

# LONDON BOROUGH OF HAVERING

## CHILDREN'S SERVICES

### POLICY FOR SPECIAL EDUCATIONAL NEEDS

#### PART 2: ARRANGEMENTS FOR CHILDREN AND YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS

##### 1. INTRODUCTION

1.1 The arrangements made in Havering for children and young people with special educational needs derive from the principles and objectives set out in Part 1 of The Policy for Special Educational Needs.

1.2 The approach of Havering Children's Services reflects the desire to promote equality of opportunity for all children, to assist schools in becoming more inclusive, to help them provide for the diverse needs of their pupils and reduce the number of children who have to be singled out as being "special". The entitlement of all pupils includes an appropriate setting, and teaching and learning experiences matched to their needs so that, with support, if necessary, they are helped to:

- Enjoy and Achieve
- Be Healthy
- Stay Safe
- Make a Positive Contribution, and,
- Achieve Economic Wellbeing.

The policy concerning provision for children of school age can be briefly summarised as follows.

- When teachers are unable to provide appropriately for children's educational needs they should be able to call upon additional advice and support from within the school and, where necessary, from the Borough's support services. A model special needs policy has been sent to all schools to provide guidance on the implementation of the Special Educational Needs Code of Practice. Regular in-service training opportunities are made available for teachers, special needs assistants and school governors to further assist them in this task.
- In exceptional cases, where difficulties persist despite the school's efforts, the Local Authority (LA) may undertake a statutory assessment of a child's needs and make additional resources available to the school.

- Placement in one of Havering's special schools or units will normally be considered only when it has become clear to the LA's officer SEN Panel that the child's needs cannot be appropriately met in a mainstream school. In arriving at this decision the panel will consider the needs and wishes of the child, the wishes of parents, the extent to which reasonable steps to meet the child's needs in the mainstream have been explored and the effect on other pupils with whom the child will be educated.
- Placement in a special school or unit outside the locality will only be proposed when it is clear that the child's needs cannot be appropriately met within a Havering school. When parents exercise their right to choose an equivalent maintained school outside the Borough they will be expected to make the necessary transport arrangements.
- Residential provision will only be considered when appropriate day provision is not available, and cannot be made available within reasonable daily travelling distance of a child's home or when there are pressing social reasons for such a placement - in which case arrangements will be agreed between lead Social Care and Education staff within Children's Services.

1.3 The document that follows describes the way the various partners responsible for meeting the special educational needs of children and young people up to the age of 19, work together.

## 2. ARRANGEMENTS FOR PRE-SCHOOL CHILDREN

2.1 Children may be drawn to the attention of the LA by any one of a network of services concerned with meeting the needs of young children and their families. Many pre-school children thought to have special needs are identified by Health PCT staff (e.g. health visitors or paediatricians) or are identified within pre-schools and nurseries.

The Multi-agency Pre-school Referral Panel (MARF) enables multi agency planning for pre-school children with very complex needs. In addition to Health, membership of the Panel includes the Under Fives Inclusion Service and Specialist Pre-school Educational Psychologist. This Panel co-ordinates multi-agency assessments and planning meetings for children with the most complex needs.

2.2 Most pre-school children with significant needs are referred to the Under Fives Inclusion Service which is able to provide appropriate intervention for those with the highest need. This service liaises directly with Child and Community Psychology Service and when direct involvement of an Educational Psychologist is felt appropriate then such a request will be made. For the majority of pre-school children with special educational needs a statutory assessment is no longer required as resourcing is available to meet children's needs without needing a statement. When a child has been formally notified to the LA by Health in accordance with the provisions of the 1996 Education Act, the Child and Community Psychology Service advises

the relevant officers of the LA on whether a statutory assessment is needed and when it should be started. This is done in cases where a child has complex needs rather than simply for those likely to need additional help or other special provision on starting school. Where a child attends a nursery, pre-school or other early years setting then decisions about whether a statutory assessment is needed will be informed by the arrangements described in the following paragraphs.

2.3 All pre-school settings should have arrangements in place for identifying children with special educational needs and should attempt to address them in accordance with the SEN Code of Practice. All providers registered complying with The Under Fives Directory and Funding Agreement are required to have a named, trained SENCO and a programme of continuing professional development in SEN. Currently the area SENCOs support around 90 settings. Maintained nursery classes are included in the procedures which operate in the rest of the school of which they are a part (see section 3 below).

