

Oldham's Special Educational Needs Toolkit (Section 11 of Oldham's SEN Handbook)

The Toolkit provides copies of forms on which schools can record interventions made in line with the recommendations of the SEN Code of Practice.

The use of these forms (except the SAMP submission forms) is at the discretion of the school. The forms have been devised in collaboration with Oldham SENCOs and the SEN Advisory Teaching Service and provide a useful framework for schools.

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Notes and Background to the material provided in the Toolkit

The graduated approach is characterised by an increasing step-by-step analysis, which draws upon specialist expertise as, and when necessary. It is important that parental or class teacher concerns about pupil progress are addressed in a systematic way.

The graduated approach recognises that children learn in different ways and can have different kinds or levels of special educational need.

School provide

Various educational experiences to accommodate the range of additional needs that all pupils have at one time or another. The graduated approach draws upon each school's practice and provision complementing it with support from agencies outside school as required.

Exemplar forms are provided to support record keeping relating to a school's graduated approach to meeting special educational needs

The Three Wave Approach

The National Literacy Strategy described effective literacy provision as three waves of intervention.

Wave One: The effective inclusion of all children in a daily, high quality literacy hour

Wave Two: Additional small group interventions for children who might be expected to catch up

Wave Three: Specific targeted approaches for children identified as requiring more individualised support (Children and young people on School Action, School Action Plus, or with a statement of SEN may have this type of support as will others who do not have a long term need for additional interventions).

Within Oldham there is a commitment to ensuring all children benefit from increased opportunities to achieve, take part in and enjoy their educational experiences together.

The three-wave approach provides a graduated approach to individual needs within an inclusive learning framework.

Wave one is for all pupils. Wave two and wave three interventions ought to be available in all settings for all pupils as and when required. The three-wave approach describes good practice in responding to additional need across the curriculum not just in literacy.

Additional Educational Needs

Children may have additional needs for a variety of reasons such as:

- being newly arrived in an area or school,
- missed educational opportunities due to absence through ill health, experience of transient social or emotional difficulties,
- acquiring fluency in English,

as well as special educational needs emanating from:

Oldham SEN Handbook

- sensory or physical impairments,
- learning needs,
- speech, language and communication difficulties,
- autistic spectrum disorders,

and

- social, emotional and behavioural difficulties.

The SEN Toolkit Forms

The SEN forms in Oldham's SEN toolkit are designed to support schools to make and maintain records of the steps taken when an individual pupil does not appear to be making educational progress.

The first in the series of forms is completed when a parent or teacher first expresses concern that a pupil is not making adequate educational progress.

Completion of the series of SEN forms will provide a sound basis of information to articulate why additional support, resources, and or statutory assessment is required.

It is anticipated that use of the forms as an integral part of a school's routine planning and record keeping will reduce the amount of time needed to collate such requests.

Special Educational Needs Recording The Graduated Response

1. The SEN Forms

SEN 1 - Cause for Concern

To be completed by the class teacher when s/he feels that the pupil is not making adequate progress despite the differentiation carried out as part of Quality First Teaching. The form then constitutes a record of the consultation with the school's SENCO.

SEN 2 - Parental Permission

Parental permission is needed for involvement of agencies outside school and for sharing information. Please note parents must be informed when pupils are placed at School Action. Permission is required for all additional intervention. Parents must be provided with a copy of this form

SEN 3 - Summary of Additional Intervention

This form is completed at School Action and is intended to stay with a child throughout his/her school life to show the involvement of all those who have contributed to the SEN interventions for the pupil.

A hard copy of the summary of additional intervention will be held in a pupil's SEN file at school, eventually it will be held centrally in electronic format, updated annually by the SEN Service and accessed by password on a view only basis for those who need information.

SEN 4 - Record of Involvement: Plan Do Review Cycle

This summarises meetings held to review pupil progress.

SEN 5 - Individual Management Profile/Pupil Management Sheet (IMP)

Sets out the pupil's level of functioning and the conditions in which the pupil performs well. Pupils contribute to this and it is accessible to all who work with the pupil. There is space to set out the needs of the pupil and the provision being made to meet those needs and if necessary what needs will be addressed through a Provision Map and or Individual Education Plan (IEP).

