

Assessment, Reporting and Recording Policy

INTRODUCTION

The strength of this Assessment, Recording and Reporting policy document is the continuous evaluation and development that has resulted from everyone in the school actively using it as a working tool. It has enabled effective discussion and development in all assessment areas and provides a benchmarks of good practice, continuity and progression for all pupils. In addition, it ensures that parents receive regular reports throughout their child's school career, providing a clear picture of their achievements and experiences.

This document is reviewed by school governors as part of their policy review cycle. However, it is recognised that this does not allow time to consider each aspect of the policy so a more detailed review of each section, by teaching staff, takes place as and when required.

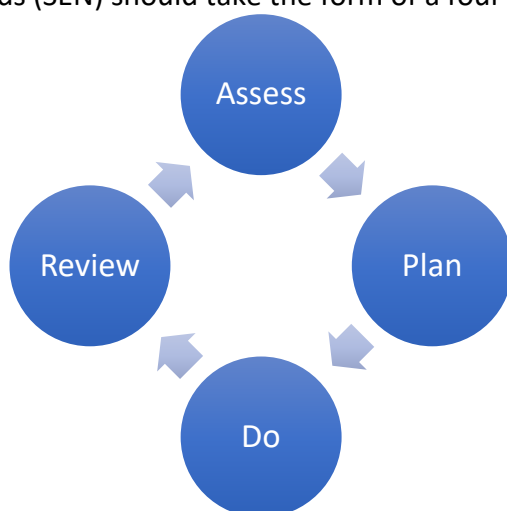
This policy has been written with reference to government policy and good practice in other schools, both mainstream and special.

Where possible proformas are used to create standardisation and continuity for pupils and teaching staff.

Matthew Rayner
January 2018

RATIONALE

This policy will refer to, and provide guidance about, statutory guidelines laid out in the Special Educational Needs and Disabilities Code of Practice, 2015 (CoP). According to the CoP (6.44-6.56), support for pupils with Special Educational Needs (SEN) should take the form of a four-part cycle:



This will ensure each pupil makes good progress and secures good outcomes, and will entail effective **assessment, reporting and recording**. It is essential to the effectiveness of our school that accurate and useful information is kept on every pupil so that all receive appropriate, co-ordinated and informed teaching.

Schools are required to keep records on every pupil, including material on pupil's academic achievements, other skills and abilities and progress in school. This material must be updated at least annually. Schools need to be able to present data and evidence, via summative assessment, on progress made against the Pre-

key stage standards for children working at a subject specific level, the P scales for those at a pre-subject specific level and the Early Learning Goals for those children in EYFS¹.

In EYFS, the Developmental Journal for Children with Complex Needs and the EYFS Development Matters is used as a formative assessment tool for all pupils. Summative assessment for pupils is recorded at baseline (8 weeks after a child has begun school), at the midpoint during the year, and at the end of the year within each child's individual booklet. This system will be fully in place from September 2019, following a trial during the academic year 2018-19.

Stephen Hawking School makes use of Individual Education Plans (IEPs) to set and monitor shorter term targets to ensure that pupils make progress towards the outcomes set out in their Education Health and Care Plan (EHCP). In addition, the school also holds other data that demonstrates progress of pupils both longitudinally and laterally.

Information is shared with parents to support pupils' learning and achievement. All pupil information and files are confidential; they are open to parents with access to others on a strictly "need to know" basis. In outlining practice, this document gives clear guidance on this area.

PURPOSES OF ASSESSMENT, RECORDING AND REPORTING

For pupils

- To identify a pupil's strengths and needs
- To acknowledge achievements, increase motivation and self-esteem
- To establish a baseline
- To monitor and demonstrate progress, recording achievement and attainment
- To provide a record of what has gone on before
- To record significant events
- To help pupils negotiate the next steps - "where to go next"

For teachers

To make the teaching and learning more effective through:

- Maintaining the Assess, Plan, Do, Review cycle to inform planning and delivery of the curriculum with consideration to each individual child's strengths and needs
- Organising needs based teaching groups
- Ensuring that support and intervention are matched to need and the pupil's learning outcomes, and their effect monitored (CoP, 6.46)
- Effective organisation of time and classroom management
- Planning, supporting and demonstrating continuity of learning and progression
- Retaining information - for transfer to summative documents such as Annual Reviews
- Keeping information up to date and informed by the pupils' views about their interests and preferences
- Recording coverage of National Curriculum and the Early Years Foundation Stage via the school's schemes of work

¹ [NB: At the time of writing, the pre-key stage standards had just been adopted for those pupils working at a subject-specific. For those working at a pre-subject specific level, the P levels continue to be in use until September 2020.

- Evaluating lesson effectiveness and teacher performance
- Supporting curriculum evaluation and development
- Professional collaboration by sharing good practice and ideas
- indicate cross-curricular connections

For others to be accountable to:

- Parents, other teachers and members of staff
- Other professionals working with the pupils
- Internal management - senior teacher for key stage, curriculum co-ordinators, headteacher and governors
- External agencies – the local authority and OfSTED
- The community the school serves

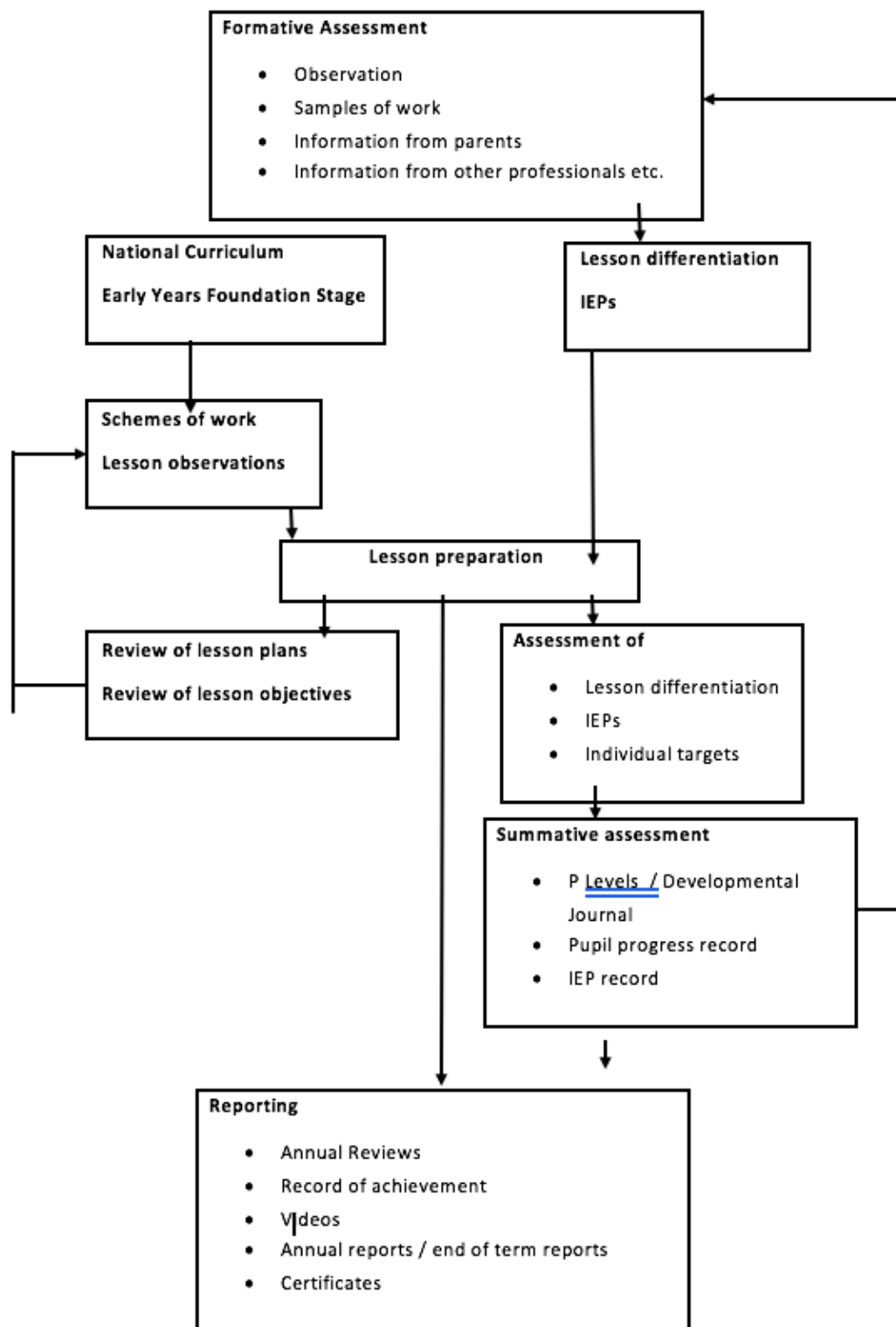
Legally

The school is required:

- To complete a Foundation Stage profile
- To complete an Annual Report to parents
- To complete an Annual Review of the targets and progress towards learning outcomes set for pupils with an EHCP
- For 0-5 year olds, the school **should** consider reviewing the EHCP every 3-6 months to ensure appropriate provision (CoP 9.178). This is addressed termly through reporting on progress towards IEP targets on end of term reports.
- Where a child is transferring between schools, reviews and arrangements **must** be completed by 15th Feb of calendar year of transfer (CoP 9.179)
- Provide evidence of pupil attainment within curriculum targets
- Complete whole school target setting (School Improvement Plan)

LBTH Guidelines for Education Health and Care Needs Assessments (Sept 2017) includes the provision of an initial target setting meeting for all new pupils to be held within 8 weeks of joining the school.

Flow Chart showing Assessment, Recording and Reporting at Stephen Hawking School. This specifically relates to the cyclical assess-plan-do-review process outlined in the SEND Code of Practice 2015.



ASSESSMENT

At Stephen Hawking School the following forms of assessment are used:

- Formative assessment: assessment **for** learning
- Summative assessment: assessment **of** learning

Formative assessment

Formative assessment puts the child at the centre of the assessment process and allows classroom practice to promote each pupil's development. It:

- Supports learning

- Takes place during learning
- How to improve learning?
- What is being learnt and what are the next steps?
- Supports identification of learning styles, how to adapt the environment, where strengths/needs/gaps are

Formative assessment does not provide a means of assessing each pupil's learning needs against another pupil's.

Williams (2009) suggests five key aspects to formative assessment. These involve ensuring the teacher, peers and the learner have a clear idea about the direction learning is to take, where the pupil's learning is now and how the pupil is going to get there. More information on this can be found in Appendix 1

Short term formative assessment:

Is an on-going process which occurs day by day or minute by minute, where staff working with each pupil, or a group of pupils, adjust their teaching to meet the changing needs of the pupil or pupils.

Short term formative assessment tools used at Stephen Hawking School include:

- Informal observations
- Use of language, for instance change what you are praising or how you give praise
- Use of resources, for example changing a mark making tool in response to a pupil's preference
- Extending or building on an activity the pupil is enjoying
- Use of positioning, for example altering your position in light of awareness of a pupil's visual range

Medium term formative assessment:

Concentrates on a shorter cycle of assessment, interpretation and action.

Medium term formative assessment tools used at Stephen Hawking School include:

- Observations both formal and informal
- Worksheets and workbooks, including comments in books or on work
- Feedback to the team at class meetings, and staff discussions to adapt the methods used to teach each individual pupil (NB class team meetings are minuted and shared with the team)
- Feedback from TAs to the class teacher at the end of the day
- Photographs and video
- Information from other professionals and parents
- Post it notes

Medium term formative assessment also allows for the implementation of changes that may arise as a result of teacher or support staff professional development. These changes would then need to be assessed again to ensure that pupil progress is developing in the way that is anticipated.

Longer term formative assessment

Can draw on information and materials that might also be used for summative assessment.

An example of this would be by using a pupil's achievements recorded using the Developmental Journal or Engagement Profile to allow the teacher to assess how a pupil is taught and how changes to this may be needed.

Longer term formative assessment tools used at Stephen Hawking School include:

- The Complex Needs Developmental Journal and Development Matters in the Early Years
- P Level progress (soon to be replaced by progress recorded using the Engagement Profile, Routes for Learning and pre-key stage levels)
- IEP evaluations
- Lesson target evaluations
- Intervention tracker/GAS
- Feedback from creative therapists (e.g. play therapy, music therapy)
- Assessments and feedback from specialist teachers (e.g. QTVI/HI/MSI)
- Identification of a pupil's strengths and needs from EHC plan, this information informs our understanding of how a pupil learns

Summative assessment

Summative assessment at Stephen Hawking School is the assessment that takes place at the end of an academic term or year to summarise children's achievements. It can be both quantitative and qualitative.

Summative assessment:

- Takes place after learning
- Is used to measure performance as well as to support learning
- Tells us where the child is at a point in time and what has been achieved. It provides the pupil and parents with an overall level so that progress across a period of time can be recorded and celebrated
- Is usually criterion based and provides the teacher with a clear idea about the overall achievements of the pupil or pupils
- Also allows comparisons to national assessments so that a pupil and his/her parents know how well they are doing when compared to their contemporaries
- Can be used to plan for the future and provides the opportunity to set challenging, yet realistic, targets for pupil progress across the coming term or year

Pupil Voice

At Stephen Hawking School, we are committed to providing all pupils, where possible, with the opportunity to express their opinions and to have a say in their own IEP objectives, their achievements and to contribute to the Annual Review process.

'Children, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child'

(Articles 12 and 13 of the United Nations Convention on the Rights of the Child; SEND Code of Practice (2015), p20)

'Local authorities **must** ensure that children, their parents and young people are involved in discussions and decisions about their individual support and about local provision.

Early years providers, schools and colleges should also take steps to ensure that young people and parents are actively supported in contributing to needs assessments, developing and reviewing Education, Health and Care (EHC) plans. '

The judgement over which children are able to participate in this process will be made by class teachers and support staff working with that child. At all times the appropriateness and purpose of the process must be considered so that it does not become tokenistic and irrelevant to the child and their parents. Where pupils are being directly involved in the Annual Review process, their consent must be sought and they will be kept informed about what actions will be taken as a result of these views being heard.

