

ALDERMAN RICHARD HALLAM PRIMARY SCHOOL

SEND Information Report



SEND Information Report

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Ethos, Values and Vision

Alderman Richard Hallam Primary School is an inclusive school where every child matters. We ensure that pupils are included in all aspects of learning and school life. We aim to meet the needs of all the children through a broad, balanced and exciting curriculum and to:

- Enable all children to become respectful and responsible individuals.
- Work in partnership with parents, carers and the wider community.
- Provide a curriculum that motivates and excites.
- Inspire children to become independent and confident learners.
- Develop aspirational lifelong learners.

From time to time, some children require additional support or intervention to help meet their needs or improve their learning. The decision to do this is made by the school with parents' and carers' full involvement and is based on a variety of factors including academic progress, assessments carried out by teaching staff informally on a daily basis and/or through formal termly assessments, information from other professionals, knowledge of the child and observations. It may also be based on ensuring children have a smooth transition into school or those who require support when going through significant change either at home or school. Parents and carers are kept informed throughout this process and progress is reviewed regularly.

Some children will require support for a longer period of time to ensure they can access the curriculum effectively and be included fully in classroom learning and school events. Support will be planned by school staff and, where appropriate, by external professionals.

Children who require support in terms of their acquisition of English are not considered SEND pupils but, as they may require additional support, their needs are reflected in our school provision.

Objectives of our SEND Provision

We aim to:

- Enable every pupil to experience success and to achieve their full potential.
- Keep an up-to-date register of all children whom we consider to have special educational needs and disabilities.
- Identify children as early as possible, assess, plan, record and regularly review their needs.
- Provide learning programmes geared to meet children's needs in order to support each child to achieve their full potential.
- Work collaboratively with parents, carers, other professionals and support services.
- Ensure that parents or carers are fully involved in supporting their child's education.
- Involve the child, so as to encourage a move from dependent to independent learning.

- Adapt or create learning resources to support children to meet their individual needs and learning styles.
- Ensure appropriate equipment and resources to support learning are in place.
- Build on the skills children already have and support them in developing new skills.

The school's SEND policy is available on the school website.

Criteria for accessing SEND provision

SEND stands for Special Educational Needs and/or Disability. A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

There are four broad categories of SEND:

- **Communication and interaction**, such as autistic spectrum condition, speech and language difficulties and social interaction.
- **Cognition and learning**, such as dyslexia, dyspraxia, dyscalculia and global developmental delay.
- **Social, emotional and mental health difficulties**, such as attention deficit hyperactivity disorder ADHD or ADD, attachment difficulties and emotional or mental health difficulties.
- **Sensory and/or physical needs**, such as hearing, vision and sensory processing difficulties.

The SEN Code of Practice (0-25) was revised in September 2014 and updated in January 2015. The school complies with the Disability Discrimination Act 2005 and the Equality Act 2010.

There is no Designated Specialist Provision (DSP) available at Alderman Richard Hallam Primary school.

Parent and Carer Concerns

If a parent or carer has concerns about their child, they should speak to their child's class teacher first. It is best to make an appointment to see them before or after school.

At Alderman Richard Hallam Primary School, we take parental concerns very seriously as parents and carers know their child best. We will have an early discussion with the pupil and their parents or carers when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty;
- We take into account the parents' or carers' concerns;
- Everyone understands the agreed outcomes sought for the child;
- Everyone is clear on what the next steps are.

These conversations will be logged on Provision Map through the Communication Log. We will formally notify parents and carers when it is decided that a pupil will receive SEND support (see Appendix 1 - SEND graduated approach). At this point, all SEND pupils will have: a SEND Plan on Provision Map which is reviewed four times a year; Provisions or interventions will also be put into place and these will be reviewed termly and a Passport which details key information about a child and is used during transition

Parents and carers should feel free to contact the SENDCO directly if they wish.