NB. It is not expected that all pupils will require an IEP, for some pupils a Individual Management Profile and a Provision Map will suffice.

SEN 6- Provision Map

A Provision Map details the range of "additional to and different from" support a school provides for children with special educational needs.

A Provision Map can be copied for an individual pupil with activities experienced by the pupil highlighted.

Exemplar Provision Maps are provided to help schools in producing their own.

SEN 7- Individual Education Plan (IEP)

IEPs are for pupils who require unique interventions over and above those addressed through the IMP and Provision Map.

Not all pupils will require an IEP if their needs are addressed through an IMP and Provision Map.

Key to the successful use of the Oldham IEP is the evaluation of all aspects of the work undertaken with the pupil that is to say; the target, the strategies and the provision. This evaluation will lead to clear recommendations for future actions.

SEN 8- Parental Permission to Request Statutory Assessment

All request for Statutory Assessment must have evidence of parental permission.

SEN 9- Request for Statutory Assessment

Request for Statutory Assessment are made using this form which has been designed to guide the description and analysis of intervention. The Statutory Assessment Moderating Panel determine which criteria have been met

SEN 10- Outcome of Consultation/Outline of Involvement

External Professionals may be invited to contribute to the graduated response from the School Action Stage.

SEN 11- School SEN Profile

SEN 12- Transition Management Plan

Describes the arrangements needed to ensure a successful transfer of a pre-school child with SEN to a mainstream setting.

SEN 13- Request for Additional SEN Funding

To be completed in order to access additional funding for children in Early Years settings.

2. Using The Forms

Individual Management Profile

Provision Map, Individual Education Plans and record of the plan do review cycle including consultations with agencies from outside school will constitute the major part of the evidence required for additional support (B2 or Specialist Teaching) or a request for Statutory Assessment.

3. Guidelines for Annual Reviews

This guidance supports the Annual Review and Transition Planning Process.

4. School SEN Profiles

SEN 11 - School SEN Profile

The LEA has a statutory duty to monitor the SEN profile of all its schools in order to:

- be able to plan strategically for vulnerable groups of children
- highlight any changes in school contexts regarding SEN
- evaluate schools' capacity to meet outstanding needs
- match provision to need
- moderate requests for additional funding based on the school context
- develop training opportunities
- evaluate effective provision
- collate SEN data annually and make comparisons across the LEA

The School in turn has a duty, through its Governing Body to:

- report annually to parents about how resources are allocated to and amongst pupils with SEN
- report on the effectiveness of provision
- inform the LEA how SEN resources are deployed to meet the needs of pupils with SEN
- plan strategically for their SEN provision

Most of the information to be put onto the SEN Profile is information which the LEA already holds and so schools will not be asked to duplicate information. However, there is some specific information which only the school can provide i.e. the distribution of SEN within the school, and these are highlighted on the form with *. Once the information is collected, updating this annually should not be difficult to achieve.

The information was first collected and collated during the Autumn Term 2004. A review of this will be done at the beginning of the next financial year (Summer 2005) and annually after that and copied to school

Held centrally the SEN Profile will:

- reduce the need for schools to write out the context of the school and the use of SEN funding each time they make a SAMP submission.
- Enable panel members to make contextual comparisons across the LEA.
- Provide information to Moderation when allocating additional resources through a statement.
- Be used by the LEA in comparative analysis.