For those children who are unable to take a direct part in the setting of IEP objectives and annual reviews etc. the school makes use of the following to represent their views:

- end of term reports with photographs to demonstrate the child's achievement and their preferences
- record of achievement with photographs demonstrating achievement and preferences
- the focus of IEPs on communication and pupil's independence skills
- parent workshops where parents are given the opportunity to work with their child
- external assessment reports
- Story Sharing session observations and the development of children's personal narrative
- Important to Me Bags
- Video including II video analysis

The information gleaned from these strategies is used to inform class planning and IEP target setting and planning strategies to support the child's ability to make progress. The child's views are shared with parents at the Annual Review meeting.

Recording

Individual Education Plans (IEPs)

Every child at Stephen Hawking School will have an IEP that is used to prioritise a pupil's needs and to ensure that time and resources are allocated appropriately in order for the pupil to make progress in areas identified as key areas for development. All IEPs must reflect learning and development that is additional to, and over and above, the normal differentiated curriculum.

A pupil's IEP must be based on the learning outcomes specified on the child's EHCP. These will be based on the areas of cognition and learning, communication and interaction, sensory and/or physical needs, social, emotional and mental health, and additionally self-help and independence.

The IEP paperwork provides a tool for recording the setting of short and long term targets, strategies to be implemented and evaluations. A copy of the standard layout for all IEPs is available in Appendix 2 and on the school's server in the templates section.

A separate document is available providing detailed information on the development and use of IEP's.

Lesson plans

These relate to the school's schemes of work, the National Curriculum and the Early Years Foundation Stage Curriculum and provide an overview of the work that is being covered during a term. Formal lesson

plans at Stephen Hawking School may fulfil the role of either or both medium and short term planning. They are derived from the topic for the term and/or the appropriate scheme of work

Lesson plans should reflect breadth and balance for each key stage and the structure of the scheme of work. They should also give consideration to

- Understanding and knowledge
- Skills
- Attitude and values

A copy of the standard layout for all lesson plans is in Appendix 4 and on the school's server, in the templates section. Provision in the Early Years addresses the themes of the EYFS which are: 'A Unique Child + Enabling Environments + Positive Relationships = Learning and Development'

The lesson plan shows aspects of planning that are common to all pupils in the class. Differentiation is shown via the assessment levels: all children, some children and a few children.

Teachers may prepare, action and review lessons in a variety of different ways; however, the lesson plan at the end of the term must represent a full and clear record, accessible to all staff, of the work that was undertaken. The lesson plan has a summative function and allows subject co-ordinators to monitor National Curriculum and Early Years Foundation Stage subject provision. An aspect of this summative function is an evaluation of the unit of work, or focus for the activity, and of the differentiated learning for the pupils via a:

- review of the teacher's action and lesson content
- review of pupils' achievements

Interventions/additional programmes of learning

Where a pupil is in need of additional support, intervention strategies or programmes can provide a greater degree of support.

Strategies and programmes that are currently in use in school are based on:

- Provision detailed in pupils' EHCPs
- behaviour policy
- multi-professional support and advice
- advice from MSI, VI and HI teachers
- assessment which demonstrate that achievement is significantly above the school's average

The intervention tracker specifies the frequency that monitoring will take place. Any new strategies / programmes may need to be reviewed daily whilst they are being established. See Appendix 3.

Marking, Feedback and Observation

All children will have their work discussed and marked in such a way that feedback will promote achievement, improve their learning, develop their self-confidence, raise self-esteem and provide opportunities for self-assessment. Marking children's work should be a way of giving children meaningful feedback and should relate directly to their learning experiences and be presented to them in accessible way.

Stephen Hawking School Communication Handbook discusses methods of total communication for children that are needs led. Further information can be found in this document to support staff to ensure that feedback is always relevant and accessible to the child.

The purposes of providing feedback are twofold:

1. to ensure that children become aware of what they are doing well and how they may progress
2. to ensure that planning is amended in order that teaching and learning meets the needs of all children

Recording form for observing, marking and feedback

In Early Years, observations are assessed using the Complex Needs Developmental Journal or EYFS Development Matters and next steps are identified using these documents.

Learning Intention:						
Date: <i>What did you see? What happened?</i>				Observer:		
Adults role (tick): <ul style="list-style-type: none"> • Modelling/teaching • Supporting/prompting • Child working without help 				Context (tick): <ul style="list-style-type: none"> • Familiar activity • New activity • 1:1 activity • Group activity • Whole class activity 		
Awareness	Curiosity	Investigation	Discovery	Anticipation	Persistence	Initiation
R		A		G		

Observation is the close monitoring and analysis of

- pupil's behaviours and skills
- the environment
- pupil's interactions with other children, staff and with the environment

Accurate observations of pupils are a vital part of the school's assessment system as they allow the teacher to gather information from a number of situations and by a number of people. This information allows class staff to highlight children's preferences, interests, strengths and needs and, in particular, things that they have achieved. This, in turn, allows the teacher to identify gaps in children's learning to support ongoing assessment and planning.

There are many reasons for observations, the following are some examples

- to understand the wide range of skills in all areas of a pupil's development
- to assess development and existing skills or behaviour
- to plan activities that are appropriate to individual's preferences, interests, strengths and needs

There are some basic principles to observations that need to be considered such as:

- observe what you see and not what you think
- do not jump to conclusions over what a child is doing or achieving
- focus on children's strengths and be positive about what they are doing. Don't focus on the negative i.e. what they can't do
- do not create a distraction as this is likely to lead to a child performing differently

Remember that information about pupils is confidential to them and should not be discussed outside of the school.

Planned Observations: These are observations where there is agreement that a specific pupil or activity will be observed. In these situations, it may be agreed that specific skills, knowledge etc are being looked for. Planned observations will be recorded on the above pro forma.

Unplanned Observations: These situations are where staff members notice children doing things that they didn't necessarily realise that they could do. Unplanned observations tend to be ad hoc and may be recorded on post it notes, in an exercise book or another method agreed by the class team. Post it notes and/or exercise books must be stored securely in order to comply with data protection legislation.

Within both of the above staff may choose to be participants or non-participants. This is they choose to interact with the pupil whilst doing the observation or they choose to observe from 'outside'. They may also choose to time sample, they observe what the child is doing every five minutes for example, or event sample where they only observe what is happening during specific lessons, activities etc.

Record of Achievement – Early Years

For the majority of children in Early Years

Section 1: Early Years in School (completed by end of time in Nursery1)

- May have a photo of the child's first day in school (dated)
- Will have child's first end of term reports (up to 6 depending on when the child started school).
- Will have a photographic record of IEP achievements over 1 or 2 years. (This will depend on when the child started school. If children start school late in the school year, IEPs will not have been set, therefore there will be no recorded progress).

Section 2: Nursery 2 class (completed by the end of time in Nursery 2 class)

- Will have a dated first page with class / appropriate photo
- Will have a dated, annotated photo of achievement in communication, exploration, sensory and motor development and personal, social and emotional development (PSED).
- Will have a dated and labelled page of photos for other areas of the curriculum (not detailed annotation).
- Will have an annotated photographic record of IEP achievements over the year.
- May have examples of work / other relevant photos (e.g. evidence of inclusion, special events etc)

Section 2: Reception class (completed by the end of time in Reception class)

- Will have a dated first page with class / appropriate photo
- Will have a dated, annotated photo of achievement in communication, exploration, sensory and motor development and personal, social and emotional development (PSED).
- Will have a dated and labelled page of photos for other areas of the curriculum (not detailed annotation).
- Will have an annotated photographic record of IEP achievements over the year.
- May have examples of work / other relevant photos (e.g. evidence of inclusion, special events etc)

For a few children in Early Years in Nursery 2 Class and Reception Class:

There may be a few children who are working within the Specific Areas of the Early Years Foundation Stage Curriculum. These children's record of achievement:

- Will have a dated, annotated photo of achievement in prime areas of the EYFS – PSED, physical development and communication and language
- Will have dated and labelled photos of specific areas of EYFS – literacy, mathematics, understanding the world and expressive arts and design. Some of these photos may have detailed annotation.
- Will have an annotated photographic record of IEP achievements over the year.
- May have examples of work / other relevant photos (e.g. evidence of inclusion, special events etc)

At the back of the black document folder there will be:

- A section labelled "Certificates" containing all certificates the child has received so far
- A section labelled "End of term reports Early Years" containing copies of end of term reports from Nursery 2 and Reception classes
- Space for end of term reports from key stage 1 and key stage 2

N.B. If the child has appeared in the press, copies of photos / articles may also be stored in the record of achievement.

Record of achievement - KS1 and 2

The record of achievement in KS1 and KS2 are significantly different from those in EYFS. This reflects the different curriculum and the overall development of each child. The record of achievement will:

- contain the P Level Journal with supporting photographic or observation evidence for core areas of the curriculum.
- include end of term reports to show evidence of progress and activities in other curriculum areas (communication and exploration or English, maths and science)

- be differentiated according to P Level assessment

<p>pupils working at a pre-subject specific level (P1(i)- P4)</p> <p>Communication (speaking and listening)</p> <p>Exploration (maths using and applying Science scientific enquiry)</p> <p>PSHE</p> <p>IEPs</p> <p>End of term report</p>	<p>Pupils Working at Subject Specific Level</p> <p>English – speaking and listening, reading, writing</p> <p>Maths – all areas</p> <p>Science – scientific enquiry – other areas?</p> <p>PSHE</p> <p>IEPs</p> <p>End of Term report</p>
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Class records

Team meetings

Each class is required to have weekly meetings to discuss children's progress and other matters that relate specifically to each classroom. All conversations in these meetings are recorded in a book that is kept in the classroom. It is essential that all members of the class team attend so that everyone is well informed and information that individuals have about specific children can be shared in an appropriate manner. In addition to children's progress, the following areas should be reviewed regularly:

- children's IEPs and the strategies to deliver them
- classroom management
- staff roles and responsibilities
- hygiene routines
- work with therapists and other visiting professionals
- the curriculum
- lunchtimes and playtime
- any interventions pupils may be engaging within
- any projects pupils may be involved in

Teaching files

It is recognised that this is a working document (not necessarily a file) and therefore accessible to the individuals in each class. However, it must also be accessible and easy to understand so that other professionals from outside the class understand what is happening. Consequently, as a minimum the following should be available:

- pupil IEPs
- details of the classroom environment, organisation and future plans
- timetables
- class routines
- working copies of lesson plans
- pupil behaviour support plans

- intervention plans (if necessary/appropriate)

Computer records

Each pupil has a file on the school's server containing their records. This file contains information about the pupil and records of their achievement. The same file structure is used for all pupils so that members of staff can access information. Each pupil has a file that is subdivided into Annual Reviews, end of term reports, IEPs, other reports, assessment, photos, pupil profile and record of achievement.

Video records

For some children video records are considered a more appropriate way of recording their achievements. Due to the level of work involved in video records it may not be possible to provide records for all children in each class. Consequently, the class teacher, with the support of their class team, will determine which children would have their progress best demonstrated using this media. Video records, along with other methods, may be used as part of the Annual Review process to ensure that each pupil has their voice represented.

Assessment records – KS1 and 2

Each pupil has a P level journal for English and mathematics which shows progress against the P Levels over time. Each of the P levels is subdivided using PIVATS (Performance Indications for Value Added Target Setting). These journals record written evidence showing how each pupil has progressed through each of the P levels. The P Level journals are updated at the end of each term. Where appropriate, evidence that demonstrates children's achievement should be placed alongside the written information.

Assessment records Early Years

Pupils' progress in the early years is tracked using the Developmental Journal and the Early Years Foundation Stage Development Matters. Observations are filed under the different areas of learning identified and next steps to inform planning are noted.

Pupil class files

Following GDPR advice, the EYFS department have trialled a new box file system. These are kept in the class cupboard. All confidential/sensitive information is contained in the beige folders in the head teacher's office in a locked cabinet. Classes have access to pertinent information necessary to the child's daily education and welfare. The contents of class box files have the following documents for each pupil:

- Pupil Profile
- EHCP
- IEP
- Equipment Instructions
- Mealtime Plan
- Medical Card
- Multi Professional Support (PT OT SLT)
- Risk Assessment

The school have now begun the process to roll this out across the school. Until this is completed, the following system remains in place within KS1 and 2:

Pupil information is contained in blue ring binders that are stored in classroom cupboards. These are open to all staff currently involved with a child and external professionals providing support to a pupil. These files are also available to parents on request. No confidential information should be kept in these files.

Each file must contain:

- | | |
|------------------|---|
| Section 1 | <ul style="list-style-type: none">• print out of information from the school's administration programme• pupil profile sheet• EHCP• admission papers |
| Section 2 | <ul style="list-style-type: none">• multi-professional support• therapy plans |
| Section 3 | <ul style="list-style-type: none">• current annual review• current individual education plans• any other current programmes e.g. behaviour or interventions |
| Section 4 | <ul style="list-style-type: none">• previous annual reviews• Previous individual education plans• any other previous programmes e.g. behaviour |
| Section 5 | <ul style="list-style-type: none">• Additional relevant information, such as information about diagnosis |

Pupil office files

These files are kept in the headteacher's office using the Borough Primary format and are up updated by them as new papers and correspondence arrives.

The files are organised into six colour coded sections:

Green	EHCP and related papers
Red	Annual Reviews
Yellow	correspondence with parents
Clear	correspondence with other agencies
Blue	admission and permission forms
Clear	medical information

These files are confidential and must never be taken out of the headteacher's office without permission. They should be returned immediately after use.

Papers such as case conference notes, letters from doctors or social services are kept in these files and not in the class files. These files are open to parents on a need to know basis only.