Identifying pupils with SEN and assessing their needs

We formally assess children at the start of each academic year, which builds on previous settings and Key Stages, where appropriate. Class teachers will make regular informal assessments of progress for all pupils and identify those whose progress:

- Is significantly less than that of their peers starting from the same baseline;
- Is significantly less than the child's previous rate of progress;
- Is not closing the attainment gap between the child and their peers;
- Widens the attainment gap beyond two school years.

This may include progress in areas other than attainment, for example, social needs. Less progress and lower attainment will not automatically mean a pupil is recorded as having SEN. The progress of each child is monitored through: regular pupil progress meetings with the Senior Leadership Team; regular contact between the SENCO and the class teachers as well as closely monitored provisions and interventions on Provision Map.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents or carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether

something different or additional is needed. – see our SEND graduated approach (Appendix 1).

If a child is identified as not making progress, the school will set up a meeting with their parents and carers to:

- Listen to any concerns they may have
- Explain what has made the school concerned about the child's progress
- Share any relevant data or information including the baselines placed on the Provision Map
- Plan any additional support the child may receive
- Discuss a reasonable timescale for support to be implemented and reviewed
- Discuss any referrals to outside professionals.

Our approach to teaching pupils with SEND

At Alderman Richard Hallam Primary School, we are mindful of and comply with the LA Inclusive Provision for SEND Pupil in Mainstream School Document (August 2016) and the new Best Endeavours and Reasonable Adjustment document (BERA) 2022 which outlines the key ways in which pupils should be supported in class.

This includes:

Quality First Teaching

This is high-quality engaging teaching that is differentiated, appropriately scaffolded and personalised (where necessary) to meet the individual needs of the majority of children and young people. We believe that all children learn best with the rest of the class. Our aim is for all children to be working independently in the class with their peers. Children with SEN and disabilities are entitled to be taught by their class teacher on a daily basis.

Differentiation with adult support

Some children require provision that is additional to or different from Quality First Teaching. When allocating additional TA support, the school's focus is on outcomes, not hours. We aim to put in sufficient support to enable the child to reach their challenging targets whilst also developing independence.

Provisions and Interventions

The school has a range of targeted interventions available to support children. All support provided for children is kept on a class Provision Map which is updated by the class teacher on a termly basis. When considering an intervention, the school looks at the child's learning profile in order to select the intervention best matched to the child's needs. Interventions are planned in terms and progress is reviewed after the term is completed.

Some children will also require learning provisions to support their ability to access the curriculum. These provisions are chosen taking into consideration the needs of each child.

We offer a wide range of provisions, such as those that help children to sit at a table, to hold a pencil correctly, support a child's ability to read or support concentration. Where appropriate, with funding, we are also able to provide children with adult support as a provision.

If a child is identified as having additional needs, they will be placed on the Special Educational Needs Register under the category SEN Support, with parent and carer agreement. Their progress will be monitored closely by the class teacher and SENDCO and they may be given extra support or targeted intervention through either class teacher in-class support or an out-of-class support staff intervention.

A plan will be written on Provision Map by the teacher, with SENDCO support and, where appropriate, external agency support. Plans are then shared with the parents and carers and updated with them twice a year; class teachers complete a further two updates across the year. These plans identify the child's strengths, difficulties, what works well to help them and the outcomes we are aiming for.

If they continue to make less progress than we were expecting or have ongoing difficulties, the school may ask for advice from external agencies, with parental permission.

A small number of children with complex and significant, enduring needs may go on to have an Education, Health and Care Plan (EHCP)

All resources, training and support are reviewed regularly at the end of each term through Provision Map analysis. This is completed by the SENDCO and a member of SLT. Should any training requirements arise, this is undertaken by the SENDCO or an external agency, as appropriate.

The school is able to contact external agencies for advice, support and training. If a child struggles to make progress even with the additional intervention then, with parental permission, further assessment from an external agency can be asked for. Sometimes the school may advise parents and carers to make a referral via the GP to the Pediatrician Team to investigate any underlying causes.