**Special Educational Needs
 SEN 1. CAUSE FOR CONCERN**

Pupil's Name	Date of Birth
Class	Year Group
Name of teacher completing form	Date form completed
Cause for Concern Summarise the reasons for concern. Please refer to the triggers for inadequate progress	
Existing Information Summarise all available information about the child.	
Parent/Carer Information Have concerns been discussed with parents/carers? Yes/No Summarise any additional information from discussions	
What action has already been taken through curriculum differentiation to address the child's needs? Summarise strategies for differentiation through curriculum planning and outcomes. If the area of concern relates to behaviour, emotional and social development summarise behaviour management strategies already used.	
Outcome Place at School Action Yes/No	
Signature of SENCo	Date
Signature of class teacher	Date

SEN 2. PARENTAL PERMISSION FOR INVOLVEMENT OF AGENCIES OUTSIDE OF SCHOOL AND SHARING INFORMATION

Name of person with Parental Responsibility:

Pupils Name: DOB: Year:

School:

Headteacher:

I agree to the SEN Service indicated below being asked to provide advice about my child. I would like to be kept fully informed about their involvement.

Education Psychology Service

SEN Advisory Teaching Service

Team for Cognition and Communication

Team for Hearing Impairment

Team for Visual Impairment/Physical Disability

Spring Brook Flexible Provision

Information may be sought from the following personnel who are involved with my child

Name:

Role:

Contact Details:.....

Signatures

Person with Parental Responsibility: Date:

Head teacher: Date:

Please ensure that a copy of the completed form is given to the person with Parental Responsibility and is discussed with them.

SEN 3. SUMMARY OF ADDITIONAL INTERVENTION Date No

Name (M/F) D.o.B Year Class/Form

Address

Post Code

Key Person Role

UPN

Ethnicity

1st Language

EYA	EYA+	SA	SA+	Statement
EIF		Band 2		Band 3

Person(s) with parental responsibility Relationship to Child

Address (if different from above)

Foundation Stage	Date	
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		Date	Level	Date	Level	Date	Level
National Curriculum Levels	S. & L.						
	Reading						
	Writing						
	Maths						

AREAS OF NEED relating to:

Communication and Interaction	Cognition and Learning	Behaviour, Emotional and Social Development	Sensory or Physical

AGENCIES/SERVICES CURRENTLY INVOLVED

Education:

Health:

Social Services:

Other:

SEN 3. SUMMARY OF ADDITIONAL INTERVENTION

**SETTINGS/SCHOOLS ATTENDED and
 SERVICES/AGENCIES INVOLVED OVER TIME (in date order)**

Date of involvement	Placement/Service/Agency	Contact Name and Number (if appropriate)	Date involvement Ceased

SEN 4.RECORD OF INVOLVEMENT PLAN: DO REVIEW CYCLE FOR:

Pupils Name

<p>Date Cause for Concern Raised:</p> <p>Present:</p> <p>Cause for Concern:</p> <p>Action:</p>
--

<p>Date of Meeting to Review Intervention:</p> <p>Present:</p> <p>Progress:</p> <p>Ongoing Need:</p> <p>Action:</p>
--

<p>Date of Meeting to Review Intervention:</p> <p>Present:</p> <p>Progress:</p> <p>Ongoing Need;</p> <p>Action:</p>
--

<p>Date of Meeting to Review Intervention:</p> <p>Present:</p> <p>Progress:</p> <p>Ongoing Need:</p> <p>Action:</p>
--

SEN 5. INDIVIDUAL MANAGEMENT PROFILE Date No.

Name (M/F) D.o.B Year Class/Form

Key Person Role

UPN

1st Language

EYA	EYA+	SA	SA+	State ment
EIF		Band 2		Band 3

CHILD'S LEVEL OF FUNCTIONING (with aids as required):

Optimum conditions for learning/positive behaviour (including special arrangements):

Curriculum/behavioural needs to be addressed by educational setting.	
Needs	Provision

Additional/different needs that will be targeted and monitored through an I.E.P.

*
*
*

Child's views

Please attach:

- Support Timetable
- Provision Map
- I.E.P. (if appropriate).

