provided	
Opportunities for pupils to be working independently and collaboratively are provided	
Effective feedback is used to move pupils on in their learning	
Encouragement and praise are used effectively to engage and motivate pupils	
Pupils are able to confidently and accurately engage in self and peer assessment to identify next steps for learning	
Additional adults are deployed effectively to support pupil progress	
Other:	
Other:	
<p>As a result of the above <i>all</i> pupils:</p> <ul style="list-style-type: none"> - show high levels of engagement with their learning - take ownership and responsibility over their learning - are motivated and enjoy their learning - develop a growth mindset and rise to challenges - become increasingly independent and resilient learners - make good or outstanding progress, demonstrating new knowledge, skills and / or understanding 	

Appendix 2

Assessments currently available to help identify specific learning difficulties

The purpose of these assessments is to identify and assess the needs of learners with specific learning difficulties, using observation, evidence-based assessment and standardised tests. The assessments help to build a learning profile and provide information on specific areas of skills and current attainment.

Aspects of underlying ability

The Wide Range Intelligence Test (WRIT) is used to assess aspects of underlying ability from 4 years old. It helps identify verbal and non-verbal strengths and weaknesses to provide a fuller picture of the learner. It can provide insight into how well the learner may cope with different aspects of the school curriculum.

Phonological skills

Phonological awareness is the ability to identify, discriminate between and produce different speech sounds. A large body of evidence has shown that these skills are critical for reading and spelling success. The **Phonological Assessment Battery (PhAB)** from 5 yrs) assesses these skills, along with verbal processing speed which is the ability to access familiar verbal information from memory. Automaticity in this area is considered to be a prerequisite for the development of higher order reading processes.

A pattern of phonological difficulties would indicate Dyslexia. If there is a phonological weakness, this assessment battery should identify in which areas of phonological development the weakness exists thereby informing appropriate intervention. A test of semantic fluency is also part of the battery. This test provides a useful comparison with the phonological fluency tests and can highlight any areas of semantic weakness.

Test of Auditory Processing Skills

These tests assess the processing of auditory information that relate to the cognitive and communicative aspects of language. Suitable from 4 years old, the tests assess basic phonological ability as well as verbal memory and working memory. The battery includes auditory comprehension and auditory reasoning subtests which assess understanding of auditory information as well as the ability to use inference, deduction and abstractions in reading text.

Test of Visual Perceptual Skills

Assesses various aspects of visual perceptual ability in children from 4 to 18 years. Visual perception allows us to process visual stimuli. It is a set of skills we use to gather visual information from the environment for our brain to interpret, analyse and give meaning to.

Visual perception plays a fundamental role when learning to read and spell, write and do maths. Aspects of visual perception are the facilitating functions and skills that a learner requires for the acquisition of basic literacy and numeracy proficiency. They are the foundation of our cognitive and reasoning skills.

Weaknesses can manifest as confusion with similar looking letters, remembering symbols/letters and visual sequences & understanding concepts. The seven different tests highlight where areas of weakness exist and therefore help to inform appropriate intervention.

Attainment Tests – Standardised

Neale Analysis of Reading Ability 6 – 12.11 yrs. Assesses reading accuracy, reading comprehension and reading speed in oral reading.

Helen Arkell Spelling Test 5years to adult. Assesses single word spelling.

Sandwell Early Numeracy Test from 4- 8 yrs. This is designed to test for baseline skills in number and is able to identify specific skills that can inform targeted teaching and intervention.

Attainment Tests - Criterion referenced & informal curriculum based tests

Phonics Assessment - Letter sound knowledge of all grapheme phoneme correspondences.

Common Exception Word Test - Sight word recognition & spelling based on the N.C. year group objectives.

Dictated writing - Assesses legibility, punctuation and spelling.

Free writing – timed - Assesses handwriting speed, legibility, fluency and grammar.

Appendix 3

Individual Progress Plans

An IPP (previously known as an Individual Education Plan (IEP)) is an individual plan for your child. It gives an overview of what your child's needs are. It identifies what the school is working on to support them. This will be a series of targets. The targets will have an expected outcome and information about how the target will be achieved, for example - TA group work, use of specific programme or resources.

We use a plan, do, review model where we plan what to do for your child, do it and then review and revise the plan before starting the cycle again.

This process is completed at least three times a year. Each time a new support plan is written parents/carers and the child will have the support plan shared with them. Parents and carers are encouraged to contribute to the support plan and ideas for how to deliver the support plan at home are also given.



Example of an ADPR (New format May 2021)

Dorset Council		Assess, Plan, Do, Review		Parent signature:
1: Name: Name		Attendance: Name	PP/FSM/LAC/SGO/CP CIN N/K/E	Date: dd/mm/yy
2: All About Me: What do we like and admire about the CYP? What is the pupil good at? What are the pupil's interests?				
3: What do I need? Describe presenting difficulties and consider any forthcoming transitions.				
4: My Views: Pupil Views				
5: What's Working Well? Home: School: Other:		6: What Could Work Better? Home: School: Other: Health/diet/dentist/eye test/hearing		
7: Who Can Help? ELSA, TA, Specialist Teacher, EP, OT, CAMHS? What help might the family need?				
8: What I want to Achieve: (include whether outcomes are achieved at Review)				
1 Outcome 2 Outcome 3 Outcome				
9: Agreed Actions		Who?	When?	
1				
2				
3				
10: Attendees: Next Review Meeting: minimum termly				

#Appendix 4

Educational Health Care Plan (EHCP)

An EHCP is a statutory document for individual children and young people aged up to 25 who need more support than is available through special educational needs support.

EHC plans identify educational, health and social needs and set out the additional support to meet those needs.

In a school setting, an EHCP may come with some additional funding to help provide the additional support identified in the EHCP. In the past, this was allocated as additional TA hours. This year, this is changing to a 'banding' system where a child in receipt of an EHCP will be given a band which will indicate the funding they receive. This will mean the school has more flexibility to work with parents/carers on deciding how the funding will be used to support the child's individual needs.

An EHCP is sought from the Local Authority: Dorset County Council. It is a legal process where the authority makes a statutory assessment of the child's needs. The school, or parent/carers, are able to request for a EHCP assessment.

The request is made to the 'Panel of Professionals' by using a range of information about your child gathered from the school, home and any other professional who has worked with your child. The panel decides whether your child's needs seem complex, severe or long – term enough to require an EHCP.

If the panel decides that they do not feel that your child does require an EHCP, they will ask the school to continue with the current support they are providing. The school (and parents/carers) can request for the EHCP application to be reconsidered and submit additional information if required.

An EHCP is a legal document and it is reviewed annually to ensure that it still fits with the needs of the child.

More information about EHCP can be found at

<https://www.dorsetforyou.gov.uk/childrens/sen-disability/education/ehcp>

Additional support for parents/carers can be accessed through <https://www.roseroad.org.uk/>