2.4 Where a child is causing concern, following discussion with parents/carers, it may be thought necessary to produce an individual education plan (IEP) which outlines the special arrangements that will be made to address these concerns. This “Early Years Action” should be monitored termly in discussion with parents and further IEPs produced as necessary. Where concerns persist, it may be felt necessary to seek advice from another agency, such as an Early Years Area SENCO or Educational Psychologist, in which case their advice should be taken into account when formulating further individual education plans. Arrangements like these, described as “Early Years Action Plus”, should continue to be monitored.

In exceptional cases Private, Voluntary and Independent (PVI) settings may feel they need additional funding to enable them to fully include a child with a high level of need. Limited additional funding is available, provided through Early Years, for pre-school children with the most significant special educational needs attending settings within the PVI Sector. Additional funding can be requested using the procedures laid down through the Foundation Stage Funding Panel. Funding ensures that providers are able to include all children and meet the needs of those children with the most complex special educational needs. The Panel consists of representatives from a number of sectors and meets on a regular basis to consider requests for funding from PVI settings. In exceptional cases funding can be agreed before a child starts attending a setting to facilitate a smooth transition into the setting. Settings can use a flexible approach to how they use funding to enable the child to be most effectively included.

A multi-agency Early Years Co-ordination Group meets on a regular basis to facilitate a register of pre-school children with additional needs and facilitate smooth transitions into school.

2.5 In a very few cases, where the child's difficulties persist despite the action described above, it may be necessary to consider asking the LA to undertake a statutory assessment. In this event the records of action should first be forwarded to the Specialist EP for Early Years and if further action is needed then to the SEN Panel for their view on whether this course of action is warranted. Guidance on the requirements of this panel is given below in sections 14 and 16.

2.6 Parents of pre-school children with very significant special needs may receive help from Havering's Home Learning Support Service or Good Beginnings Service. When children are taken on to these schemes their parents will typically receive a regular visit from a Family Worker, who helps them to plan activities and management strategies, which will be worked on by the parents and the child. Family Workers receive regular supervision from their own Services as well as the Child and Community Psychology Service. Where children have hearing or visual impairments, support and advice to parents may be provided by a specialist advisory teacher from the Learning Support Service (LSS). Parents of children presenting concerns associated with the autistic spectrum of disorders may receive help and advice from an advisory teacher from within the Social Communication Service as well as the Good Beginnings Service.

2.7 There are a number of nursery classes in primary schools in the Borough and these are each staffed to provide a few places for children with special educational needs, who live outside the normal catchment area, and who it is thought will benefit from opportunities to be with other children in a nursery setting. A specialist nursery for children on the Autistic Spectrum, Bridge, opened in 2006. Other provision includes a specially resourced school for young children with hearing impairments. In exceptional cases children may be admitted to nursery classes in special schools full-time or part-time. All children recommended for a special nursery place are assessed by an educational psychologist and decisions regarding appropriate placement are made by the Authority's SEN Panel. The Panel considers the needs of children as identified in professional reports, and the wishes of parents.

### 3. PROVISION IN PRIMARY AND SECONDARY SCHOOLS

3.1 Many children experience difficulties in school at some time or other and the first priority is to minimise these by ensuring that the Borough's primary and secondary schools can cater as fully as possible for the wide variety of needs that children may present. All schools now need to have a Special Educational Needs Coordinator, who is a qualified teacher or is in post but undertaking training and will be a qualified teacher by September 2011. Schools are assisted in implementing the SEN Code of Practice through in-service training for teachers, special needs assistants and governors and by the support and advice that is available to them from the Borough's advisory and support services. Schools have also been provided with a model special needs policy to further assist them in developing their arrangements.

3.2 All schools have arrangements in place for identifying children with special needs. Class and subject teachers should attempt to meet these needs by extending their efforts to differentiate their teaching to meet the individual needs of pupils. Class or subject teachers should be able to call upon a colleague who has responsibility for co-ordinating provision for pupils with special needs and for organising support and training for staff where necessary.