Reporting

Home School Diaries

The frequency and use of home school diaries is to be agreed with parents at the beginning of each academic year. Some messages from or to parents may need to be kept formally and in these instances

the page from the home school diary should be photocopied and kept in the child's office file. Books are kept in the school's stationary cupboard in various sizes depending on their usage.

Telephone Diaries

Where the main means of communication between home and school is the telephone a brief record of conversations should be kept in the child's class file

End of term reports

End of term reports must be easy to read, clear and informative so that they are easily accessible for all families. They report on each pupil's work in that term and cumulatively represent each pupil's end of year report. There are standardised reports for each key stage, supporting the way the curriculum develops and varies across the school. In each key stage the reports will consist of four pages.

Early Years

In Nursery 1, due to the assessment and information gathering processes that are taking place, end of term reports will generally report on the child's settling in process and early observations. The reports from this class will look at 'Communication' and 'Personal, Social and Emotional Development (PSED)'; 'Exploration' and 'Sensory & Motor' and the final page reports on progress towards Individual Education Plans (IEPs) once these have been agreed with parents.

In Nursery 2 and Reception, each report will focus on the topic that has been covered that term. There will be a generic section on the topic demonstrating the activities that all children have accessed as well as having a more focussed section on how each pupil has taken part in these activities. The following three pages will demonstrate, on each subsequent page, the pupil's progress and achievement in 'Communication' and 'PSED' 'Exploration and Sensory & Motor', and progress towards their IEPs. Each page will contain photographs to demonstrate and exemplify what has been written.

Key stage 1

The end of term reports for KS1 will be very similar to those from Early Years. However, they will need to be slightly more formal in recognition of the more structured curriculum offered. There will be a general page demonstrating the activities and progress based on the topic activities that have taken place followed by a page on English or 'communication', a page on mathematics or 'exploration' and a page showing progress towards the pupil's IEP targets. The whole report will contain photographs which support the written comments.

The curriculum topic section of the report must demonstrate evidence for National Curriculum subjects across the year e.g. History in the autumn term, geography in the spring term and RE in the summer term.

Key stage 2

The end of term reports for KS2 will be more formal in recognition of the age and school experiences of the children. The vast majority of each report will focus on pupil specific information; in particular this will be the case for children working at P4 and above. Each pupil's report will have a section on English or 'communication', a page on mathematics or 'exploration', a page on other curricular areas and a page on the pupil's IEPs. There is no page about the topic that has been covered during the term as this will be demonstrated via the curriculum focussed pages.

Transition Reports

In order to facilitate the transition of pupils to a new class or new key stage, each teacher will complete a form giving information about the work that the pupils have undertaken during the summer term. This form will then support planning for the following autumn term. The template for the report is appendix 6.

Swimming Reports

To support teachers in establishing a full understanding of the whole child, the swimming instructor or STA will complete a brief progress record for each child. This report will be given to each class teacher at the end of each term. The template for this report is appendix 7.

Annual Reviews

Annual Reviews are carried out once a year, during the summer term. This supports multi-agency working, collaboration, the school's curriculum reporting system and rotational placements of therapists. Although this means that the first review is not one year on from the statement. At Stephen Hawking School we believe that timing should reflect the needs of the child and the particular circumstances of the school.

The Annual Review should aim:

- to actively monitor the child's progress towards their outcomes specified in the EHCP, and longer term aspirations and to collate and record information that the school and other professionals can use in planning their support for the child
- to consider whether the outcomes and supporting targets remain appropriate (CoP 9.166)
- to, in collaboration with the pupil, his or her parents where appropriate and relevant professionals should, use the annual review process to consider whether special educational provision provided through an EHC Plan will continue to enable young people to progress towards agreed outcomes that will prepare them for adulthood and help them meet their aspirations (code of practice, 2015)
- to, for looked after children, if possible and appropriate coincide with one of the reviews in the care plan and in particular the personal education plan (PEP) element of the care plan (CoP practice, 2015)
- to review the special provision made for the pupil, to ensure it is effective in ensuring access to teaching and learning, and enables good progress. Where the EHC plan involves a modification or disapplication of the National Curriculum, the school should indicate what special arrangements have been made for the child
- to consider the continuing appropriateness of the EHC Plan in the light of the child's performance during the previous year, and any additional special educational needs which may have become apparent in that time, and thus to consider whether to cease to maintain the statement / EHC Plan or whether to make any amendments, including any further modifications of disapplication of the National Curriculum
- if the EHC Plan is to be maintained, to set new targets for the coming year: progress towards those targets can be considered at the next review.
- If the pupil is entering a new key stage, to identify outcomes for the end of the end of the next key stage

The school's Annual Review reports ensure this by containing the following sections:

Pupil's strengths and needs

Provision and outcomes

Parent's views

Targets from the previous Annual Review

This section lists the targets agreed at the previous Annual Review, and the progress made towards those targets.

Targets for the coming year

This section is the new targets set, based on the progress towards the previous year's targets and the pupil's learning outcomes. Those present at the meeting should agree these.

Headteacher's report

This is a brief report on attendance as well as placing the Annual Review in the context of the national testing and reporting requirements.

Reports from other professionals

All professionals involved with each child are asked to submit a report on progress made over the past year.

Parents' views

All parents are asked to attend the Annual Review. In exceptional circumstances it may be read over the telephone.

Pupils' views

The views of the pupils may be elicited through use of photos, video, Important To Me Bags, and Story Sharing

Record of action agreed at the Annual Review meeting.

This final section is a record of the discussion at the Annual Review meeting and will indicate agreement over the targets set and who is to be the key worker for each target.

Preparing for the Annual Review

In preparation for the Annual Review, the admin team will request written advice (reports) from people appropriately identified by the school, along with any one specified by the L.A.

Within school, this report is prepared by the class teacher following the format listed above. This draft report **must** be with the headteacher **three weeks prior** to the scheduled date for the Annual Review meeting.

The main office will send out letters requesting written advice from anyone specified by the authority or whom the headteacher feels is appropriate. Requests for written advice will be based upon a database held by the school outlining additional support for each child. The letters will ask for this information to be with the headteacher **three weeks prior** to the scheduled date for the Annual Review.

The main office will collate the written evidence for each pupil adding the LA's Annual Review form to the front. The main office will then send this draft document, to parents and anyone who is to attend the Annual Review meeting **two weeks prior** to the scheduled date.

Annual Review Meetings

The dates and times of the Annual Review meetings will be arranged by the main office in conjunction with the Home School Liaison Officer to ensure that a suitable translation service is available if necessary. The main office will ensure that the persons whom the headteacher feels should attend are given two weeks' notice of the review meeting.

'The head teacher **must** invite:

- the child's parents, (if the child is looked after by the local authority, under a care order, the child's social worker and the residential care worker or foster parents, should be invited as appropriate) Being given at least 2 weeks' notice (CoP 9.176)
- a relevant teacher, who may be the child's class or some other person responsible for the provision of education for the child, the choice resting with the head teacher
- in addition to the pupil's parents and a representative of the school attended, a local authority SEN officer, a health service representative and a local authority social care representative must be invited, and given at least two weeks' notice of the date of the meeting (CoP, 9.176)

A full list of dates and times of meetings will also be given to the deputy headteacher so that appropriate cover for class teachers can be made.

The headteacher formally delegates the responsibility of Chair to each pupil's class teacher unless it is likely that the Annual Review will result in a request for an amendment of the EHCP that are additional to those expected at the end of each key stage, or for a full re-assessment.

A member of the therapy team will attend Annual Reviews where a child is at a point of transition and where a significant piece of work has been undertaken by the therapist.

A member of staff from the main office will attend the meeting to take minutes where the Chair feels this is appropriate.

The meeting should, based on the issues raised by the pupil, the parents and in the written evidence presented, consider:

- The issues being raised by the pupil and parents
- does the EHCP remain appropriate?
- are any amendments EHCP required?
- any new targets to be set to meet the objectives set out in the EHCP

The meeting may make recommendations based on the four areas above.

Amendments to an EHCP should be recommended to reflect new learning outcomes when the pupil reaches the end of each key stage. Additional amendments should also be recommended if:

- significant new evidence has emerged which is not recorded on the EHCP
- significant needs recorded on the EHCP are no longer present
- the provision should be amended to meet the pupil's changing needs and the targets specified at the reviewed meeting, or
- the pupil should change schools, or when a pupil's needs would more appropriately be met in a different school, for example by inclusion in the mainstream.

Parents should be encouraged to attend the Annual Review, and to express their views on their child's progress. Any issues that they raise must be formally recorded.

Parents and pupils should be encouraged to contribute their views to the Annual Review process and where possible contribute to discussions about any proposals for the new targets for the pupil's progress. At Stephen Hawking School the pupil's voice is brought to the Annual Review via video, photographs etc.

In exceptional circumstances where parents do not arrive for the meeting or it is not possible to make a mutually agreeable date and where there are no concerns regarding a pupil's progress and placement it is acceptable to conduct the discussion by telephone. This must be recorded on the Annual Review. If this difficulty arises for a second year a home visit, taking the pupils files must be undertaken (Guidelines on home visiting are in appendix 8).

Letters to various agencies that need to be completed as a result of the targets set at the Annual Review can be completed by the Chair or the minute taker, when present, using the standard layout in appendix 6 during the meeting. Appendix 6 seems to be Transition Report pro-forma not letter sent to agencies following AR

Following the Annual Review Meeting

The draft Annual Review together with any additional documentation, minutes from the meeting and action agreed must be given to the main office for typing and collation.

The main office will ensure that all letters to various agencies completed during the Annual Review meeting are attached to the final Annual Review report and sent to the appropriate person.

The main office will then ensure that all parties present at the Annual Review meeting receive a copy of the final report. This will include:

- parents
- class teacher
- other professionals invited

The school must prepare and send a report of the meeting to everyone invited, within 2 weeks of the meeting. This report must set out recommendations for any amendments required, and identify where the recommendation has come from (e.g. school or others attending the meeting) (CoP 9.176)

Where amendments are requested, the appropriate paperwork will be sent to the Borough's SEND section.

In addition, the main office will ensure that a copy is filed in the central files held in the headteacher's office and that two copies are sent to the LA: one for the LA's SEND section and one for the Educational Psychologist.

Educational Advice Contributions for an EHC Plan

When a pupil is placed in school on a "placement during assessment" (PDA) the class teacher will be asked to complete the LBTH format for advice towards assessment thereby contributing to the assessment and subsequent EHC Plan.

As with Annual Review reports these are given in draft form to the headteacher who will discuss any issues with the class teacher before the report is signed and given to the school's main office to send to the Borough's SEND Section. Once the completed report has been sent, the school's main office updates the database.

Again as with Annual Review reports, this educational advice is sent to parents and is used if other agencies ask for reports.

Guidelines for writing educational advice can be found in Appendix 9

HALF TERMLY MEETINGS

Where a pupil's placement at the school no longer meets their needs and a re-assessment has begun, meetings are convened with the parents every half term by the head of departments.

The aim of the meetings is to keep parents up dated on:

- their child's progress
- any problems that we may be experiencing
- the progress of the re-assessment

and to give them an opportunity to raise any issues that they may have.

Other professionals working with the pupil and their family may, with the parents' consent, be invited to these meetings.

The meetings continue until the pupil takes up a place at another school or when, by agreement between the parents and the headteacher, the pupil's needs are able to be met by the school.

Minutes of these meetings are sent to parents, the class teacher and any other worker present. Copies are kept in the pupil's central office file.

Appendix 1 Aspects of formative assessment (William, D. 2009)

Williams (2009) suggests five key aspects to formative assessment. These involve ensuring the teacher, peers and the learner have a clear idea about the direction learning is to take, where the pupil's learning is now and how the pupil is going to get there.

	Where the learner is going?	Where the learner is now?	How to get there
Teacher	Clarifying learning intentions and sharing criteria for success	Engineering effective classroom discussions, activities and tasks that elicit evidence of learning	Providing feedback that move learners forward
Peer	Understanding and sharing learning intentions and criteria for success	Activating students as instructional resources for one another	
Learner	Understanding learning intentions and criteria for success	Activating students as the owners of their own learning	

Fig1 Aspects of formative assessment (William, D. 2009)

Putting these into place with children with profound learning difficulties is more complicated and needs some adaptation. Consequently, at Stephen Hawking School the following demonstrates how this approach has been adapted.

Teachers:

- provide clear instructions to all children about the activity that they are to take part in and tell them what they are going to learn. Be clear about the learning intention for the lesson
- constantly repeat the learning intention so that the pupil knows what's expected of them
- tell the pupil what they have achieved at the end of a lesson

Peer:

- children working together and in groups with the same shared learning intention
- children supporting each other in joint activities e.g. one pupil pointing to an object that another pupil has been asked for

Learner:

- each pupil having a clear understanding of the learning intention
- supporting children in completing activities on their own
- learning via independent exploration

Appendix 2: IEP pro forma

INDIVIDUAL EDUCATION PLAN

Name:	Date:	IEP focus:	Teacher:
Baseline (this should be evidence based):			
P / FS level (if appropriate):			
Long Term Target:		Annual Target:	
Short Term Targets		Strategies, how what why when	

Evaluations:
Autumn:
Spring:
Summer:

Appendix 3: Intervention tracker

Intervention tracker draft.docx [Compatibility Mode] - Word

Elizabeth Baxter

FileHomeInsertDesignLayoutReferencesMailingsReviewViewAdd-InsTell me what you want to do...

MarginsOrientationSizeColumnsLine NumbersHyphenationPage Setup

IndentSpacingLeft: 0 cmBefore: 0 ptRight: 0 cmAfter: 10 pt

ParagraphPositionWrapBring SendSelectionGroupAlign

Arrange

123456789101112131415161718

INTERVENTION IMPACT TRACKER				Class/teacher:	Start Date:	Autumn Term		
Intervention Objectives	CHILD	External Agencies Involved	Staff involved	Entry Level observation - what can the child already do, related to the intervention?	Review 1 (Half term)	Review 2 (End of term)	Plan (continue or exit?)	Exit Level observations - what can the child do now that is a likely impact of the intervention?