Please give a copy of these to everyone involved with

SEN 6. Provision Mapping – Key Stage

Pupil name:

Date:

Year	In class specific differentiation strategies (Quality First Teaching)	School Action	School Action Plus
Evaluation:			
Date:			

Pupil Name:

Date:

Year	In class specific differentiation strategies (Quality First Teaching)	School Action	School Action Plus
Nursery	<p>Nursery Nurse time for</p> <ul style="list-style-type: none"> • Daily language support based around regular nursery activities • Circle Time focussed on social emotional skill needs identified through assessment. 	<ul style="list-style-type: none"> • Daily speaking and listening programme using e.g. LEA Language Intervention Programme • Teaching to individual targets based on developmental model of assessment and intervention • SENCo support in Nursery for assessment. • Individualised behaviour support (based on LEA behaviour screening and intervention package). 	<ul style="list-style-type: none"> • Speech and Language Therapy advice • LEA SEN support service advice supporting nursery nurse language group • School nurse advice
Reception	<p>Enhance LSA support for:</p> <ul style="list-style-type: none"> • Regular group teaching lit/num • Roll and write activities • Handwriting programme linked to Jolly Phonics • Basic skills over-learning • Jolly Phonics alphabet/sound games/sheets • Oxford Reading Tree activities • Pencil grips 	<ul style="list-style-type: none"> • Enhanced LSA support for: • Specific group teaching lit/num • Specific 1-1 teaching to targets • Story sack language work • Individualised behaviour programmed (based on LEA behaviour screening and intervention package) • SENCo individual/group support as required • SENCo informal assessment • Time out lunchtime support 	<ul style="list-style-type: none"> • Speech and Language Therapy 1-1/group work • LSA language group (Makaton) • LEA SEN support service observation and advice/input to IEPs • Mental Health nurse counselling. • Attendance worker
Evaluation:		Date:	

Pupil Name:

Date:

Year	In class specific differentiation strategies (Quality First Teaching)	School Action	School Action Plus
Year 1/2	<p>Enhanced LSA for:</p> <ul style="list-style-type: none"> • Regular group teaching lit/num • Basic skills over-learning • Sunshine Spiral games • Phonics handbook sheets • Charles Cripps “Hand for Spelling” activities • LDA language cards • Sound Links – segmenting cards • Class linked SMSA • Early Literacy Support (ELS) 	<p>Enhanced LSA support for:</p> <ul style="list-style-type: none"> • Small group teaching lit/num • Specific 1-1 teaching to targets • Phono-graphix group work • Phono-graphix 1-1 • SENCo led Reading Recovery approach to literacy group work • Soundworks/Numberworks • Time-out lunchtime support • Individualised behaviour programme • Specific teaching to targets • Stile Listening Lotto activities • SENCo individual/group support as required • SENCo assessment • LSA language group • Reading Recovery 1-1 	<ul style="list-style-type: none"> • Speech and Language Therapy 1-1/group work • LEA SEN support service observation and advice/input to IEPs • Mental Health nurse counselling • Attendance worker
Evaluation:		Date:	

Pupil Name:

Date:

Year	In class specific differentiation strategies (Quality First Teaching)	School Action	School Action Plus
Year 3/4	<p>Enhanced LSA support for:</p> <ul style="list-style-type: none"> • Regular group teaching lit/num • Easy Learn worksheets • Lit/num games for SEN base • Paired reading • Abacus Maths support activities • Charles Cripps “Hand for Spelling” • Group topic mats (laminated A3 sheets with key words, diagrams, mind maps, picture cues to support independent • Learning • Group literacy maps • Group numeracy maps • Springboard Maths • Additional Literacy Support (ALS) 	<ul style="list-style-type: none"> • Small group teaching lit/num, using e.g. Soundworks and Numberworks programmes, Word Shark (ICT), Number Shark (ICT), Eye for Spelling (ICT) Wizards Spelling programme, Stile Early Phonics activities • Toe-by-Toe • Specific 1-1 teaching to targets • Time out lunchtime support • Phonics group • 1-1 reading • Precision teaching • Phonological Awareness training (PAT) • Listen and Do tapes • Individualised behaviour programme • Lunchtime Activity room • SENCo assessment 	<ul style="list-style-type: none"> • Speech and Language Therapy 1-1 group work • LEA SEN support service observation and advice/input to IEPs • LEA SEN support service groupwork • LEA SEN support service Phonographix 1-1 • Revolving door project with local special school – short term placements for children with SEBD • LEA SEN support service social skills group • LEA SEN support service Anger Management 1-1/group • Pastoral Support planning/action • LEA Primary Inclusion Team • Mental Health nurse counselling • Attendance worker
Evaluation:		Date:	