3.3 Despite these efforts, some problems persist, and it may be necessary to make special arrangements (described in the SEN Code of Practice as 'School Action') in order to ensure that a child can participate fully in class activities. In primary schools the staffing arrangements should include an element for providing additional individual or small group help for some pupils. In secondary schools there will usually be a 'Learning Support' or 'Special Needs' Department, which assists subject teachers in helping children who are experiencing difficulties. In some schools each subject department may have a member of staff, who has a remit for pupils with special needs. Whichever approach is taken there should be opportunities for support staff to work with colleagues in their classes to ensure that children get the extra attention they need. In such cases an education plan should be devised. Havering schools are provided with the software and proforma for producing an Individual Provision Plan. This is used to determine educational priorities for children and to monitor their progress on programmes designed to address them.

3.4 Parents should always be informed about any special arrangements being made for their child and should feel free to discuss their concerns with their child's teachers. They should also be informed about arrangements for reviewing their child's progress and invited to participate in reviews. Parents should be advised of the availability of services through the Parents in Partnership Service. Children should also be appropriately involved in decisions about their education from an early age and encouraged to take increasing responsibility as they get older.

3.5 The model policy issued to schools provides a fuller account of the arrangements that schools are expected to make for pupils with special educational needs. The Education (Special Educational Needs) (Information) (England) Regulations require schools to make information available to parents on their special needs arrangements and to report annually on the implementation of their policy.

3.6 The LA as a matter of policy looks to extend the range of specially resourced schools e.g. for VI, ASD, HI and BESD in both primary and secondary phases utilising opportunities presented through external funding when the opportunity arises.

#### 4. SUPPORT SERVICES AVAILABLE TO SCHOOLS

4.1 When schools are unable to meet a pupil's needs using their own internal arrangements they may decide to seek support from agencies outside the school. They can, for example, obtain advice from the Learning Support Service (LSS). This is a team of advisory teachers who go into schools to work with children who have learning difficulties and to help class teachers develop special teaching programmes. The LSS team also includes advisory teachers who can provide advice and support in respect of hearing, vision and physical problems. Similarly the Behaviour Support Service supports schools regarding children presenting behaviour problems and the Social Communication Service assists in respect of children with autistic spectrum disorders.

4.2 If the problem is severe or if there is still doubt about how best to proceed, the school can discuss the matter with the educational psychologist who is assigned to them by the Child and Community Psychology Service (CCPS). Where appropriate, arrangements will be made for the psychologist to carry out a detailed assessment of the child's difficulties and to advise the school and the parents on how to address the child's needs. This will often require collaboration with colleagues from other services such as education welfare officers, social workers, health service personnel, etc.

4.3 In the course of their work with children who have special needs, members of the CCPS and other support services can contribute to a school's efforts in the following areas:

- curriculum planning;
- developing special needs policy;
- developing resources;
- clarifying needs and priorities;
- developing teaching or pupil management programmes;
- monitoring and evaluating the effectiveness of provision;
- providing INSET.

4.4 The work of these services is monitored in the following ways:

- visits to schools are recorded centrally together with a brief summary of work undertaken;
- schools and parents are provided with detailed reports of assessments and recommendations;
- central files are maintained for all children who are the subject of individual casework;
- individual team members provide termly (LSS) or annual (CCPS) reports to their respective heads of service which include data relating to work undertaken (e.g. referrals, case loads, meetings attended, INSET provided etc.);

- additional statistics relating to work patterns are routinely collected.

4.5 In a very few cases, where a child's difficulties persist, despite the action described above, it may be necessary to consider asking the LA to undertake a statutory assessment. In this event, the records of action by the school and support services should be forwarded to the Headteacher Moderating Panel for their view on whether this course of action is warranted. The requirements of this panel are discussed below in section 14.

## 5. PROVISION FOR PUPILS WITH STATEMENTS OF SPECIAL EDUCATIONAL NEED IN MAINSTREAM SCHOOLS

5.1 In some cases it may be necessary for the LA to undertake a statutory assessment of a child's needs in accordance with the provisions of the Education Act 1996. This happens when, despite the best endeavours of the school and the support services, a child continues to experience serious difficulties. It should be emphasised that the vast majority of problems are catered for by the normal provision and support that is available to schools. It is only in exceptional cases that a statutory assessment is carried out, and this will normally lead to making a statement of SEN only where the child has complex needs.