Page 1 of 162 wordsEnglish (United Kingdom)

100%

22

Appendix 4: Lesson plan pro forma, KS1 and KS2



Stephen Hawking School
Lesson Plan

Subject:

Scheme of Work / Topic:

Date:

Year Group:

Lesson Plan:

Focus-

Aims-

All children will encounter these activities

P1-2: Most children will develop awareness

P3-: Some children will respond and will participate

P4+: A few children will be actively involved,

Opportunities for SMRC

Evaluations and Considerations for Future Planning

Signed.....

Appendix 5: pupil profile pro forma

Name:

Year Group:

**Important Medical
Information**

I am good at:
I find it difficult to:

I like:
I don't like:

Top Tips for Supported Learning

Sensory
-

Social

Implications for learning:

Communication

Implications for learning:

Appendix 6: transition report pro forma

Transition Information

Year: X Term:

Year:

Pupil	English/Communication		Maths/Exploration	
	Target	Evaluation	Target	Evaluation
	Reach for favourite activity	Reaches with left hand	Use switch to anticipate the end of a ready, steady, go sequence	Reliably presses switch at correct time
	Use switch to make repetitive sound in story	Presses switch randomly at beginning of week, but as week progresses he presses it appropriately in the story	Operate cause and effect programme using a switch	After a few goes will press switch and immediately look to screen
	Intensive interaction – awareness of CP	Gives eye contact at beginning of session, returns eye contact when CP imitates his sound; often smiles in response	Explore sets of 1 or five objects	Takes out of container one at a time, explores visually first, then orally. When handed second object discards the first

Appendix 7: Swimming report

Name:

Class:

Year:

Baseline and initial target	Progress - autumn	Progress - spring	Progress - summer
	Target - spring	Target - summer	Summary of progress

Appendix 8: GUIDELINES ON HOME VISITING

1. Always leave the name, address and telephone number of the pupils / parents you are visiting with your line manager, the Head or the Office. The time of your visit and estimated time of return should also be left. Always leave written, not just verbal, information. Try to keep the school informed if you are going to be extra late
2. Never leave without notifying the pupil' parents. Make sure they are happy for you to visit. Let them know they do have the option to visit the school if they prefer. Encourage parents to come to school rather than you going to them, especially if the parent you are to meet is of the opposite sex.
3. Avoid going in the dusk / dark. Keep to school hours wherever possible.
4. It would be ideal to go with another person. If this could not be arranged use your own judgement to assess if you feel safe enough.
5. Make sure you are aware of all exit routes from blocks of flats or estates before carrying out your visit.
6. If you ever get attacked immediately get in touch with the Police. Next get in touch with the Support Services Manager for the Borough and ask for the 'Borough Insurance Form'. They will ask for a case number or crime number, which you could ask the Police to give you. You should also inform your Headteacher and your Union representative.
7. You must inform your doctor even if you have not been physically assaulted. This is necessary to cover you if you suffer any emotional distress or problems after the incident.

Appendix 9, Guidelines for writing EHCP advice

Revised September 2018



Forward

This Guidance has been updated following consultation and workshops with a range of professionals from Tower Hamlets, including; SENCO's; Education Psychology; The Support for Learning Service; Health colleagues; specialist teachers and a wide range of other colleagues. In 2017/18 events continued to be held to inform and update the process of obtaining an EHCP in Tower Hamlets.

We would like to thank all those colleagues who have participated in this process. Particular thanks to those colleagues who have allowed us to share their work. We are committed to continuing to enhance the process throughout next year. We have listened to concerns that the form was too long and have made improvements to make the process easier. Work will now focus on improving the process once the request has been made. We are planning to embed the process of co-production with caseworkers and other professionals to improve the outcomes and have greater accuracy and specificity in the provision.

Observers are welcome to attend the SEND panel, particularly representatives from schools and other education settings. Meetings are held on Tuesday Mornings from 9-1pm. If you are interested in attending please contact Tangina.Khatun@towerhamlets.gov.uk who is the Clerk to the Panel.

I hope that the new processes are a welcome change for all users. They have been written to address the views of the many professionals who were consulted and to reflect the SEND Code of Practice 2015.

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LBTH

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London Borough of Tower Hamlets

Final Draft EHC Needs Assessment Guidelines

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1. Introduction

This guidance is written for SENCOs and other professionals who will lead the assembling of evidence, or contribute to a request for, an Education, Health and Care (EHC) needs assessment. These guidelines summarise the broad expectations the London Borough of Tower Hamlets (LBTH) has of the arrangements schools / post-16 / early years settings should have in place for all their children and young people with an identified special educational need or disability (SEND) and are informed by the statutory SEND Code of Practice. The guidelines provide detailed information about the LBTH's processes and the evidence expected in order to assess whether or not to undertake an EHC needs assessment and, if so, to decide if a child or young person requires an EHC plan.

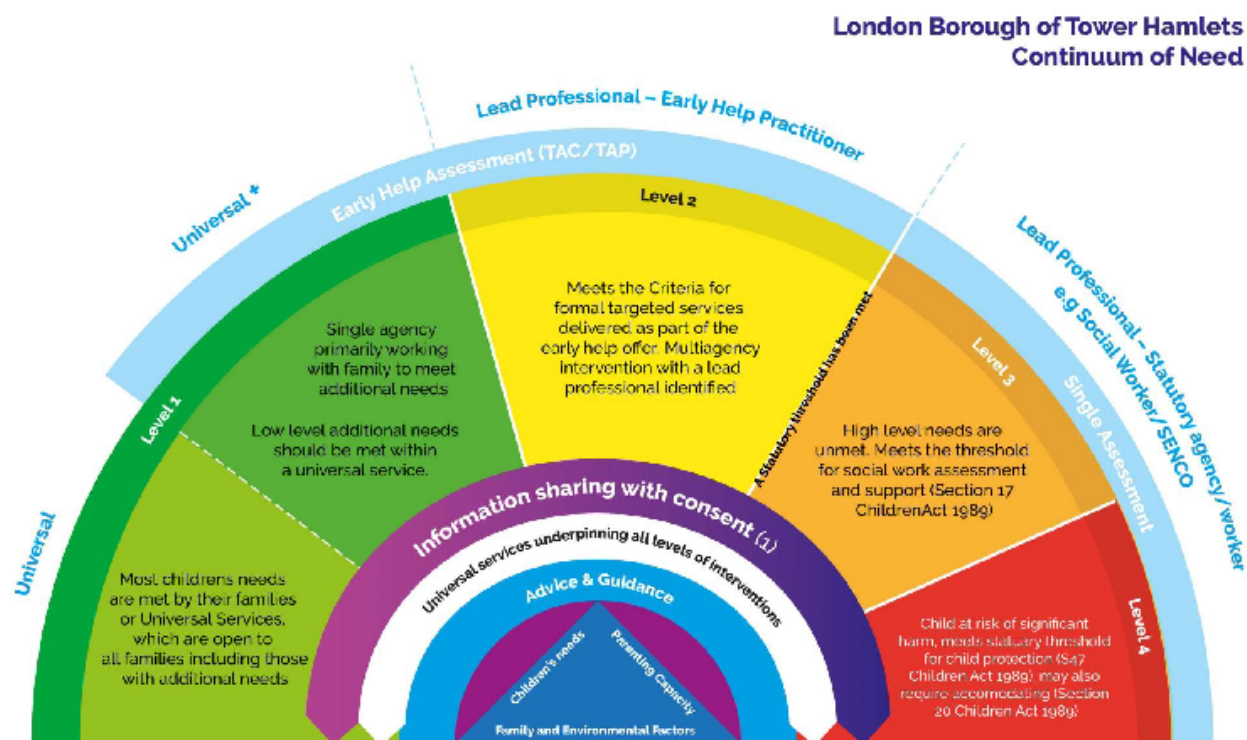
The majority of children and young people with SEN or disabilities will have their needs met within a local, mainstream early years setting, school or college and within the resources provided to the school. Some children and young people may require an EHC needs assessment in order for the local authority to decide whether it is necessary for it to make additional and / or specialist provision to meet their needs and set these out in a statutory EHC plan.

In considering whether an EHC needs assessment is necessary, LBTH considers whether there is evidence that, despite the early year's provider, school or post 16 institutions having taken relevant and purposeful action to identify, assess and meet the special education needs, the child or young person has not made expected progress. To carry out effective decision-making the LBTH needs to take into account a wide range of evidence and these should be assembled using the local EHC needs assessment request form.

The purpose of the EHC needs assessment request form is to organise and submit the necessary evidence for the local authority to be able to judge whether an EHC needs assessment should be carried out. If appropriate for a needs assessment, the SEN Section then uses the submitted and additional evidence to consider whether the needs of the child or young person require an EHC plan to be drawn up and issued. The decision to draw up an EHC plan will depend on the severity of a child or young person's needs and the impact of steps previously taken to try to address those special educational needs. According to the Code of Practice, the purpose of an EHC plan is to ensure provision is made to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

2. Before making an assessment

In accordance with the SEND Code of Practice, schools, colleges and other settings are expected to have co-ordinated and evaluated a **graduated approach** to meeting the child or young person's additional needs. This approach should draw upon the London Borough of Tower Hamlets (LBTH) Continuum of Need model.



(1) Unless detrimental to the child

The model requires a team around the child (TAC) meeting, contributing to the cycles that revisit, refine and revise the support implemented and build a growing understanding of the child or young person's needs. The SENCO should be able to draw on additional resources, such as from the element 2 funding in school (see: below), and the support strategies captured and the provision costs mapped as part of an SEN support plan.

Provision

LBTH expects the early years setting, school or college to have taken steps to make clear provision based on the pupil's and parents / carers aspirations.

For schools, it is expected that strategies will have been implemented that are resourced from elements 1 and 2 of school funding, as set out below:

Element 1 (up to £4000 'base' budget or age weighted pupil unit)

Age weighted pupil unit (AWPU) covers the basic costs of educating all children in a state school i.e. a class teacher delivering quality first teaching, premises. This includes support, assessment and review from whole school funded SENCO and that quality first teaching is in place for all pupils.

Element 2 (up to £6000 additional SEN resource)

- Evidence that the school's contribution to additional needs, and outcomes, including the Pupil Premium (if appropriate) has been used to provide targeted programmes, support and resources that are unique to the child individually or in a group environment. For children and young people identified as having social, emotional or mental health difficulties, there should be evidence of proactive planning through intervention programmes, classroom strategies and resources allocated to support targets.

For additional, high needs resources, from within element 3, to be made available, LBTH will need to be satisfied about the following, that will be provided as part of the EHC needs assessment request process:

Element 3 (high needs 'top-up')

- A **costed provision map** that shows how the child/young person's outcomes and needs will be better met through a combination of Elements 1 and 2, together with additional resources as part of a proposed EHC plan.
- **Evidence of other provision in the home and local community.** A child or young person's SEND will be affected by environments other than school, an early help assessment is required to help identify provision that is needed to support the child / young person holistically so that they are more able to learn in school.
- Evidence of **outcomes / aspirations** being a key driver for current and proposed support and intervention programmes.
- Evidence of a **graduated approach** to meeting SEND having been taken.
- Evidence that all health and / or social care input or concerns can be appropriately addressed and resourced.

Post 16. To access element 3 or 'top up' funding, school sixth forms and FE colleges will need to provide evidence that:

- the young person requires additional time, in comparison to the majority of others of the same age who do not have SEN, to complete their education or training outcomes as set out in their EHC plan; and / or
- following evidenced evaluation of SEN support strategies, the young person continues to need additional support beyond a £6,000 SEN allocation and there is costed, impactful provision that is essential to enable the young person to learn and achieve his or her outcomes.

Evidence should be provided that the school or college has employed strategies to meet as many identified needs as possible within their notional funding allocation from the Education and Skills Funding Agency (ESFA). If the young person is currently in education or training, the school or college will be asked to provide information about the learning programme (including number of hours study per week) and the type of provision, both formal and informal which is currently in place. Support which is provided through social care (including personal assistants), health or youth offending teams must be set out in any request for an EHC needs assessment. It is important to include information about other types of support which are being provided for the young person, for example by charitable organisations, commissioned by social care or youth groups.