Pupil Name:

Date:

Year	In class specific differentiation strategies (Quality Firs Teaching)	School Action	School Action Plus
Year 5/6	<ul style="list-style-type: none"> • Enhanced LSA support for • Regular group teaching lit/num • Easy Learn worksheets • Lit/num games from SEN base • Paired reading • Abacus Maths support activities • Charles Cripps “A Hand for Spelling” • Group topic maps • Group literacy maps • Group numeracy maps • Springboard Maths • Further Literacy Support (FLS) 	<ul style="list-style-type: none"> • Small group teaching lit/num, using e.g. Word Shark (ICT), Number Shark (ICT), Eye for Spelling (ICT), Wizards Spelling programme, Stile Spelling programme, modified ALS & FLS and Springboard • Specific 1-1 teaching to targets • Time out lunchtime support • Phonics group • 1-1 reading • Toe-by-Toe • Precision teaching • Phonological Awareness training (PAT) • Individualised behaviour programme • Programme Achieve (self esteem) • Lunchtime Activity room • SENCo assessment • LSA language group 	<ul style="list-style-type: none"> • Speech and Language Therapy 1-1/group work • LEA SEN support service observation and advice/input to IEPs • LEA SEN support service groupwork • LEA SEN support service Phonographix 1-1 • Revolving door project with local special school – short term • placements for children with SEBD • LEA SEN support service Social skills group • LEA SEN support service Circle of Friends • LEA SEN support service Anger management 1-1/group • Pastoral Support planning/action • LEA Primary Inclusion Team • Mental health nurse counselling • Attendance worker
Evaluation:		Date:	

SEN 7. INDIVIDUAL EDUCATION PLAN Date No.

Name (M/F) D.o.B Year Class/Form

Key Person Role

UPN

1st Language

EYA	EYA+	SA	SA+	Statement
EIF		Band 2		Band 3

Objective:
 Current Level:

Target (including success Criteria)	Strategies	Provision
Outcome	Evaluation	Evaluation
Review Recommendation		

Objective:
 Current Level:.....

Target (including success criteria)	Strategies	Provision
Outcome	Evaluation	Evaluation
Review Recommendation		

SEN 7. INDIVIDUAL EDUCATION PLAN

Objective:.....
 Current Level:

Target (including success criteria)	Strategies	Provision
Outcome	Evaluation	Evaluation
Review Recommendation		

Objective:
 Current Level:.....

Target (including success criteria)	Strategies	Provision
Outcome	Evaluation	Evaluation
Review Recommendation		

SEN 7. INDIVIDUAL EDUCATION PLAN

Review date:

Present:
.....
.....
.....

Advice Sought from:
.....
.....
.....

Additional Points

SEN 8. PARENTAL PERMISSION FOR STATUTORY ASSESSMENT

Agreement of Parents for Application for Statutory Assessment

Declaration of Person with Parental Responsibility

- I/we confirm that my/our child’s school has discussed this referral with me/us and I/we have been fully involved in the decision to refer.
- The school has given me a copy of the LEA’s letter about considering whether a statutory assessment is necessary. The letter has been discussed and I/we understand the contents of the steps involved with this referral.
- I/we have been given details of the Oldham Parent Partnership Service, including the SEN Guide for Parents.
 - I/We confirm that my/our child’s school has discussed this referral with me/us and I/we have been fully involved in the decision to refer
 - I/We have read and understand the content of the Request for Statutory Assessment
 - I/We have been given details of Oldham’s Parent Partnership Service, including the SEN guide for Parents
 - I/We understand that a Statutory Assessment will be agreed by the LEA only in circumstances where the chair of the Statutory Assessment Moderating Panel concludes that my/our child has educational needs which are long term, severe and complex
 - I/We have worked in partnership with the school to help our child
 - I/We support this request for Statutory Assessment
- I/we have worked in partnership with the school to help our child.
- I/we support the school’s view that a statutory assessment of my/our pupil should be carried out because: (additional space overleaf if required).
- I/we intend to contact the LEA to give additional reasons why my/our child should or should not be assessed. I/we will do so within a month of the date of this declaration.
- I/we do not intend to put forward any further comments at this time and wish the LEA to make a decision when it receives this referral.

