If there is some concern about the progress your child is making with support at School Action (SA), they may need help at School Action Plus (SA+). Because SA+ is “between” SA and a Statement, children may move “up” to SA+ because they need more help or “down” to SA if they have made sufficient progress through the help provided in the statement and their needs can now be met from the schools own resources.

**What is School Action Plus?**

**The outcome of a review may be:**

- **The child continues at School Action Plus:** if the child’s progress has been at least satisfactory, a new individual provision plan may be drawn up. This should set targets in the light of the experience of the first plan. If progress remains satisfactory after two review periods, the SENCo may decide to increase gradually the period between reviews.
- **The child moves to School Action:** if a child’s progress continues to be at least satisfactory within this framework of planning and review for at least two review periods, and the special educational provision has proved successful, the SENCo, consulting the outside specialists, may decide that the child no longer stays at School Action Plus.
- **If there is still concern about a child’s progress:** a very small number of children will not make progress with the help given at School Action Plus. If by the second School Action Plus review the child’s progress is not satisfactory, the SENCo will then discuss with parents and others already involved whether a Statutory Assessment of Special Educational Needs is required. Parents and schools can make a request to the Local Authority for a Statutory Assessment. (See separate leaflet.)

Parents should be invited to contribute to School Action Plus reviews. They should always be told the outcome. Their involvement is particularly important if the school is considering requesting a Statutory Assessment.
Parents must always be consulted and kept informed of the action taken to help the child, and of the outcome of this action.

Parents may request a copy of the IPP if they have not automatically been provided with one.

The SENCo should:
- set a review date, which might be within a term
- agree with the child’s teachers the arrangements for monitoring any progress until the review
- inform the child’s parents about any special arrangements that will apply and for how long.

The SENCo should normally conduct the review, in consultation with the child’s class teacher or form/year tutor, and the parents. Wherever possible the child should be involved in the review process and setting targets. If the child is not involved, their wishes, wherever possible, should be considered in the process.

The review should focus on:
- progress made by the child
- effectiveness of the IPP
- contribution made by the parents at home
- updated information and advice received
- future action.

At SA+, the SENCo (Special Educational Needs Coordinator) will usually ask services from outside the school for specialist advice or help. These might include Education Psychology, Speech Therapy, the Behaviour Support Team, or the Learning Support Service (LSS). Such services can provide a more specialist assessment and other practical advice and strategies to try to help the child progress.

At this stage the SENCo continues to take the leading role, again working closely with the child’s teachers and:
- keeps the Head Teacher informed
- draws on the advice of outside specialists
- ensures that the child and his or her parents are consulted
- ensures an Individual Provision Plan (IPP) is drawn up taking into account the additional views of any specialists consulted, the parents and the child
- makes arrangements to monitor and review the child’s progress in conjunction with the other outside specialists involved.
What are the triggers for School Action Plus?

The triggers for SA+ could be that, despite receiving an individualised programme and/or concentrated support under SA, the child, for example:

- continues to make little or no progress in specific areas over a long period
- continues working at National Curriculum levels considerably below that expected of children of a similar age
- continues to have difficulty in developing literacy and/or numeracy skills
- has emotional or behavioural difficulties which greatly and regularly interfere with the child’s own learning or that of the class group
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- has ongoing communication or interaction difficulties that block the development of social relationships and cause extensive barriers to learning.

However, a child can be moved to SA+ immediately if it is felt, following discussions between parents, teachers, the SENCo, that there should be early intensive action with external support from outside specialists.

An IPP should set out:

- the nature of the child’s learning difficulties
- what action is to be taken; by whom and how often
- specific programmes/activities/materials/equipment
- teaching methods
- help/support from parents at home
- short term targets and achievement times
- monitoring and assessment arrangements
- any pastoral care or medical requirements
- review arrangements and date.

The IPP should be reviewed at least twice a year, ideally termly.

The class teacher should remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. This may also mean another adult working in the classroom under their direction.
A new IPP will set out the fresh techniques for supporting the child’s progress and details of the monitoring and review arrangements. The plan should be developed by the SENCo working closely with the child’s class teacher or form/year tutor and the outside specialists involved but should usually be put in place, at least in part, in the normal classroom setting. It is important that the IPP should build on the curriculum (programme of study) the child is following alongside fellow pupils and should make use of programmes, activities, materials and assessment techniques readily available to the child’s teachers. The SENCo should, therefore, ensure close liaison between all relevant teachers.

What is an IPP and can I see it?

When a child has moved to SA+ because a statement has been ceased, it will mean the child, for example:

- has achieved percentile 5 or more when reassessed by an Educational Psychologist
- has attained a significant improvement in the core reasons for which the Statement was originally issued.

NB. Your child’s needs will still be recognised, addressed and monitored but through the usual school based arrangements. Please read on to find out what this will mean.
How does School Action Plus help?

When schools seek the help of external support services they expect them to look at the child’s records in order to establish which approaches have already been used and which targets have been set and achieved.

The SENCo and class teacher, together with curriculum, literacy and numeracy coordinators and external specialists should consider a range of different teaching approaches, and appropriate equipment and teaching materials. Some of the outside specialists such as the specialist teachers from LSS (Learning Support Service) may act in an advisory capacity or may teach the child directly, particularly, for example, a child with a hearing or visual impairment. In some instances medical treatment or better management in school (based on medical advice), may considerably reduce the child’s special educational needs.

They will then advise on new and appropriate targets for the child’s Individual Provision Plan (IPP) and teaching and support methods that may assist with their success. Specific targets can be set for all aspects of the provision plan but three or four targets at a time are probably as many as can be managed effectively. If specialist assessment arrangements are needed to measure the child’s progress they will usually be carried out by educational psychologists.