5.2 A decision to produce a statement is made by a panel of officers of the LA who employ the criteria outlined below (See section headed Criteria for Statutory Assessment).

5.3 If a statement is made it will describe the additional provision that the LA intends to make. This may include any of the following:

- additional teaching time;
- support from non-teaching staff, e.g. a special needs assistant;
- transport to and from school;
- a suitable learning environment;
- specialised equipment to aid learning, communication or mobility.

It may also describe provision that is to be made by other agencies such as the Health Authority.

5.4 The provision made by the LA will supplement that which the school is providing and the aim will be to allow the child to participate as fully as possible in the normal life of the school. The precise details will obviously depend very much on the needs of the individual child and parents' views will always be sought regarding the proposed arrangements. The officer SEN Panel will consider the help that the school is providing, using the resources delegated to it for this purpose. The panel must also consider the need to use the LA's resources efficiently. When disagreements arise the attempt is made, wherever possible, to resolve these informally through personal contact.

5.5 The LA's procedures allow the SEN Panel to monitor all stages of assessment and provision. The early efforts of schools and the support services are recorded on Individual Provision Plans. Once a statement has been produced and additional resources allocated, the use of these is monitored through the forms that schools continue to submit along with annual review reports.

5.6 Annual reviews of the Statement will be carried out each year. The active participation of the young people in these reviews will always be sought. Where reviews involve preparation for a phase transfer or there are other significant matters to be discussed, the school should ensure that the relevant Education Psychologist is present, and that invitations are sent to those entitled to be present (see The Education, Special Educational Needs, England, Consolidation Regulations 2001). A Person Centred Transition Plan Review is undertaken when pupils are in Year 9 in order to consider any additional arrangements that need to be made to assist them in transition from school to adult life and further education or employment.

5.7 Statements will only be maintained until the child has achieved his or her special educational objectives. For pupils with learning difficulties this will include achieving the 5<sup>th</sup> centile in their key areas of difficulty. On achieving these objectives, the LA support will be withdrawn. Normally the pupil's progress will be reassessed after 6 months and if sufficient progress has been maintained, the statement will be discontinued.

## 6. PROVISION IN SPECIAL SCHOOLS AND SPECIALLY RESOURCED SCHOOLS

6.1 The decision to place a child in one of Havering's special schools or units will normally be made only when it has become clear that his or her needs cannot be appropriately met in a mainstream school, even with additional support. Only where a child's difficulties are particularly severe will placement in a special school be arranged without first providing support in the mainstream.

6.2 In deciding on the need for special school or unit provision the officer SEN Panel will consider:

- the needs and wishes of the child;
- the preference of parents;
- the extent to which reasonable steps to meet the child's needs in the mainstream have been explored;
- the effect on other pupils with whom the child will be educated.

6.3 Havering has specially resourced schools that cater for children with autism, hearing impairment, BESD, visual impairment and language delay.

These are attached to mainstream schools and, although the individual arrangements differ somewhat, pupils are given the opportunity where possible to spend some time in ordinary classes or at least to join the other children in some activities. There are also three Pupil Referral Units for behavioural problems placements in which do not necessarily require a pupil to have been through the process of statutory assessment.

6.4 Havering has two all age special schools catering for children with moderate learning difficulties and one for those with severe learning difficulties. All three are separate schools which, although not directly linked to any primary or secondary school, have nevertheless developed contacts with neighbouring schools in order that their pupils may have the opportunity to participate in activities with pupils from those schools.

6.5 In all settings children follow a broad and balanced curriculum, which includes the National Curriculum. Any modifications to the requirements of the National Curriculum are intended to make it more accessible or to allow children to work at levels which are more appropriate to them. They are not designed to restrict the range of educational experiences that pupils receive.

6.6 The progress of children in special schools and units is reviewed at least annually and parents are encouraged to participate in review meetings.

## 7. PROVISION IN SCHOOLS OUTSIDE THE BOROUGH

7.1 When it is not possible to make appropriate arrangements for a child in any of Havering's schools, it may be decided that special provision should be sought in a school outside the Borough. The LA looks to use available funding to develop local provision to minimise the number of children whose educational needs require out of borough placements.

7.2 A place in a residential school will only be made if every opportunity has been taken to provide locally, without success. Placing a child in a residential setting can have a significantly negative emotional impact, unless there are mitigating social considerations. Even then, the young person's views must be given due weight and caution needs to be exercised where there are indications that a young person may not fully understand all of the implications. Residential schools may be maintained by other LAs, or independent organisations. In all cases they will be visited at least annually by one of the Borough's educational psychologists who will review the child's progress and the continued appropriateness of placement. Wherever possible children will also be seen at home during a school holiday. This allows the child to discuss any concerns about school outside the school setting. Parents are encouraged to visit schools and to contact officers of the Authority if they have any concerns about the arrangements being made.

## 8. HOSPITAL AND INDIVIDUAL TUITION

8.1 Individual tuition is provided for children who are incapacitated in some way and who are prevented from attending school for a significant period. It may also be provided for a few children who are awaiting placement in a special school or unit outside the locality. In exceptional circumstances it may be an alternative to full time education when no suitable school place can be found. Children with medical needs are provided with education regardless of whether they have a statement.

8.2 The Education Otherwise Service maintains a list of suitable tutors who can be allocated to individual pupils. These pupils will receive tuition in the home, at an alternative venue, individually or in groups at the specialised Tuition Centre, according to their needs. Each tutor is asked to provide a termly report on the progress of their pupils and receives professional advice and guidance from the Education Otherwise Team and Link Inspector.

8.3 A hospital tutor is employed to work in the local hospital. She is concerned primarily with children who are there for relatively long periods, e.g. following road accidents or due to chronic conditions such as arthritis. She also teaches children who require frequent admission to hospital for short periods and who miss a lot of time at school as a result.

8.4 Children in hospital are taught in various locations, either individually or in a small group. The changing population and the wide variation of individual needs demands considerable flexibility in the arrangements. As in all other settings the emphasis is on providing a broad and balanced curriculum. This does, however, require almost daily reassessment of programmes of work as the health and well-being of the children changes.

## 9. POST 16 PROVISION

9.1 Appropriate full time education is available in maintained provision for young people with special needs until the end of the academic year in which they become 19 years of age. Currently Ravensbourne provides special school provision for learners with severe learning difficulties post 16. Havering is planning to develop further post -16 provision. In addition, the YPLA/SFA can now fund students with learning difficulties/disabilities at non-maintained establishments up to the age of 25. Many pupils with special needs will seek access to courses at Havering College of Further and Higher Education or Havering Sixth Form College. The former provides specific courses designed

to meet the needs of students with learning difficulties. Statements lapse automatically when students leave school.

9.2 Havering College of Adult Education works closely with the Council's Adult Social Care in providing basic skills and other learning experiences for people with severe learning difficulties. In addition, the college enrolls a number of individual students with special needs onto their courses.

9.4 If the nature of an individual's special needs is such that they cannot be met locally, a day or residential placement outside the Borough is considered. The decision making process includes inputs from all agencies working with the student including a specialist careers officer within the Connexions Service.

## 10. DISCRETIONARY AWARDS

10.1 In certain circumstances, awards may be made available to the families of children who have statements of special educational needs because they wish to make arrangements for their child to attend an institution outside England and Wales in preference to the provision that has been identified by the Authority in the child's statement. The amount of any such award will not exceed the cost of tuition and care which is required to make the provision that has been proposed by the Authority.

## 11. CRITERIA FOR STATUTORY ASSESSMENT OF SPECIAL EDUCATIONAL NEEDS

11.1 The Code of Practice makes it clear that the great majority of children who have special educational needs should have their needs met effectively at School Action or School Action Plus. It indicates that LAs will need to make a statutory assessment of special needs only in a "very small minority of cases". Most LAs consider this to be around 2%.

11.2 Social indicators and the results of standardised tests of attainment administered to children in Havering over many years suggest that the number of children with special needs here should not exceed the national average. When developing criteria to decide which children have significantly greater difficulty than their peers it seems reasonable therefore to aim to identify only those lying within the 2% of Havering children experiencing the greatest problems. The wide variation in the nature of their difficulties means that comparisons are not always easy to make and the criteria will be regularly reviewed with the aim of providing an equitable basis for decisions.

11.3 The following criteria are those currently employed by the officer SEN Panel when making judgements about the allocation of special educational provision to children attending primary and secondary schools in Havering.

## 12. PROCEDURAL CRITERIA

12.1 The Education (Special Educational Needs) (England) (Consolidation) Regulations 2001 and the SEN Code of Practice provide detailed guidance to schools and local authorities on their relative responsibilities with regard to children who have special educational needs. Before initiating a statutory assessment the Authority must be satisfied that all reasonable steps have been taken by the school to make satisfactory provision using the resources delegated to them for that purpose. Evidence should be provided to the Moderating Panel in relation to all of the following before the SEN Panel will be consider it reasonable to undertake a statutory assessment of a pupil's special educational needs.

1. The child's attendance should normally be better than 80% of possible attendances unless there are exceptional circumstances (e.g. clearly established medical or emotional difficulties).
2. The child's hearing and vision should have been checked within the last two years.
3. The child should have followed an IPP recorded on a Havering form (or possibly a Personal Education Plan in the case of Children in Care) for at least two terms (unless the officer SEN Panel is provided with evidence of exceptional circumstances).
4. Completed IPP forms (or Personal Education Plans) should:
  - outline the school's efforts to meet the child's needs from within its delegated budget, including advice and support received from external agencies;
  - show clearly how the specific targets and strategies in the individual education plans (including behaviour plans) have been formulated, implemented, monitored and evaluated;
  - demonstrate that the child has been supported by five hours of support assistant time, or its equivalent in teaching time, over two terms.
5. The child's school should have consulted the Child and Community Psychology Service and have made reasonable attempts to implement the advice given.
6. The validity of the above evidence is checked by the Moderating Panel and advice offered to the school to help them review the case prior to its submission to the SEN Panel.

7. The child's parents should have been consulted with regard to 3 and 4 above.

### 13 PERFORMANCE CRITERIA

13.1 In deciding whether to make a Statement of Special Educational Needs, the officer SEN Panel will expect to receive advice which gives evidence that at least one of the following applies.

13.2 The child is experiencing significant difficulties in learning and, in spite of the additional help (equivalent to 5hrs per week Learning Support Assistant time) that has been provided at School Action/Action Plus, is functioning at or below the second centile in two of the areas of attainment outlined in the table overleaf, or at the first centile in one area of the table. For each of the areas, the measures currently considered to provide appropriate evidence are listed. It is important that results from such standardised tests are still valid and therefore the SEN Panel requires that the tests have been carried out within 6 months of the statutory assessment being initiated. Additionally, some of the measures are suitable only for particular age groups. This information is indicated in the School Phase column.

<b>Area</b>	<b>School phase</b> (Infant, Junior or Secondary)
<b>Language Development</b>	
Test for Reception of Grammar	I, J
British Picture Vocabulary Scales	I,J,S
WIAT Listening Comprehension	J,S
WIAT Oral Expression	J,S
British Ability Scales Naming Vocabulary	I
British Ability Scales Verbal Comprehension	I
<b>Reading</b>	
WIAT - Basic Reading <i>or</i> Reading Comprehension	J,S
British Ability Scales Word Reading	I,J,S
<b>Spelling</b>	
WIAT - Spelling	J,S
British Ability Scales Spelling	I,J,S
<b>Numeracy</b>	
British Ability Scales Early Number Concepts	I
WIAT Mathematical Reasoning	J,S
WIAT Numerical Operations	S
British Ability Scales Number Skills	S

13.3 The child's attainments in a National Curriculum core subject are such that s/he is working towards a level which is below the range that is normally addressed at the Key Stage appropriate for the child's age.

13.4 There is objective evidence over time regarding the nature, frequency and consequences of a child's behavioural or social difficulties and evidence, which shows:

- how these difficulties are significantly impairing the child's education;
- how the measures detailed in individual education plans (including behaviour plans), using the support available to the school from agencies such as the Behaviour Support Service, have not met the child's needs;
- how the child's difficulties might be overcome by making special educational provision which is additional to, or different from, that which the school are able to make.

13.5 The child has a physical or sensory disability, which significantly hinders participation in the curriculum, despite the use of facilities and support that are normally available.

#### 14. MODERATING PANEL REQUIREMENTS

14.1 The Moderating Panel meets monthly. It consists of 3 head teachers (from primary and secondary schools) and is chaired by either the Principal or Deputy Principal Education Psychologist. The Panel considers all cases where it is proposed to seek a statutory assessment and advises schools on whether the procedural criteria have been met. When the criteria have been met the Panel will refer the case to the SEN so they can form a view as to whether they can validate a level of support for the pupil or need to carry out a Statutory assessment. When the criteria have not been met, the Panel will advise the school on what needs to be done. Where the school believes that the case is exceptional and that there are grounds for initiating an assessment, in spite of the view of the Moderating Panel, they can make a direct request to the Manager (SEN). If, despite this, it is still thought that there are not sufficient grounds for going ahead with an assessment, parents will be informed of their right of appeal to the SENDIST.

14.2 In order to undertake its role, the Moderating Panel requires the following documentation:

(Four copies of the documents listed below should be sent to the Education Psychology Service)

- IPP forms for the previous two (minimum) or three (preferred) terms (and/or the PEPs if a Looked After Child);

- any significant reports from support services in the past year;
- other documentation thought to be relevant to the decision being made.

14.3 In order to assist in deciding what documentation might be relevant, details of the criteria that the Panel will be using in coming to their decision are given below. They are based upon the procedural criteria described earlier.

## 15. CRITERIA FOR CONSIDERING STATUTORY ASSESSMENT

15.1 The child's attendance should normally be better than 80% of possible attendances unless there are exceptional circumstances (e.g. clearly established medical or emotional difficulties).

15.2 The child's hearing and vision should have been checked within the last two years.

15.3 School staff should have followed an IPP for at least two terms when educating the child (unless the SEN Panel is provided with evidence of exceptional circumstances). Completed IPP (or PEP) records should:

- outline the school's efforts to meet the child's needs from within their own delegated budgets, including advice and support received from external agencies;
- show clearly how the specific targets and strategies in the individual education plans (including behaviour plans) have been formulated, implemented, monitored and evaluated (see below).

15.4 The child's school should have consulted the Child and Community Psychology Service and have made reasonable attempts to implement the advice given.

15.5 The child's parents should have been consulted with regard to 15.3 and 15.4 above. They should also have been informed about statutory assessment procedures. These will normally be explained by the educational psychologist.

15.6 In evaluating IPP (or PEP) forms (in 15.3 above), the Moderating Panel addresses the following issues:

- Has the front page been completed and in particular the sections on attendance, hearing and vision?

- Are the targets specific and testable? The test to apply is to ask whether you, or anyone else on the staff, will know whether the child has achieved the target.
- Do targets and strategies show a progression term by term? If consecutive IPPs have the same target, it implies that the target is too vague, too broad or too hard.
- Targets should be achievable but challenging for the child. As a rule of thumb, a child should be able to achieve about two thirds of the targets on any one IPP within a term.
- Has a review been completed with the outcomes clearly summarised?
- Are review outcomes reflected in the subsequent IPP?
- Has the school adequately resourced the IPP at 5hrs Learning Support Assistance or its equivalent?

## 16. CRITERIA FOR CONSIDERING STATUTORY ASSESSMENT OF PRE-SCHOOL CHILDREN

16.1 The criteria follow those applied to school aged children as closely as possible. Where a child attends a nursery or playgroup, full use should have been made of generally available provision. Non-maintained early years providers have access to funding for additional support for individual children through the Foundation Stage Funding Panel.

16.2 The procedural criteria are as follows:

- parents should be fully involved;
- the child's health visitor should have been consulted and appropriate medical intervention (e.g. speech and language therapy) sought following a full medical examination;
- the early years setting should have implemented and reviewed individual education plans at Early Years Action Plus.

16.3 The above information should be presented to the Specialist Educational Psychologist for Early Years, together with reports from relevant professionals. The Psychologist will review the information available, advise as to what further steps could be taken or if they feel it could be appropriate to apply for a statutory assessment then the paperwork will be forwarded to the SEN Panel.

16.4 To meet the performance criteria there must be clear evidence available from the educational psychology assessment that the child has a developmental delay that places him/her in the lowest 1% of the population or that s/he has a disability that will hinder or prevent him/her from making use of normally available education provision. Additionally, there should be professional advice that the child's difficulties are likely to continue beyond the pre-school setting.

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