Name(s):

Signature(s):

Date:

Please ensure that a copy of the completed form is given to the person with Parental Responsibility and is discussed with them.

SEN 9. REQUEST FOR STATUTORY ASSESSMENT

Pupil name **D.o.B.** **Year Group**

Address

School

Request submitted by

Analysis of Need				
1. Pupils strengths				
Evidence Number				
Criteria met	A1	A2	A3	B1
To be completed by the panel				

2. Issues that impact on the pupil's access to the curriculum				
Attendance				
Health				
Social				
Educational History				
Evidence number				
Criteria met	A1	A2	A3	B1
To be completed by panel				

SEN 9.REQUEST FOR STATUTORY ASSESSMENT

3. Involvement of agencies within and outside school and recommendations made.

Evidence number A1 A2 A3 B1

Criteria met

To be completed by panel

4. Summary of interventions and pupil's response at School Action and School Action Plus

Evidence number

Criteria met A1 A2 A3 B1

To be completed by panel

5. Description of pupil's progress over time relative to the needs addressed through intervention.

Evidence number

Criteria met A1 A2 A3 B1

To be completed by panel

SEN 9. REQUEST FOR STATUTORY ASSESSMENT

6. Outline parental involvement

Evidence number

Criteria met A1 A2 A3 B1

To be complete by panel

7. Parental views

Evidence number

Criteria met A1 A2 A3 B1

To be completed by panel

8. Pupil views this is an essential part of the Code of Practice 2002)

Evidence number

Criteria met A1 A2 A3 B1

To be completed by panel

SEN 9. REQUEST FOR STATUTORY ASSESSMENT

9. When was the decision made to request statutory assessment, and who was involved?				
Evidence number				
Criteria met	A1	A2	A3	B1
To be completed by panel				
10. What are the outstanding needs of the pupil that cannot be met from intervention provided at School Action Plus?				
Evidence number				
Criteria met	A1	A2	A3	B1
To be completed by panel				

11. Any additional comments				
Evidence number				
Criteria met	A1	A2	A3	B1
To be completed by panel				

Signed.....

Designation.....

Date.....

SEN 9. REQUEST FOR STATUTORY ASSESSMENT

Additional Comments:

SEN 10. Outcome of Consultation/Outline of involvement from

Name of Contributor.....

Name of Service.....

Name of Pupil.....

D.o.B......

- (Name of school) is currently aware of the difficulties being experience by this pupil.
- Awareness of needs was first raised.....(date).
- Observations of this pupil (give date if appropriate).
- I have undertaken assessments of this pupil.....(date) and (name of assessment).
- I have advised the school in relation to appropriate interventions to address this pupil's needs.
- I have evidence that the recommendations which I have made have been acted upon.
- Comment overleaf on the impact of these interventions.

Work with the pupil has been undertaken by my service since.....

- Daily
- Weekly
- Monthly
- Half-termly
- Termly
- Other (please specify)

Following

- A stand-alone programme
- A joint programme of work developed with the teacher
- Work devised by the school
- Other (please specify)

In the context

- One-one working
- Working with the pupil as part of a small group
- In the classroom with the teacher
- Other

Additional comments

Please use the space provided to expand upon the information given above and in particular give your opinion on

- The impact of the interventions at School Action and School Action Plus
- The pupil's current needs and ability to access the curriculum
- What more, if anything, could be done by the school or external agencies at School Action Plus.

SEN 10. Outcome of Consultation/Outline of involvement from

Additional Comments:

Guidelines for Annual Reviews

SUGGESTED FORMATS FOR ANNUAL REVIEW DOCUMENTATION

Content of School Report to Annual Review

It would be helpful if schools would contribute the following information, as a minimum, in the school report to annual review. Additional information could be given as relevant to the individual child.