Adaptations to the curriculum and learning environment

Class teachers plan lessons according to the specific needs of all children in their class and will ensure that each child's needs are met. All teachers are trained to work with children with SEND and have access to advice, information, resources and training to enable them to teach all children effectively.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by breaking down a lesson content into smaller steps, including open-ended tasks, grouping children in order to provide peer support, 1:1 work with an adult, changing teaching style, reducing the content amount in a lesson, etc.

- Adapting our resources and staffing. Specific resources, strategies or provisions may be used to support SEND children individually and in groups. This will be decided with parents and carers and based on the information we gather in school.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating and or adapting our teaching, for example, pre-teaching content to children to allow for longer processing times; pre-teaching of key vocabulary; reading instructions aloud, over-teaching (repeating the teaching specifically for retention) etc.
- Specially trained support staff (Teaching Assistants) can adapt the teacher's planning to support the needs of SEND children following class teacher input.
- Planning and teaching will be adapted and reviewed on a regular basis, once a term by SLT, to meet each child's learning needs.

For further information regarding provision for SEND pupils, please see Appendix 2.

Support for improving emotional, mental health and social development

If a child is felt to have long term social, emotional or mental health needs the school may provide an individual Positive Handling Plan as appropriate, or Positive Behaviour Plan, which is written with parents and carers and shared with the key staff involved with the child. The children will also have targets in place to help them to know what they are working on – these are shared on the Positive Behaviour Plan.

The school offers social skills interventions, such as Nurture Groups, PSHE lessons, 1:1 sessions and drawing and talking. Each child's needs are considered individually. The school runs a 'Lunch Club' to support those children who find lunchtimes difficult or overwhelming.

The school also has a sensory room which can be used to support children.

All children's behaviour is responded to consistently in line with the school's Behaviour Policy. The school uses a restorative approach to behaviour. Please refer to the school Anti-Bullying Policy for more details on our approach to incidences of bullying.

The Planning Cycle

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs throughout the year. This will start at the beginning of the year as part of our enhanced transition for SEND pupils. Pupils' needs will be reviewed on a termly basis through the outcomes of 'Provisions' and 'Plans' on Provision Map. Further analysis of need will draw on:

- The teacher's assessment and experience of the pupil;
- Their previous progress and attainment or behaviour;
- Other teachers' assessments, where relevant;

- The use of Target Tracker and formal assessments;
- The individual's starting point;
- The views and experience of parents and carers;
- The pupil's own views;
- Advice from external support services, if relevant.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the interventions and provisions and their impact on the pupil's progress. These will be done on a termly basis.

The school uses Provision Map to gather information and results of baseline assessments available within school to try to find out where a child's difficulties lie. This information will be shared with parents and carers.

If a child is placed on the SEN register as SEN Support, a Plan is created on Provision Map and will be reviewed regularly with parents and carers.

At least twice a year, we will also work with the child's parents and carers to find out what they think and how they feel about the progress being made in order to review the plan. Any external agency assessments will be shared with parents and carers and a plan put in place to support their child.

We may send extra activities home, with parental permission, so parents and carers can continue the support at home and their child can share what they are doing at school. Parents and carers are welcome to come into school if they require any support with their child at home; parents and carers can arrange an appointment with the SENDCO via the school website. The weekly Latest News for parents and carers will have SEND updates which may signpost parents and carers to local support, advice and strategies to help their child at home.

Parents' and carers' evenings occur in the Autumn and Spring terms and a formal mid-year and end of year report will be sent home.

Expertise and training of staff

Mrs Krupa Nanda is the SENDCO and has accomplished the Accredited SENDCO Award at Northampton University (2022-23). She has a rich experience of working with SEND pupils and has been a class teacher at ARH for over 10 years. Mrs Nanda can be contacted on 0116 262 4003.

SEND training is updated regularly in line with new changes to guidance, policies and the needs of the school.

Key staff have had First Aid Training, Team Teach and we have Mental Health First Aiders in the school.

Key staff, who work specifically with named children, have targeted training to meet the individual needs of the children that they support. This training is reviewed and updated regularly.