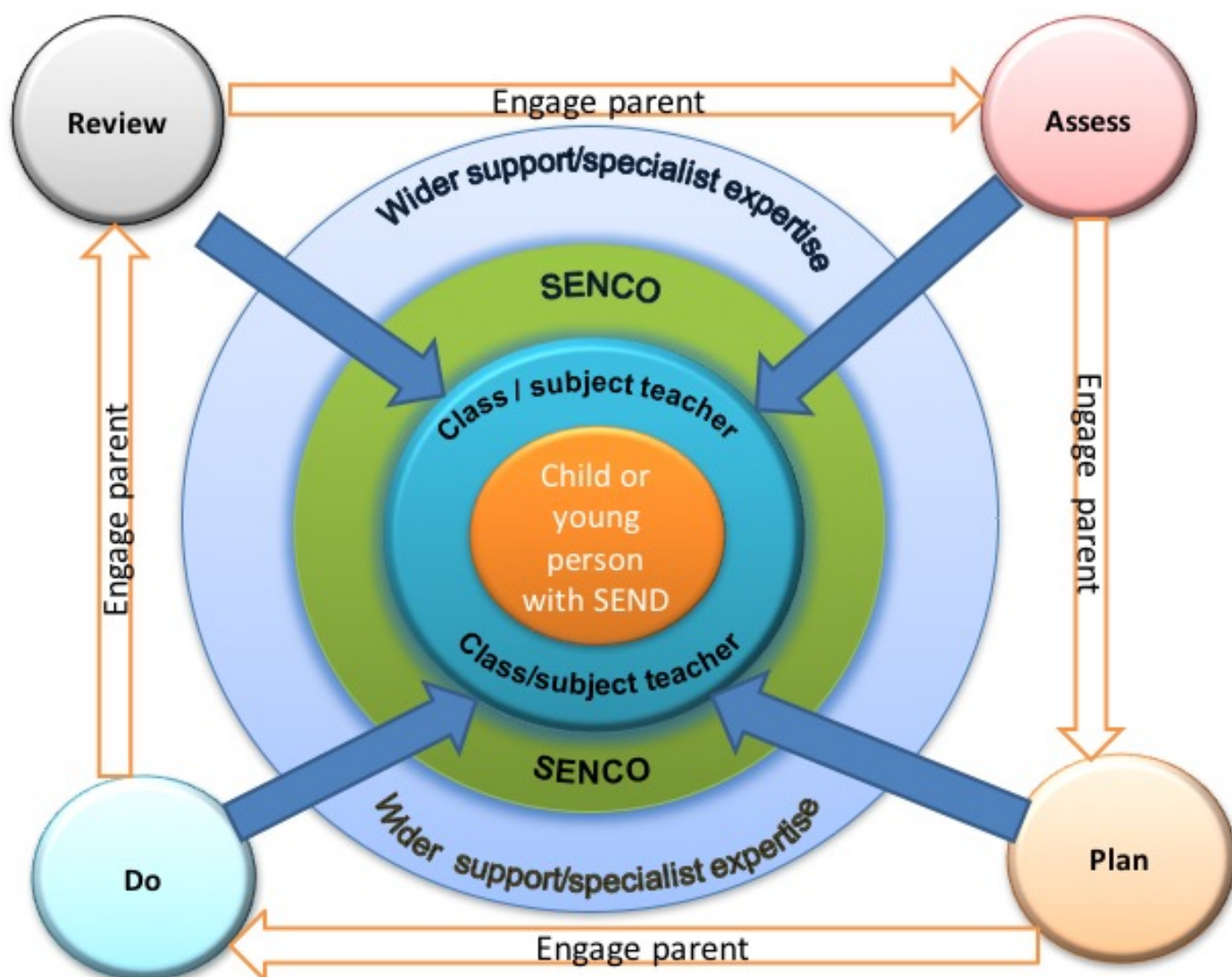
Graduated approach

Quality first teaching should be adopted and its implementation monitored throughout the school / college. In this way, the curriculum will be personalised for learners and their interest and motivation maintained (see: appendix D for tips and prompts for quality first teaching).

Where a pupil is identified as having SEN, the school / college / setting should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle of '**assess-plan-do-review**', through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what best supports the pupil to make good progress and secure good outcomes. This is known as the 'graduated approach'. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to address the special educational needs of the child or young person.

An overview of the graduated approach is set out in Fig 1 below:

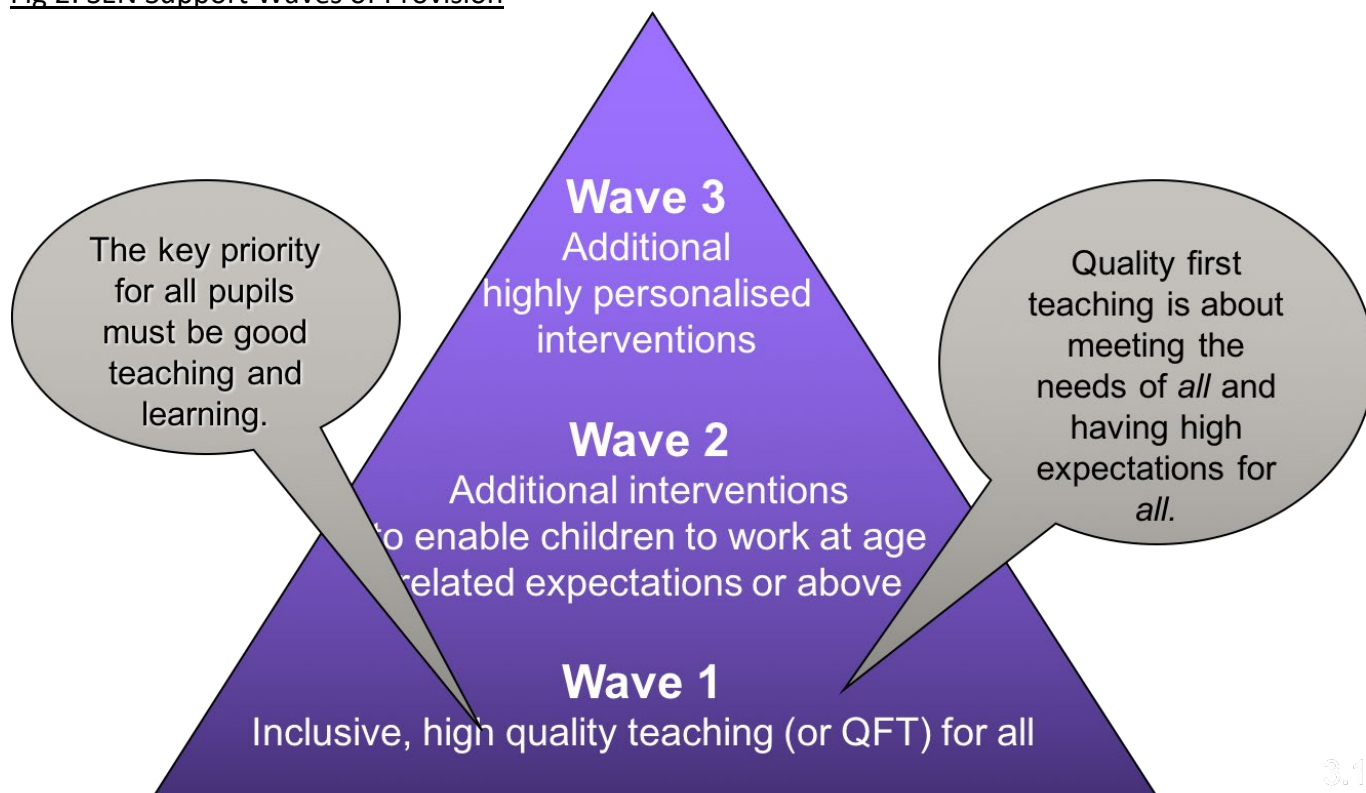
Figure 1: The Whole School Graduated Approach



The pathway for most pupils will be one where needs are met early and they need not progress further along it. However, for some pupils there will be a need to escalate the level of SEN support intervention to a second or third wave of approach (see: fig 2). For most pupils, this will provide sufficient intervention for

them to access curriculum learning and make progress. Only a small number of children or young people will be found to have such complex needs that they might merit requesting an assessment for an EHC plan.

Fig 2: SEN Support Waves of Provision



3.11

3. Children/ young people who might be referred for an EHC needs assessment

Children or young people with exceptional, severe or complex learning needs and / or disabilities, who are residents of Tower Hamlets, might require to be referred for an EHC needs assessment. 'Exceptional, severe or complex needs that are long term' are those that are significantly greater than the child or young person's peers of the same age, are long term or require specialist resources and provision to achieve long-term, positive outcomes. For some children the diagnosis or, following assessment, the identification of a complex condition, such as a severe learning difficulty, is sufficient evidence to indicate that an EHC needs assessment should be undertaken.

For other children, a wider range of evidence of the exceptional nature of the child or young person's needs will be required and might need to be gathered over a period of at least six to nine months. For these children sources of this evidence include:

- Early years outcomes, standardised assessments, academic attainments, records of progression over time.
- A log of behaviour over time.
- Employment, life and social and emotional skills
- Independence skills
- Adaptations required to access the curriculum
- The views of the child or young person
- The views of parents / carers and other family members
- Resilience factors, risk factors, mental health complexities
- Predicted time scales and outcomes
- Long term implication for education and employment
- Complexity and severity factors may include health and/or social care impacting on education.

For some children under compulsory school age, more flexible judgements are involved which reflects the likelihood of needing future provision or placement.

a. Areas of need

Descriptors are set out in this section for SENCOs and other colleagues who might be seeking to understand the nature of a child or young person's additional needs and their severity with a view to submitting a request for an EHC needs assessment. The needs are described under the four domains of the SEND Code of Practice: cognition and learning, communication and interaction, social emotional and mental health and sensory and/or physical needs.

For all children and young people the following actions are expected prior to, and as part of, requesting an EHC needs assessment:

- Partnership working with child / young person and family.
- Involvement, implementation and evaluation of advice from relevant specialists
- Programmes of support, intervention and reasonable adjustments implemented, evaluated and reviewed
- Evaluated provision mapping, which is costed
- Detailed assessment of progress
- Evidence of actions implemented from multi-professional meetings
- Planning for key transitions
- Views of child / young person and family included
- Setting based screening for learning, which may also include for specific language and communication needs.

For all children / young people under consideration for requesting an EHC needs assessment there will be evidence of significant and on-going impacts of their SEND on their learning and progress as set out in the box below:

Impact on learning and progress

The child / young person's achievements are significantly below expectations. However, caution should be exercised when using developmental assessments that refer to age-norms, especially for younger children.

Child / young person is progressing at a slower rate and there is a significant gap to their peers. For example:

- Gap between child/young person and peers is significantly widening beyond expectations
- Progress is slowing in relation to peers starting from the same baseline
- Progress is slowing in relation to child/young person's own previous rate of progress
- Adequate progress has been achieved only because of consistently high levels of intervention, beyond normally expected setting-based responses i.e. costing over £6,000 pa
- Is likely to require continued access to education/training to support a successful transition to adult life.

For a child / young person with sensory impairment or severe medical condition or loss of motor function:

- Their disability prevents the child / young person's ability to make expected progress and / or causes a slowing of their progress

Evidenced by:

- Curriculum and standardised assessments
- Setting and tracking data over time
- Professional / specialist assessments over time
- Annotated work samples

i) Cognition and learning

Nature and severity of need

The child / young person has long term and severe or complex difficulties with most aspects of thinking and learning. Such as:

- Learning concepts
- Developing and applying learned skills
- Processing and retaining information
- Generalised learning of concepts and skills
- Acquiring specific skills

The child / young person may have a diagnosed condition which includes cognitive impairment among its effects.

The child / young person has long-term and significant difficulties with most aspects of thinking and learning, as above.

Evidenced by:

- Setting-based records, assessments and judgments, over time, of child/young person's learning needs and difficulties
- Diagnosis by appropriate professional / agency
- Professional / specialist assessments

ii) Communication and interaction

Nature and severity of need

One or more of the following will apply:

- Severe speech / sound difficulties or impairment
- Severe expressive language difficulties or impairment
- Severe receptive language difficulties or impairment
- Severe communication difficulties or impairment
- Severe interaction difficulties or impairment
- A diagnosed condition which includes long term and severe speech and or communication difficulties or impairment among its effects, which may include a sensory impairment as well.

Evidenced by:

- Setting-based records, assessments and judgments, over time, of child/young person's learning needs, style, and difficulties and communication needs and difficulties.
- Diagnosis by appropriate agency
- Professional / specialist assessments.

iii) Social, emotional and mental health difficulties

Nature and severity of need

The child / young person has long term and severe / significant / complex difficulties in managing emotions, social interactions or a diagnosis of a mental illness. Such as ongoing and entrenched:

- Disruptive, inattentive or hyperactive behaviours
- Defiant, confrontational, aggressive behaviours
- Excessive, unpredictable and hypersensitive behaviours
- Self-harming, depressive symptoms
- Behaviours specific to suffering the long-term consequences of assessed emotional, or mental health conditions, or result from trauma or abuse.

Evidenced by:

- Setting-based records, assessments and judgments, over time, of child/young person's social, emotional and mental wellbeing and their learning needs, style, and difficulties
- Diagnosis by appropriate agency
- Professional / specialist assessments.

iv) Sensory and/or physical needs

Nature and severity of need

One or more of the following will be expected to apply:

- Child/young person has moderate to profound, severe, significant and complex sensory/ physical/medical difficulties of a permanent nature that impacts significantly on learning
- Child/young person presents with significant sensory issues which impact upon their ability to participate in activities of daily living and access the educational environment and curriculum.
- Deteriorating and life limiting presentation which has a significant impact on daily functioning, independence, well-being and access to education.

Evidenced by:

- Setting-based records, assessments and judgements, over time, of child/young person's learning and access needs, style, and other difficulties
- Diagnosis by appropriate agency

- Professional / specialist assessments.

4. Making a request for an EHC needs assessment

If the school / college / early years setting, working with the team around the child (TAC), has exhausted strategies to meet the learning and support needs of a child or young person and/or have received assessments that the needs exceed provision from the notional SEN budget, then consideration should be given to requesting a statutory EHC needs assessment. LBTH is responsible for the management of this process and the required request form and evidence should be submitted to SEN section.

a. Who may request an EHC needs assessment?

An EHC needs assessment for a child or young person aged between 0-25 can be requested by:

- A person acting on behalf of a school or post-16 institution (with the knowledge and agreement of the parent or young person where possible), usually the SENCO.
- A child's parent / carer.
- A young person over the age of 16 but under the age of 25.
- Anyone else can bring a child or young person to the attention of the local authority, particularly where they have strong evidence to believe an EHC needs assessment may be necessary.

b. Preparing to request an EHC needs assessment

For schools / colleges / early years settings, completing a request for an EHC needs assessment will require good planning so that input from relevant professionals is sought with sufficient notice. Submitting a completed request for an EHC needs assessment is something that takes time and organisation.

- The school / college / early years setting **must** work with the parents/carers and the young person and have gathered relevant background information over time.
- Parents/carers should be helped to understand that a request for an EHC needs assessment does not automatically lead to either a needs assessment or an EHC plan.
- The statutory timescales are 20 weeks, so detailed information needs to be provided at the request for needs assessment stage. The quality of information should be insightful and of 'EHC needs assessment quality' to ensure a decision can be made by the SEND Panel within the required timescale.
- As the vast majority of children and young people who are referred will already been receiving a high level of input, the considerable amount of detailed and specific information that is already available should be organised and analysed in readiness for making the request.

SENCOs should use the template that has been developed for requesting an EHC needs assessment and that prompts the evidence and information required to complete the application. Once submitted the request and evidence will be considered by the assigned caseworker and if necessary presented to the Tower Hamlets SEND Panel. The school / college / early years setting will be informed within 6 weeks of a completed request being received; whether or not an EHC needs assessment will be carried out. Core elements of the request are as follows:

- a) **Comprehensive contact information and a profile of the child or young person.** The profile should be developed with the active involvement of the child or young person and we would recommend the use of the Person-Centred Approach to achieve this. Embedded scan / photos of the child and young person's words are welcomed.
- b) **A summary of the child / young person's strengths and needs,** across their learning, health and wellbeing and social care needs, together with the evidence of impact of these needs on the

outcomes agreed for the child / young person.. The referring professional / SENCO should only complete the learning needs sections of relevance to child / young person. For example, if they have no significant physical or sensory need then this section should be marked “N/A” (not applicable).

- c) A **summary of the progress** being made must be included in all request forms, against the EYFS Framework or school / college subject areas, making sure that the assessment system used in the school / college is summarised clearly in the request form, as these vary please be specific about the system used in your setting and explain the levels referred to. You can also include the results of any screening tests for reading or spelling. Add lines to the box if needed.
- d) A **summary of the SEN support plan** and / or **provision map** for the child / young person and the **outcomes** that have been agreed through the graduated approach. The materials should cost the provision that has been deployed so far. The request form should then map out the additional provision, and its costs, that the SENCO and TAC assess is needed to achieve the goals for the child / young person (see: appendix A for an example format of costed provision mapping).
- e) The request must be **signed** by the headteacher or principal and by the parent / carer and, if appropriate, the young person. The request form also invites the family to set out its views and any concerns about their child and his / her interests and needs.

The checklist below (see: p. 14) provides reminders for the materials you are required to, and might wish to, include in a completed request for an EHC needs assessment. On submission, the request should comprise summary information, supported by attached reports, assessments and other evidence, as much as possible from within the past 12 months. The request should avoid unnecessary documentation such as incident or behaviour logs and copies of a child or young person’s school work.

c. Specific guidance for early years settings

Consideration needs to be given to the rapid and variable development of children under 5 years of age and also to the fact that certain chronic or sensory needs should be identified in young children through screening and subsequent medical assessment. For the latter group of children, such as those with hearing or visual impairment or with multiple learning difficulties, the aim should be to identify, for example via a health visitor, and carry out further medical assessment as soon as possible to achieve the earliest intervention, so that the best developmental outcomes can be achieved. For other children with additional needs, such as those categorised under global development delay, it is important that early help and support is provided, but a full EHC needs assessment process might not be the best focus for assessment and support.

For parents / carers whose child attends a nursery at a school or a maintained nursery, there are SENCOs in post in all of these who are best placed to advise about needs and work with staff and family to assess need and implement strategies as described in section 3. For other early years settings, the Integrated Early Years’ Service (IEYS) has a team of Area Co-ordinators who can support and advise as a setting assesses additional needs and implements strategies at SEN support. The Coordinators will also work with a setting, and with parents / carers, about additional resourcing and to consider if a setting should start to assemble evidence for a possible request for an EHC needs assessment.

d. Checklist: What to include with an EHC needs assessment referral request

Documents to be included as appropriate; those listed in **bold** must be included. Please note that reports should be no more than 12 months old, unless both the family and the author of the report agree they are still relevant.

Documents / Reports	Date Completed	Name of Report / Attachment
My Profile (<i>drafted with the pupil</i>)		
Parent / Carer Consent and Comments (<i>including views / opinions</i>)		
Evidence of Element 2 and proposed Element 3 funding , including costed provision mapping linked to outcomes		
Evidence of programmes of SEN Support with evaluation and outcomes (3 cycles of plan, do, review)		
Current attainment and progress over time		
The SEN support plan		
Social care report (outline of all social care needs; if needs identified a report or summary about addressing these)		
Report from the school nurse (where applicable)		
Evidence of Educational Psychologist Involvement or current report (must be less than 12 months old)		
Early Help Assessment (EHA) if in place (a child or young person with identified additional needs should have an early help assessment completed)		
Support for Learning Service (information and any report)		
Any specialist teaching support services or outreach team input and reporting (information and any report)		
Speech and language therapy reports (must be less than 12 months old)		
Physiotherapy (Any reports less than 12 months old)		
Occupational therapy (Any reports less than 12 months old)		
Other medical information		
Sensory Support Service (information and any report)		
Virtual school involvement		
Other – Please state		
Please do not send: <ul style="list-style-type: none"> • Reports more than 12 months old (you can refer to older reports in main request) • Copies of emails • Incident logs • Examples of the child's work • Documents in colour • Documents on A3 /A5 Please ensure: <ul style="list-style-type: none"> • Photographs have written consent 		

<ul style="list-style-type: none"> Attached reports have numbered pages and are listed in section 4. 		
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e. Guidance for completing the evidence of health needs and social care needs

It is important to note, that where a child or young person has health needs or social care needs, these are unlikely to be sufficient on their own for an EHC needs assessment to be carried out. There are separate processes within Tower Hamlets for both involving Children's Social Care about a child's needs, for example safeguarding, or as a looked after child, and with the Tower Hamlets Clinical Commissioning Group (THCCG) for additional support for children with complex and continuing health conditions. Where a child's care or health needs impact on their ability to access the curriculum and make progress, then a school is expected to record evidence of this SEND and make reasonable adjustments as with any pupil offered SEN support. The school or other setting's lead member of staff for child protection and for management of medical needs should ensure, in accordance with the school policy, that training and health or social care advice is accessed, so staff are equipped to offer the required support and care.

An EHC needs assessment request should be considered if there is clear evidence that health or social care needs severely impact on the educational progress of the child or young person and that their needs exceed reasonable adjustments. It is expected that such evidence is based on written assessment by the health or social care professional linked to the case and would be presented, together with the costs above element 2, are set out in the EHC needs assessment request form. The SEND Panel includes representation from health and social care who will advise whether the needs meet the requirements for an EHC needs assessment.

5. EHC needs assessment processes in Tower Hamlets

The EHC needs assessment process in the London Borough of Tower Hamlets (LBTH) is governed by the statutory SEND Code of Practice. This requires that cases that are accepted for EHC needs assessment should be completed and a decision reached about whether or not an EHC plan should be issued within 16 weeks of the request being accepted. A final plan should be issued within 20 weeks. Fig 3, below, provides an overview of the process in the LBTH.

a. Accepting the request and decision whether to carry out a needs assessment

Once the pack of materials for an EHC needs assessment request have been received these will be checked by the SEN Section and, if complete, the request will be accepted. At this point a named case officer will be allocated and this member of staff will write to the parents / carer and the referring school / college / setting to confirm this and inform them about the next steps of the process. If the SEN Section finds incomplete or missing evidence, they will return the request to the school / college / early years setting with notification about what is needed to complete the request form.

The request form and evidence will be reviewed by the SEN Section and a decision reached, within 6 weeks of the request being accepted, about whether or not there are sufficient grounds to proceed with an EHC needs assessment. Again, parents / carers and the referring institution will be informed of the decision and informed about options for further support and mediation if the decision is not to proceed with an EHC needs assessment. This process is overseen by the Tower Hamlets SEND Panel, with the option for more complex cases to be referred to the Panel to make a decision about undertaking an EHC needs assessment. If the decision of the SEN Section is to proceed with an EHC needs assessment, a case officer will be allocated and will inform the parents / carers of the decision, will arrange for an initial co-production meeting with them. The purpose of this is to clarify the whole process of EHC needs assessment and review some of the evidence and information in the request form.

b. Confirming the evidence

The case officer will ensure all the core information from the request is recorded on LBTH's systems and will make contact with all professionals listed as being involved, to clarify the information and assessments submitted and to request, where necessary, an up-to-date assessment of need, proposed provision and outcomes. Additional advice will not be requested from agencies if the professional, the SEN Section and the child's parent / carer agree that sufficient advice has been provided in the request form.

The EHC needs assessment process is reliant upon prompt responses from all partners. All comments and responses to requests for evidence must be returned in under 6 weeks to meet the statutory timescales.

There are exceptional circumstances, set out in the SEND Code of Practice, when it is considered reasonable to take longer than the prescribed 20 weeks to complete an EHC needs assessment. These grounds are:

- Information has been requested from an education setting during a period beginning one week before any date on which the school or institution was closed for a continuous period of not less than four weeks from that date and ending one week before the date on which it re-opens.
- There are exceptional personal circumstances affecting the child or young person, or their parents / carers, that take place during the statutory time period.
- The child or young person, or their parents / carers, are absent from the LBTH for a continuous period of not less than four weeks during the time period.
- Appointments with people for whom the LBTH has requested information are missed by the child or young person (this only applies to the duty on partners to comply with a request under the EHC needs assessment process within 6 weeks).

As information is gathered and confirmed, this will start to be assembled as a draft EHC plan. There may then be a co-production meeting in which the outcomes and provision are agreed with all professionals, parents and possibly the young person.

c. Decision-making

The Borough's SEND Panel decides whether or not the level of SEND evidenced requires the issuing of an EHC plan. If the decision is to proceed with an EHC plan, a draft plan is issued to the parents / carers and to the referring institution and, wherever possible, the case officer will meet with these parties in order to confirm or amend the contents of the EHC plan. It is anticipated that, through on-going communication with the family and / or young person, that the case officer will have had an indication of a preferred school placement. The family does, however, have up to 15 days to respond to the draft EHC plan and express a preference for a named early years provider, school or post-16 institution. A copy of the draft EHC plan is also circulated, for information purposes, to the professionals that provided information for the EHC plan and Tower Hamlets CCG. Services are asked to respond to the case officer, by a specified date, if there is inaccurate information in the draft EHC plan that needs them to amend.

If the SEND Panel decides not to issue an EHC plan, the case officer will notify the parents / carers and the school / college / early years setting of the decision. The notification will include the reasons for the decision, information about local mediation or appeals support and instructions to the school / college / early years setting about updating the SEN support plan in the light of the evidence. An offer to arrange a meeting between the case officer and the parents / carers will be made.

d. Finalising an EHC plan

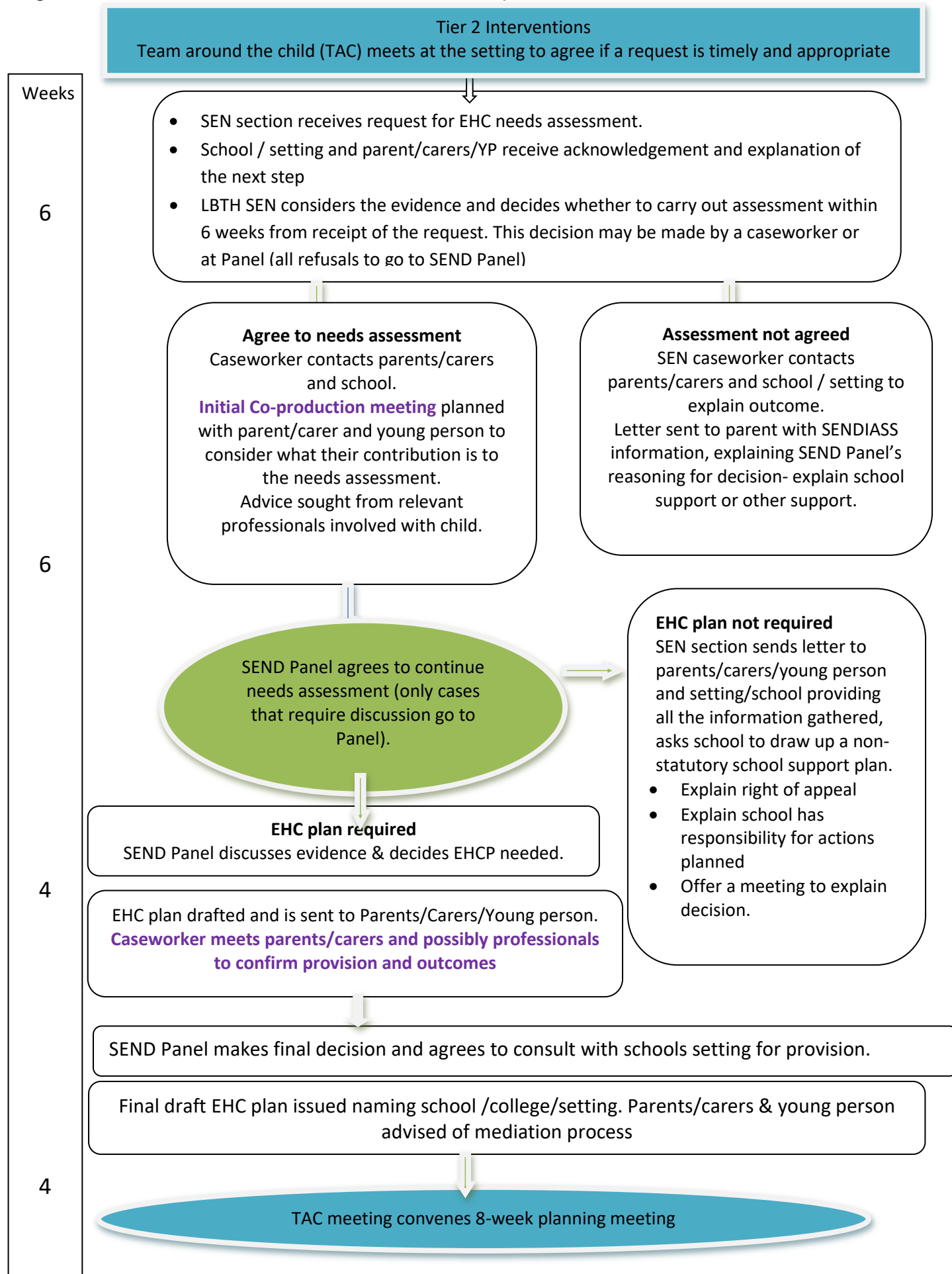
If a new educational placement is being considered, a letter will be sent to the early years provider / school / post-16 institution to consult about placing the child/young person. Where a particular placement is requested, the LBTH must consult with the school / college / early years setting's governing body, and with the relevant local authority if it is outside Tower Hamlets. LBTH must place the child / young person in the requested school / college / early years setting unless:

- It is unsuitable for the age, ability, aptitude or SEND of the child/young person; or
- The attendance of the child or young person at the requested setting would be incompatible with:
 - the provision of efficient education for others, or
 - the efficient use of resources.

The institution where the child / young person is to be placed must be named in the EHC plan.

Mainstream education cannot be refused on the grounds that it is not suitable. If the LBTH considers a particular mainstream place to be incompatible with the efficient education of others, evidence must be produced to demonstrate that there are no reasonable steps that the school / college could take to overcome this.

Fig 3: Tower Hamlets' EHC Needs Assessment Request Flowchart



Where a parent / carer or young person does not make a request for a particular setting, the local authority must specify mainstream provision in the EHC plan unless it is:

- Against the wishes of the parent / carer or young person
- Incompatible with the efficient education of others.

The placement has to be agreed by the SEND Panel, together with the top up payment (Element 3) to support the child or young person and this is recorded in the EHC plan. The final EHC plan must either be the same as the draft plan, or modified in light of representations made by the parents / carers or young person, and the school / college / early years setting named in the plan. A copy of the final EHC plan is sent to the parents / carers and, the young person, if appropriate, and the placement institution.

The SEND Code of Practice expects all EHC plans to be clear, concise, understandable and accessible and written to be understood by professionals in any local authority. The EHC plan should be forward-looking, for example anticipating, planning and commissioning for important transition points in a child or young person's life, including planning and preparation for adult life. The EHC plan must also set out any health care and social care provision and outcomes to be achieved.

Fig 4: SEND Code of Practice Required Format for an EHC Plan:

- Section A: The views, interests and aspirations of the child and their parents or the young person.
- Section B: The child or young person's special educational needs.
- Section C: The child or young person's health care needs, which relate to their SEND.
- Section D: The child or young person's social care needs which relate to their SEND.
- Section E: The outcomes sought for the child / young person.
- Section F: The SEND provision required by the child or young person.
- Section G: Any health care provision reasonably required by the learning difficulties or disabilities which result in the child or young person having SEND.
- Section H1: Any social care provision which must be made for the child or young person as a result of section 2 of the Chronically Sick and Disabled Person's Act (CSDPA) 1970.
- Section H2: Any other social care provision reasonably required by the learning difficulties or disabilities which result in the child or young person having SEND.
- Section I: The name of the school, maintained nursery school, post 16 institution or other institution; or, where the name of the school or other institution is not specified in the EHC plan, the type of schools or other institution to be attended by the child or young person.
- Section J: Where any SEND provision is to be secured by a direct payment, the needs and outcomes to be met by the direct payment.

e. Communication with parents / carers through the EHC needs assessment process

It is the responsibility of the referring setting (usually the SENCO) and the SEN Section's case officer to ensure that good communication is maintained with the parents / carers, and young person if appropriate, throughout the process. Parents / carers are also encouraged to access independent support from the SEND advisers who work at Tower Hamlets Parents Advice Centre (PAC).

The SEN Section is committed to partnership with parents / carer throughout the EHC needs assessment process. Parents / carers will be invited to provide feedback about their experience of the EHC needs assessment process once a final decision has been reached by the SEND Panel. Any complaints can be addressed to the SEN Manager and an independent mediation service is provided by KIDS

www.kids.org.uk/mediation .

f. Annual reviews

EHC plans must be reviewed every 12 months. It is expected that the school / college / early years setting will organise and undertake these reviews, informed by LBTH's person-centered planning advice. SEN Section case officers will attend an annual review when they are notified there are specific, complex issues to be addressed or where an emergency review has been called.

When undertaking the annual review, the educational institution must:

- Consult the child and the child's parent / carer or the young person, and take account of their views and wishes;
- Consider the child or young person's progress towards achieving the outcomes specified in the EHC plan and whether these outcomes remain appropriate or need updating.

Where the child or young person is within 12 months of a transfer between phases of education, the named case officer will amend the EHC plan to include the placement the child or young person will attend following transfer no later than:

- 31st March in the calendar year of the child or young person's transfer from secondary school to a post-16 institution
- 15th February in the calendar year of the child's transfer in any other case.

The outcomes specified in an EHC plan are of critical importance. It is particularly important that outcomes are updated for all young people in year 9, who are approaching key transitions towards adulthood, during their annual reviews and the SEN Section notified of these.

If a young person over the age of 16 disengages from education or training as set out in their EHC plan, the SEN Section must be notified straight away. Where a young person is moving from one post-16 institution to another post-16 institution at any time, the local authority must ensure there is a review, and subsequent amendment of the EHC plan, at least five months before the transfer takes place, including naming the new post-16 institution.

g. Ceasing an EHC plan

The aim of an EHC plan is to support a child or young person with high needs to learn and achieve and to fulfil their potential. For a minority of children / young people the success of the support in an EHC plan will be such that the mandated provision can be reduced and they can continue to meet their outcomes for learning and development through an SEN support plan. The successful achievement of outcomes must have been identified and an intention to step down the EHC plan agreed at a preceding annual review and the LBTH's SEN Section either notified of this or a case officer be in attendance the annual review. The SEND Code of Practice states there are two grounds on which a decision to cease to maintain an EHC plan can be made;

- LBTH is no longer responsible for the child or young person (for example they are now resident in another local authority).
- The LBTH determines that it is no longer necessary for the EHC plan to be maintained. The circumstances include where the child or young person no longer requires the SEND provision specified in the plan.

The procedure to be followed in determining whether to cease to maintain an EHC plan requires that the LBTH must:

- Inform the parents / carers and the young person that it is considering ceasing to maintain the EHC plan,
- Consult with the parents / carers and the young person about ceasing the plan, and
- Consult the headteacher, principal or equivalent person at the educational institution that is named

in the EHC plan.

In deciding whether a young person over 18 no longer requires SEND provision specified in their EHC plan, LBTH must have evidence that the educational or training outcomes specified in the plan have been achieved.

Appendix A:

SCHOOL COSTED PROVISION MAP example

Name of pupil _____

Class and Year group _____

Area of need	Intervention	Need to be addressed & details of intervention	Staff Time / Time per session	Approx annual cost	Outcome(s) addressed
Cognition & learning	1:1 TA support during literacy and numeracy.	Improved access to curriculum through differentiating teacher input & close monitoring of progress.	TA, daily 2 hours.	£20 per hour @ 10 hours per week x 36 weeks = £7,200	To support making the equivalent of a year's progress in English and maths (from assessed baseline).
Social, emotional and mental health	1:1 support from learning mentor.	Improved interaction & reduced conflict with children from outside friendship group. Weekly mentoring, plus daily check-in.	Learning mentor, total 1 hour per week.	£30 per hour x 36 weeks = £1,080	Better self-reported emotional state. Reduce by 50% playtime incidents. Reduce to 0 withdrawal from class.
Communication & interaction	Coaching by SALT	Daily strategies for improved expressive language development. Consultation time for class teacher & TA	30 min per session; half termly	£27.50 x 6 = £165	Clear speaking in class routinely. As a result, discharged following re-assessment by SALT.
Communication & interaction	Direct phonics group, led by a TA. Initially for 1 year.	Core understanding of phonics and application to year 2 equivalent learning. 1 x TA (3 or 4 children).	30 mins daily (including resource time) 12 week term.	£700 for group – divided by 3. £233 per term; £700 for year.	Accelerated progress towards national expectation for year 2.
Total				£9,145	

Name of training	Who attended?	Cost implications (e.g. cover/ cost of course/resources)

Any specific equipment to support pupil	Cost

Total Annual cost of provision:	(-)Top Up funding received:	(-) Pupil Premium funding received:
		Total school contribution (from element 2)

Appendix B: Areas of need: additional descriptors

Cognition and learning

Impact on curriculum access and participation

Child/young person's difficulties manifest in one or more of the following ways:

- The child/young person's level of cognitive functioning and reduced learning skills are insufficient to meet the content, language or demands of the normally differentiated curriculum
- Child/young person's pace of learning is inadequate to meet the time and pace requirements of the normally differentiated curriculum
- Child/young person is unable to learn from normal range of differentiated teaching methods and styles
- Child/young person's competencies and skills means they consistently cannot utilise and learn from routine teaching materials and equipment, even when reasonable adjustments are made
- Necessary specialist appointments result in the child/young person's regular absence from lessons
- The impact of the above are so severe as to require considerable planning to minimise barriers to learning.

This may include an adapted or highly individualised curriculum arrangements such as:

- Supported, reduced or alternative curricular content
- Increased emphasis on core curriculum areas
- Specialist teaching, significantly adapted to ensure appropriate adjustments have been made
- Individualized materials and equipment
- Extended access to education or training to achieve successful independence and transition to adulthood.

Evidenced by:

- Setting-based curriculum records and judgements over time
- Records of planning, curricular and teaching adaptations
- Professional / specialist assessment and advice over time

Impact on personal and social development

Child/young person's difficulties impair the development of functional independence skills. These limit the child/young person's abilities to manage independently in the school or other setting.

This requires planning, support and specific teaching around issues such as:

- Basic self-care
- Personal safety
- Remembering and following instructions and routines
- Managing possessions
- Task organisation.

Child/young person's difficulties may affect the development of functional social skills and relationships. This requires planning, support and specific teaching about issues such as:

- Feelings and isolation

- Appropriate / inappropriate social behaviours
- Dependency
- Making and maintaining peer relationships

Child/young person's difficulties adversely and significantly affect development of confidence. This requires planning, support and specific inputs around issues such as:

- Withdrawal
- Work avoidance
- Changeable behaviours
- Frustration
- Personal organisation

Evidenced by:

- Records, observations, assessments and judgements, over time
- Professional / specialist assessment and advice
- View of the child / young person and of parent / carer.

Communication and Interaction

Impact on curriculum access and participation

Child/young person's difficulties manifest in one or more of the following ways:

- The child/young person's language and communication skills are insufficient to meet the content, language or cognitive demands of the normally differentiated curriculum
- Child/young person's pace of learning is inadequate to meet the time and pace requirements of the normally differentiated curriculum
- Child/young person's language and communication difficulties impede ability to learn from normal range of differentiated teaching methods and styles
- Child/young person's competencies and skills means they consistently cannot utilise and learn from normally used teaching materials and equipment, even when reasonable adjustments are made
- Necessary specialist appointments result in the child/young person's regular absence from lessons
- The impact of the above is so severe as to require considerable planning to minimise barriers to learning.

This may include an adapted or highly individualised curriculum arrangements such as:

- Supported, reduced or alternative curricular content
- Increased emphasis on core curriculum areas or language development
- Specialist teaching
- Consistent use of visual support which may include signing, symbols, visual timetables, choice boards and practical demonstrations etc.
- Consistent use of simplified language for teaching, which may include short sentences, simplified vocabulary, increased repetition and use of pauses
- Specific additional teaching to achieve understanding of basic concepts and vocabulary
- Pre-teaching and post-teaching of classroom content.
- Significantly adapted or alternative materials and equipment
- Augmentative or alternative communication methods

Evidenced by:

- School / college / early years curriculum records and judgements over time
- Records of planning, curricular and teaching adaptations
- Professional / specialist assessment and advice over time

Impact on personal and social development

Child/young person's difficulties impair the development of functional independence skills. These limit the child/young person's abilities to understand, express themselves, socially interact and socially communicate appropriately. This requires planning, support and specific teaching around issues such as:

- Understanding language and routines
- Using expressive language
- Imagination and play for learning
- Speech and sound production

Child/young person's difficulties may affect the development of functional social skills and relationships. This requires planning, support and specific teaching about issues such as:

- Feels and isolation
- Appropriate / inappropriate social behaviours
- Making and maintaining peer relationships

Child/young person's difficulties adversely and significantly affect development of confidence. This requires planning, support and specific inputs around issues such as:

- Withdrawal
- Work avoidance
- Changeable behaviours
- Frustration
- Attention-seeking

Evidenced by:

- Records, observations, assessments and judgements, over time
- Professional / specialist assessment and advice
- View of the child / young person and of parent / carer.

Social, emotional and mental health

Impact on curriculum access and participation

Child/young person's social and emotional and mental health difficulties manifest in one or more of the following ways:

- Severe impact on the child/young person's expected cognitive and learning skills, which are insufficient to meet the content, language or demands of the normally differentiated teaching.
- Child/young person's ability to keep up with the timing and pace of the normally differentiated curriculum are limited by their own pace of learning or ability to maintain focus.
- Child/young person's competencies and skills means they consistently cannot utilise and

learn from routine teaching materials and equipment, even when reasonable adjustments are made

- Necessary specialist appointments result in the child/young person's regular absence from lessons
- The child / young person's difficulties severely impede their ability to participate fully in school / other setting.

This may include an adapted or highly individualised curriculum arrangements such as:

- Supported, reduced or alternative curricular content, including teaching about social and emotional skills
- Increased emphasis on core curriculum areas
- Specialist teaching, significantly adapted to ensure appropriate or alternative adjustments have been made
- Therapeutic interventions

Evidenced by:

- Setting-based curriculum records and judgements over time
- Records of planning, curricular and teaching adaptations
- Professional / specialist assessment and advice over time

Impact on personal and social development

Child/young person's difficulties impair the development of functional independence skills. These limit the child/young person's abilities to manage independently in the school or other setting.

This requires planning, support and specific teaching around issues such as:

- Self-care
- Personal safety
- Remembering, recognising and following instructions, rules and routines
- Managing time, timetables, possessions and tasks.
- Personal organisation.

Child/young person's difficulties may affect the development of functional social skills and relationships. This requires planning, support and specific teaching about issues such as:

- Feels and isolation
- Appropriate / inappropriate social behaviours
- Dependency
- Making and maintaining peer relationships
- Anger and frustration management

Child/young person's difficulties adversely and significantly affect development of confidence.

This requires planning, support and specific inputs around issues such as:

- Withdrawal / depression
- Anxiety
- Work avoidance
- Changeable behaviours
- Frustration
- Attention-seeking.

Evidenced by:

- Records, observations, assessments and judgements, over time
- Professional / specialist assessment and advice
- View of the child / young person and of parent / carer.

Sensory and/or physical

Impact on curriculum access and participation

Child/young person's difficulties manifest in one or more of the following ways:

- Significant motor skills challenges
- Significant postural control challenges
- Significant sensory impairment challenges
- Significant planning and coordination challenges
- Sensory processing challenges
- Significant multi-sensory impairment

To access the curriculum and participate in school / other setting, the child / young person may require one or more of the following:

- Assistance to participate in learning activities
- Assistance to participate in self-care activities
- Extensive differentiation of the curriculum
- Extensive differentiation of the curriculum
- Differentiation of teaching approaches and methods
- Specialist equipment to: support posture and mobility and/or manual handling and/or basic self-care
- Additional considerations for personal safety
- Specific specialised hearing and non-sighted technologies
- Mobility training

Evidenced by:

- Setting-based curriculum records and judgements over time
- Records of planning, curricular and teaching adaptations
- Professional / specialist assessment and advice over time

Impact on personal and social development

Child/young person's difficulties impair the development of functional independence skills. These limit the child/young person's abilities to manage independently in the school or other setting.

This requires planning, support and specific teaching around issues such as:

- Basic self-care
- Personal safety, routines and communication of instructions
- Task organisation
- Managing possessions.
- Personal organisation.

Child/young person's difficulties may affect the development of functional social skills and relationships. This requires planning, support and specific teaching about issues such as:

- Feelings and isolation
- Appropriate / inappropriate social behaviours
- Dependency
- Making and maintaining peer relationships
- Personal resilience.

Child/young person's difficulties adversely and significantly affect development of confidence. This requires planning, support and specific inputs around issues such as:

- Withdrawal / depression
- Work avoidance
- Changeable behaviours
- Frustration
- Personal organisation.

Evidenced by:

- Records, observations, assessments and judgements, over time
- Professional / specialist assessment and advice
- View of the child / young person and of parent / carer.

Appendix C: Quality first teaching approaches for SEND areas of need

Cognition and Learning Needs

Quality First Teaching: Literacy	
Make sure you know the level of difficulty of any text you expect the pupil to read.	
Key words / vocabulary emphasised when speaking and displayed clearly.	
Pre-teaching of subject vocabulary.	
Instructions broken down into manageable chunks and given in sequence.	
Encourage pupils to explain what they have to do to check their understanding.	
Links to prior learning explicitly made.	
Key learning points reviewed at appropriate times during and end of lesson.	
Colour coded word walls in alphabetical order.	
Alternative ways to demonstrate understanding e.g. diagrams, mind maps, use of voice recorders.	
Provide, and teach use of, a range of writing frames to aid organisation.	
Alphabet strips / key words and / or phoneme mats on desks.	
Mark writing for content – encourage pupils to highlight one or two words themselves that may be incorrect to be looked at later.	
Occasional opportunities to work with a scribe, perhaps within a small group, to produce a piece of writing for ‘publication’ e.g. display on the wall, read to others etc.	
To support short term memory, have small whiteboards and pens available for notes, to try out spellings, record ideas etc.	
Texts which reflect interest and age range – good range of ‘hi-lo’ (high interest, low reading age) available.	
Cloze procedure exercises to vary writing tasks and demonstrate understanding.	
Don’t ask pupil to read aloud in class unless you know they have pre-prepared and are comfortable with this.	
Allow additional time to complete tasks if necessary.	
Teach and model memory techniques.	
Mark the starting point for each line with a green dot.	
Use different coloured pens to support learning spellings, identifying different sections of text, one colour for each sentence etc.	
Teach keyboard skills.	
Use personal dictionaries.	
Minimise copying from the board – provide copies for pupil if necessary.	

Quality First Teaching: Maths	
Ensure links to prior learning are implicitly made.	
Give access to a wide range of practical resources.	
Ensure key learning points are reviewed regularly throughout the lesson.	
Ensure understanding of mathematical vocabulary. Are learners using the correct language?	
Give a wide range of contexts for pupils to apply their learning.	
Provide a talking partner for pupils to share/explain their mathematical thinking.	
Allow lots of thinking time.	
Present tasks in a meaningful context.	

Closely observe the pupil to fully understand the mathematical strategies being used to solve problems – ask to ‘talk through’ what they’re doing.	
Ensure multi-step tasks are supported by jottings and model this.	
Encourage child to draw a pictorial representation of the problem.	
Give opportunities for pupils to make up problems using skills learned for their talking partner to solve.	
Give opportunities for pupils to check their solutions using a range of methods.	
Don’t rush into abstract and formal written work before understanding is secure.	
Be prepared to explore, repeat and rehearse steps again to ensure understanding of abstract concepts.	
Use different coloured pens for hundreds, tens, units.	

Communication and Interaction (including ASD)

Quality First Teaching Strategies:	
Rules of good listening displayed, taught, modelled and regularly reinforced.	
Pupils aware of pre-arranged cues for active listening (e.g. symbol, prompt card).	
Pupil’s name or agreed cue used to gain individual’s attention – and before giving instructions.	
Key words/vocabulary emphasized when speaking and displayed visually with picture cues.	
Instructions broken down into manageable chunks and given in the order they are to be done.	
Range of multi-sensory approaches used to support spoken language e.g. symbols, pictures, concrete apparatus, artefacts, role-play.	
Checklists and task lists – simple and with visual cues.	
Delivery of information slowed down with time given to allow processing.	
Pupils are given a demonstration of what is expected.	
System of visual feedback in place to show if something has been understood.	
Pupils are encouraged – and shown – how to seek clarification.	
Prompt cards using a narrative framework (who, where, when, what happened etc.) used to support understanding of question words.	
Talking buddies or similar used to encourage responses.	
TAs used effectively to explain and support pupils to ask and answer questions.	
Classroom furniture and groupings consider whether pupils with speech & communication needs can see visual prompts and the teacher.	
Word walls’ or similar to develop understanding of new vocabulary.	
Parents advised of new vocabulary so it can be reinforced at home.	
Appropriate use of visual timetables – personalised to the child.	
Minimise use of abstract language.	
Ensure that preferred methods of communication (as well as level of eye-contact) is known by all staff in school.	

Additional Quality First Teaching Strategies: ASD	
Give explicit, clear instructions, in the order of doing (may need to be only 1 instruction at a time). Ask the pupil to repeat the instructions.	
Access to a quiet, distraction free work station if needed.	

Don't use phrases such as 'Do you want to ...?', 'Shall we...?' as they may be taken as an option to refuse participation.	
Use visual cues to make verbal information meaningful.	
Give examples of completed work so that pupil knows intended outcome or can 'parallel model'.	
Make initial eye contact, but do not expect to maintain it. Don't ask for them to look at you when talking. This will be very difficult for them; it is not defiance.	
Develop clear predictable routines. Give notice if there is a room change / supply teacher etc.	
Language is taken literally, so abstract language will need to be explained at the time of use e.g. it's raining 'cats and dogs'.	
There will be a need for rules for listening, talking, turn taking, sharing, waiting, working with others, starting, finishing etc.	

Social, Emotional and Mental Health Needs

Quality First Teaching Strategies:	
Take time to find pupil's strengths and praise these – ensure that the pupil has opportunities to demonstrate their skills to maintain self-confidence.	
'Catch' the pupil being good and emphasise positives in front of other pupils and staff (where appropriate).	
Give the pupil classroom responsibilities.	
Refer pupils regularly to classroom code of conduct, whole class targets and use consistently – ensuring that supply staff apply same consistency.	
Play calming music where appropriate.	
Give breaks between tasks and give legitimate 'moving around' activities.	
Provide lots of opportunities for active learning e.g. practical activities, experiential learning.	
Use interactive strategies e.g. pupils have cards/whiteboards to hold up answers, come to the front to take a role etc.	
Make expectations for behaviour explicit: giving clear targets, explanations and modelling.	
Use a visual timer to measure and extend time on task – start small and praise, praise, praise.	
Teach pupils how to use post-it notes for questions and ideas rather than interruptions (when appropriate).	
Provide alternative seating at carpet time if this is an issue.	
Legitimise movement: ask pupil to take a message, collect an item, use a 'fiddle toy'.	
Use pupil's name and ensure you have their attention before giving instructions.	
Chunk instructions and support with visual cues.	
Make use of different seating and grouping arrangements for different activities.	
Communicate in a calm, clear manner.	
Personalise teaching where possible to reflect pupils' interests.	
Use positive correction- say what you WANT them to do rather than what you don't want.	
Assume compliance: give the instruction, say thank you and walk away to give take up time.	
Listen to the pupil, giving them an opportunity to explain their behaviours.	

Provide visual timetables and task lists – may need to be for a short period of time depending on the pupil.	
Have a range of simple, accessible activities the pupil enjoys using as ‘calming’ exercises.	
Ensure groupings provide positive role models.	
Communicate positive achievements – no matter how small – with home and encourage home to do the same. Could be in the form of a ‘Golden moments’ or ‘Good News’ book or ‘Good notes’ to be collected in a small plastic wallet.	
Use a language structure for resolving conflicts: e.g. the 3 steps.	
Use individual reward systems / “I am working for...” charts.	
Transition from whole class work to independent or group work is taught, clearly signalled and actively managed.	

Additional Quality First Teaching Strategies: ADHD:	
Sit near the teacher, within the class setting and surround with good role models.	
Reduce the amount of changes/disruptions as far as possible.	
Give one task at a time and monitor progress.	
Have pre-established consequences for good and bad behaviour and stick to them. Work with the pupil to determine these.	
Use a timer to measure and extend time on task.	
Allow pupil to scribble, draw, squeeze blu-tac while you talk. Encourage highlighting, underlining.	
Do a stop – 10 second count before hand-up / speaking.	
Reinforce positive behaviour and establish a system to signal good and bad.	
Give a set time for writing and do not extend into break time; your pupil will need these breaks.	
Use pupil’s name and give eye contact before giving instructions.	
Chunk instructions and support with visual cues.	
Consider a quiet place to work for individual work	

Sensory and Physical Needs

Quality First Teaching Strategies: visual needs	
Ensure correct seating in relation to board, whiteboard, Smartboard taking into account levels of vision in each eye.	
Try out different paper / Smartboard colours to try to find best contrast.	
Consider lighting – natural and artificial – which is most comfortable?	
Avoid shiny surfaces which may reflect light and cause dazzle.	
Avoid the sharing of texts / monitors unless doing so is a priority for social reasons e.g. working together on a project.	
Avoid standing in front of windows: your face becomes difficult to see.	
Address the pupil by name to get their attention.	
Always uses verbal explanations when demonstrating to the class. Read out aloud as you write on the board.	
Ensure range of writing materials is available so that pupil can choose most appropriate to maximise vision.	
Where copying is required, ensure appropriate print size photocopy is available.	

Eliminate inessential copying from the board.	
Short spells of visual activity should be interspersed with less demanding activities.	
Take advice from specialist teams related to font style and size.	

Quality First Teaching Strategies: hearing needs:	
Gain pupil's attention before important information is given.	
Careful seating that allows the pupil to see the teacher clearly and also see other speakers (back to the window is good).	
Slow down speech rate a little, but keep natural fluency.	
Use visual symbols to support understanding.	
Divide listening time into short (-ish) chunks.	
Key words on board to focus introduction and conclusion.	
Keep hands away from mouth and face the pupil when speaking.	
Occasionally check that oral information/instructions have been understood.	
Repeat contributions from other children – their voices may be softer and speech more unclear.	
Model and teach careful listening, along with signals when careful listening is required.	
Allow more thinking and talking time.	
Do not limit use of rich and varied language – trying to stick to short words and limited vocabulary can limit natural speech patterns and full meaning.	

Quality First Teaching Strategies: coordination difficulties / dyspraxia	
Consider organisation of classroom to allow free movement.	
Allow the child plenty of space to work – where space allows, could he/she be placed next to a 'free' desk?	
Ensure that left and right-handed pupils are not sitting next to each other with writing hands adjacent.	
Seating should allow pupil to rest both feet flat on the floor – check chair heights.	
Desk should be at elbow height.	
Sloping desk provided if possible.	
Positioned so pupil is able to view the teacher directly without turning the body – close enough to see and hear instructions.	
Seated where there are minimal distractions e.g. away from windows and doors.	
Encourage oral presentations as an alternative to some written work.	
Mark starting point for each line with a green dot.	
Lined paper with spaces sufficiently wide to accommodate pupil's handwriting.	
Ensure range of different pen/pencil grips is available.	
Break down activities into small chunks with praise for completing each part.	
If copying from the board is absolutely necessary, use different colours for each line and leave a gap between lines.	
Reinforce verbal instructions by repeating several times, giving no more than one or two instructions at a time. Ask the pupil to explain what is required, to check understanding.	
Once the pupil is confident with this, perhaps they could be asked to explain the task to another child or small group.	
Teach sequencing skills.	

Cue cards may help the pupil to sequence a task e.g. 1. Clear your desk 2. Collect the equipment you need (with visual cues) 3. Put the date at the top of the page etc.	
Can the 'WALT' or LO be photocopied or written into book for pupil?	