1. IEP

Provide the summary of the last IEP review and the IEP now being used which shows the targets which are related to the objectives on the statement. The summary of the last IEP review will help parents and colleagues to see the rational for the most recent IEP.

2. Timetable

Showing where support is given and whether individual. small group etc. This would show how the support is enabling the young person to make progress towards objectives on the statement and targets on the IEP.

3. National Curriculum levels in core subjects

For transition review the levels achieved at the end of Key Stage 3 would be helpful.

4. Body of the report

The review report should then describe progress towards each objective on the statement and review the strategies and arrangements made for the child and suggest targets for the coming term. Any significant changes in the child's circumstances should be described.

The review report from school should combine the views of all school staff working with the young person i.e. SENCO, Class Teacher, Support assistant etc. This summary document should be submitted by the School SENCO (Code of practice, page 108)

Conduct of the Review Meeting

The following agenda might be helpful and could be used as a pro forma for the summary of Annual Review.

School report – discussion

Please note any comments from the meeting. (The summary of Annual Review need only note comments from the review).

Reports from any other professionals – discussion of each one.

Please list reports received and note any comments from the meeting about each individual report. (The summary of Annual Review need only note comments from the review).

Parents views

Pupils views

Any further action needed by colleagues attending the meeting, who will carry this out and in what time scale.

does the statement remain appropriate?

Yes/no

If colleagues at the review feel that the young person has made so much progress that the statement is no longer needed this is where that view can be registered.

If no, please describe the progress made and why the young person no longer needs a statement.

Any recommendation for a significant change in provision or a recommendation to no longer maintain a statement can only be considered by the statutory Assessment Service if there is written advice from all advice givers.

If written advice from all advice givers has not been forthcoming at the review but the summary registered that provision should be changed or the statement should cease to be maintained then the officer will need to carry out a full reassessment in order to gain access to the written advice needed.

If this happens the Statutory Assessment Service would ask parents permission to carry this out and would also ask that we be allowed to accept advice submitted to the Annual Review as advice for reassessment. This has not been a problem in the past.

Summary of Annual Review including Transition Plan

Section 1 – summary of Annual Review

- 1.1 School Report
- 1.2 Reports from other professionals
- 1.3 Parents Views of progress
- 1.4 Young person's views of progress
- 1.5 Further action needed by an individual attending the meeting.
- 1.6 does the statement remain appropriate?
- 1.7 should the statement continue to be maintained?

Section 2 – Transition Plan

2.1 Parent and young person's hopes for the future

2.2 Connexions Service report

2.3 Implications for school

Clearly identify what action needs to be taken, by whom and time scale e.g. Post 16 provision visits. Back up plan for those pupils dependent on exam results.

2.4 Involvement of other agencies needed.

The Careers Service would always be mentioned.

2.5 Arrangements for co-ordination of this Transition Plan

The arrangements for co-ordinating the transition for pupils who have special educational needs may be different in different schools. It is suggested that a paragraph is put in so that external agencies know who they should liaise with in school.

E.g. Mrs Freda Bloggs, the careers teacher, or Mr Joe Soap, the special needs co-ordinator will co-ordinate this transition plan in school. Members of other agencies are asked to keep her/him informed of their involvement so that appropriate plans for the future can be made with parents and relevant people invited to future meetings.

SEN 11. SEN Profile for Financial Year 200 /200

School	Infant	Junior	Primary	Secondary	Resourced	Special Status	Barrier Free
Headteacher	C & C Team						
Telephone No.	EPS						
Office Contact	NOR	VI/PD					
SENCO	HI						
SEN Governor	Link Adviser						
Inclusion Manager	School Category						
Head of LSU	CMO					Nurse	
Attendance Officer	SaLT						
Connexions PA	EWO						

Delegated SEN Funding

Band 1		Band 2		Band 3		Total	
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Other Funding/Projects