Examples of this training are;

- Visual Support Systems
- Autism Awareness Course
- Speech, Language and Communication Training
- Precision Teaching
- Phonics
- Truggs
- Nessy
- Colourful Semantics
- Makaton

Working with other agencies

We work with a range of external agencies so that we are best able to support pupils with a wide range of needs. Some of the agencies we work with are:

- Special Needs Teaching Service (SNTS)
- Hearing Impairment Team (HI)
- Visual Impairment Team (VI)
- Social, Emotional and Mental Health Team (SEMH)
- Learning, Communication and Interaction Team (LCI)
- Educational Psychology Service (EPS)
- Special Education Service (SES)
- Speech and Language Therapy (SALT)
- Physiotherapy
- Occupational Therapy
- School Nurse
- Education Welfare Officer
- Early Help

School Accessibility

Alderman Richard Hallam Primary School is an old building with new extensions but it has access to many classrooms through external doors. Key areas of the school have ramps to allow children to access key rooms. The school has two disabled toilets, one of which contains a hoist, a changing table and shower area.

For more information on this, please see our school's SEND Accessibility Plan which is available from the school office on request and can be found on the school [website](#).

Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of support for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals on their plan each term.
- Reviewing the impact of provisions and interventions each term.
- Using pupil questionnaires and pupil conferencing yearly.
- Informal monitoring by the SENDCO, such as learning walks, check-ins and talking to staff.
- Using Provision Map to measure progress.
- Holding annual reviews for pupils with EHC plans. Children are interviewed and asked to provide their thoughts and suggestions for annual reviews of EHC plans. They will be asked to attend the meeting if they feel happy to do this.
- For further information regarding the monitoring of SEND, please see Appendix 3.

Parents' and Carers' Support and Involvement

Parents and carers can support their child by ensuring they get to school on time and that their attendance is good.

By attending parents' and carers' evenings and working closely with the school, we can ensure that each child has the best opportunities at school. Parents and carers should make every effort to attend the parents' and carers' year meetings that are offered twice yearly to share concerns and understand expectations.

Parents and carers should ensure that they keep the class teacher informed of any concerns or anything at home that occurs that may impact on their child's behaviour or learning.

To best support their child, parents and carers should provide lots of opportunities for their child to read on a daily basis, play games, undertake number and money activities, write and engage in lots of talking and asking questions. They should ensure their children complete any home learning set.

We offer workshops and opportunities to come into school at various points in the year so parents and carers should read through all communication from the school, including our weekly Latest News for these events.

Staff are always happy to help and give ideas if any parents or carers require further information.

Supporting pupils with transitions

We know that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If a child is moving to another school:

We will contact the school SENDCO and ensure they know about any special arrangements or support that needs to be made for SEND children.

We will make sure that all records about SEND children are passed on as soon as possible.

Where possible, SEND children will visit their new school on several occasions and, in some cases, staff from the new school will visit them at ARH.

When moving classes within school:

All important information will be shared with the new teacher through teacher meetings.

We ensure SEND children have the opportunity to visit their new classroom and meet their new teacher. These opportunities can be formal introduction where required, or informal, such as taking a message, sharing a book or showing their work to their new teacher.

Children with complex SEND, or with anxiety issues, are given a Transition Photo Book which includes staff, key areas and the new classroom associated with the new year group. These are shared at school and then at home in order to ensure children are prepared with the move.

To Secondary School:

The SENDCO has a meeting with the SENDCO of the other school, and the needs of our SEND pupils joining them are discussed. The Year 6 teachers discuss the child's needs with our Secondary school colleagues. The school will invite the SENDCO to any Annual Reviews or any other review meetings. A transition plan will be put in place by the Secondary school.

If it will be beneficial, additional transition visits can be arranged for SEND pupils by the two schools.

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our Breakfast Club, After School Club and other extra-curricular clubs.

We endeavour to make all activities accessible for all. Where there may be some extra arrangements to be made, parents and carers can arrange to meet with the club leader to ensure safety and inclusivity for their child.

Where appropriate, risk assessments will be completed for children with additional needs to ensure their safety on attending external trips.

Complaints about SEND provision

The school's Complaints Policy should be followed where a parent or carer is not happy with the provision in place in the school. They should first speak to their child's class teacher. It is best to make an appointment to see them before or after school.

If they wish to arrange a meeting with the SENDCO, please telephone to book an appointment via the office on 0116 262 4003.

If they are still not happy or feel that their complaint has not been dealt with appropriately, please contact Ms Kedzior (Headteacher) on 0116 262 4003. A letter or email to the school office outlining concerns can also be sent to Ms Kedzior at office@aldermanricharhallam.leicester.sch.uk.

If a parent or carer wishes to make a formal complaint, this must be put in writing (as per the school Complaints Policy) to Ms Kedzior or our SEND Governor, Mr Robin Marston.

Contact details of support services for parents and carers of pupils with SEND

Support Service	Contact Information
SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service)	0116 257 5027 www.sendiassleicester.org.uk
School Nurse	0116 2943099
ADHD Solutions	0116 261 0711 https://adhdsolutions.org/
National Autistic Society	www.autism.org.uk
Dyslexia Action Leicester	leicester@dyslexiaaction.org.uk
Barnados	www.barnados.org.uk
NSPCC	www.nspcc.org.uk
The Laura Centre (Bereavement)	www.thelauracentre.org.uk
<u>Local Offer Link</u> 'My Choice' is a directory for care and support products and services for people living within the Leicester City area and is an invaluable source of support.	https://mychoice.leicester.gov.uk

Report Compliance

This report is compliant with the following legislation:

- Section 69 (2) of the Children and Families Act 2014 which sets out schools' responsibilities for pupils with SEN and disabilities.

- Regulation 51 and Schedule 1 of the SEND Regulations 2014 which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.
- Special Educational Needs and Disability (SEND) Code of Practice, Section 6 2014.

Monitoring arrangements

This information report will be reviewed by Mrs Nanda **annually**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

Appendix 1: SEND Graduated Approach

SEND Graduated Approach and Identification Process

Concerns regarding a child can be triggered for a number of reasons, such as:

- Making little or no progress compared to peers with similar baselines, attainment gap is not closing or fails to match previous progress rates.
- Work at levels below others of a similar age – two academic years below
- Show persistent social, emotional, mental health or behavioural difficulties
- Have sensory or physical problems which hinder progress
- Experience communication or interaction difficulties, which require an individual specific intervention in order to achieve access to learning
- Show difficulty developing literacy or numeracy skills

Concerns regarding a child who may have SEND fall into 4 categories:

1. Communication and interaction (Speech and Language, Autistic Spectrum Disorders)
2. Cognition and learning (Specific Learning Difficulties, General Learning Difficulties)
3. Social, emotional and mental health difficulties (including behavioural difficulties)
4. Sensory and/or physical difficulties (Hearing or Visual Impairment, Physical or Medical Needs)

Step 1 – Element 1 – Assess, Plan, Do and Review.

- Teachers have a concern.
- Pupils will be closely monitored by staff in order to gauge their level of learning and possible difficulties. Pupil has short-term interventions recorded on Provision Map and discussed at Pupil Progress – child is identified as a Key Child to Watch.
- The teacher will take steps to provide adapted and/or differentiated learning opportunities that will aid the pupil's academic progression and will work to better understand the provision and teaching style that needs to be applied. Support will be gained from key staff for other areas of concerns that need addressing, i.e. safeguarding, attendance, behaviour lead, mental health first aider etc. A document called the 'SEND Early Identification Investigation' may be used by the school to gather more information about the child. See the SEND Policy for the template.
- Quality first teaching is in place.
- The SENDCo will be consulted as needed for support and advice and may wish to observe the pupil in class. MIN strategies to be shared.
- Discussions will be held between the class teacher and the SENDCo to determine if further provisions are necessary to support the pupil.
- PARENTS/CARERS ARE INFORMED OF THE CONCERN – recorded on Target Tracker but not in writing to parents. This **does not** automatically place the child onto the SEND register.

Step 2 – Element 2 – Assess, Plan, Do and Review.

- The child has had quality first teaching, differentiated work, short-term interventions and the teacher has tried changing teaching style for a sustained period, at least one term.
- The child has not responded in the way teachers would like – no noticeable improvement.
- The parents/carers together with SENDCo review this and **the child is formally placed onto the register**. Parents/carers receive confirmation in writing from SENDCo.

- A complete assessment screening is completed. This includes a PM Benchmark, BPVS, Nessy Dyslexia Test, Boxall Profile and Sandwell tests. Data inputted on Provision Map on a Plan.
- Teachers complete Plan on Provision Map. This is created once and reviewed three times per academic year. This is created in liaison with support staff, the SENDCo, the child and can be shared with their parents/carers. This will specify the child's areas of need, strengths and difficulties and all support and interventions (provisions) in place. It will set clear and achievable (SMART) targets for the child and will be reviewed on a termly basis and shared regularly with the child's parents or carers. A Passport is also completed on Provision Map to aid transition.
- SIMs and Target Tracker are updated to reflect this change by SENDCo.
- The child will be entitled to receive targeted interventions, reviewed each term; adapted or differentiated work, additional learning resources where appropriate and support where appropriate in class. External agencies may be involved.

Definition of SEN in Code of Practice 2015 (pages 15/16)

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

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

Step 3 – Considerations for Element 3

- For many pupils the amount of support given at Step 2 will be effective in raising attainment, providing support and closing the gap between the pupil and their peers.
- However some pupils may have enduring and complex needs which go beyond the support in Step 2 and therefore we can apply for further funding for extra support. As a school, we must show that we have:
 - Implemented 'additional to and different from' provision as identified in Step 2 of this document
 - Drawn 'additional to and different' from (e.g. interventions) provision from proven programmes/activities delivered individually, small group or in class
 - Drawn up individual targets with regular monitoring and review
 - Delivered programmes/interventions regularly with staff with a high level of competence and implemented for at least 18 months
 - Involved parents/carers in drawing up the provision, its monitoring and review
 - Involved external agencies in identifying suitable provision needed and advice
 - Ensured programme promotes individual's strengths, interests and independence
 - Consistently implemented the advice from external agencies
 - Reviewed that provision on a regular basis and changed / altered as needed
 - Tracked and recorded the outcomes of the provision on Provision Map
 - Involved the pupil in decisions regarding the provision – Provision Map Passports
- An application for Element 3 funding can then be completed.

Step 4 – Element 3

- Using evidence from Provision Map and Target Tracker, SENDCo along with the parents and carers of the child complete an Element 3 application for additional funding.

- Following a positive outcome, the school will endeavour to follow the needs outlined in the statement. This may require additional adults to be employed to work with the child for some of the time they are in school. Funding can also be used for specialist resources.
- Element 3 funding is yearly and can be applied for 3 times. There are 3 bands of support available and this is decided by the LA and SES.

Step 5 – EHCP

- If a pupil has significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent or carer. This will occur where the complexity of need or a lack of clarity around the needs of the pupil are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.
- The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review involving parents/carers, the SENDCo and the child's teacher.
- The application for an Education, Health and Care Plans will combine information from a variety of sources including: Parents and carers, Teachers, SENDCo, Social Care, Health professionals
- Information will be gathered relating to the current provision and a summary of any action points taken; the preliminary outcomes of the targets set form the basis of the profile. A decision will be made by a group of people from education, health and social care about whether the pupil is eligible for an EHC Plan. Parents and carers have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.
- Further information about EHC Plans can found via the SEND Local Offer:
<https://families.leicester.gov.uk/send-local-offer/>
- There is a 6-stage process for acquiring an EHCP:
 1. Request for a statutory assessment
 2. Statutory Assessment Request Decision Meeting
 3. Introductory Meeting or Family Meeting
 4. Resource Allocation Panel
 5. Process to agree final EHC Plan
 6. Implementation Meeting

APPENDIX 2: Provision Graduated Response

Provision Graduated Approach APPENDIX 2



APPENDIX 3: Monitoring Graduated Approach

Monitoring Graduated Approach

APPENDIX 3