EMAG		S.I.		EIC		LSU	
BIP		On Track		Sure Start		Other	

SEN Numbers

SA		SAP		Band 2		Statement		Total	
	%		%		%		%		%

Other Relevant Data

YPIPC No:	Spring Brook No:	ODD	B2	B3
YPIPC with SEN No:	Perm. Excl. No:	OOY	B2	B3
EAL No: %	Fix Term Excl. No: Days	CPR	No:	

Pupil Progress – Methods of Tracking

PANDA	Assessment Manager	Other
Fisher Family Trust	PIVATS	

Policies

Inclusion		
Access		
SEN		
Behaviour		

Review Dates

OFSTED

Date:
Comment:

Plans

SDP
SEN Action Plan
OFSTED Action Plan
Agreed Statement
Quality and Effectiveness Report
OFSTED Report

Administration

School's own paperwork
Initial Cause for concern
Pupil Data Sheet
LEA Management Sheet
Provision Mapping

SEN Staffing

SEN Staff	Name	Qualification	YrGp	Hours	SEN Budget	Comments
SENCO						
Teachers						
Unqualified						
Teaching Assistants						
Learning Mentors						
NNEBs or Equivalent						
Midday Supervisors						
Resources						
Admin						
Other SEN Expenditure						

Distribution of Pupils with SEN

	School Action		School Action Plus		Band 2		Statements	
	Sept.	Apr.	Sept.	Apr.	Sept.	Apr.	Sept.	Apr.
Nursery								
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Sixth Form								

Profile of Children's Needs at SA, SAP and Statements

	ASD	MLD	SpLD	SLCN	SLD	PMLD	BESD	HI	PD	VI	Other
Nursery											
Reception											
Year 1											
Year 2											
Year 3											
Year 4											
Year 5											
Year 6											
Year 7											
Year 8											
Year 9											
Year 10											
Year 11											
Sixth Form											

Primary Profile of Key Staff in School

Nur.			
Rec.			
Y1			
Y2			
Y3			
Y4			
Y5			
Y6			

Secondary

	Head of Year	Teacher	Manager
Y&			
Y8			
Y9			
Y10			
Y11			

Key Stage 3 Manager	
Key Stage 4 Manager	
14 to 19 Provision Manager	

Staff Specialist Experience

Name	Relative Experience

SEN STAFFING – SECONDARY

SEN Staff	Name	Qualification	YrGp	Hours	SEN Budget	Comments
SENCO						
Teachers						
Unqualified						
Teaching Assistants						
Learning Mentors						
NNEBs or Equivalent						
Midday Supervisors						
Resources						
Admin						
Other SEN Expenditure						

SEN 12. TRANSITION MANAGEMENT PLAN

for

NAME: _____ **DoB** _____

EARLY YEARS SETTING _____ KEY PERSON _____

MAINSTREAM SETTING: _____ PLACE CONFIRMED ft pt

SERVICES INVOLVED: _____

TRANSITION ARRANGEMENTS

-
-
-
-
-
-
-
-

PAPERWORK TO BE PASSED ON

RECOMMENDED FIRST PROGRESS REVIEW DATE _____

TRAINING NEEDS _____
Any other comments

SEN 13. REQUEST FOR ADDITIONAL SEN FUNDING made by:

CHILD'S NAME _____ SCHOOL _____

DoB _____ KEY PERSON _____
(designation) _____

- PARENTAL PERMISSION
- EYAP/SAP
- SEN MANAGEMENT SHEET
- IEPs
- MDT date: _____
- MEDICAL INFO

CONTEXT
number in class _____
ft or pt place given _____

other contextual issues:

PLASC CODE: 1. _____ 2. _____

PROVISION ALREADY MADE BY SCHOOL/SEETING/SERVICE

CHILD'S OUTSTANDING NEEDS WHICH REQUIRE EIF

-
-
-

HOW WILL THIS FUNDING BE USED?

OUTCOME FROM MODERATION

DATE OF MODERATION : _____ DECISION: Y/N

FUNDING ALLOCATED: ft pt PUPIL SERVICE/FINANCE INFORMED

OTHER NEEDS TO BE ADDRESSED :

COMMENTS/FEEDBACK:
