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# SPECIAL EDUCATIONAL NEEDS POLICY

**Name of School: Headlands Primary School**

**Person(s) Responsible:**

**Governor responsible for Special Needs, Inclusion Manager,  
Curriculum Sub Group and Governing Body as a whole**

**Review Date: October 2013**

**Distribution: Governors and whole staff**

**Web Page: [www.headlandsprimary.co.uk](http://www.headlandsprimary.co.uk)**

Reviewed September 1993 by Mrs. S. Deane

Policy formulated September 1994 - March 1995 with reference to The Code of Practice by Mrs. S. Deane, Miss J. Humphrey (SN Governor) and Mrs. S. Deighton (INCLUSION MANAGER).

Reviewed March 1996 by Mrs. Sue Deighton.

Reviewed June 1997 by Mrs. Sue Deighton

Reviewed March 1998 by Mrs. Janet Clarke and Miss Janet Humphrey (Governor) - Minor changes

Reviewed March 1999 by Mrs Janet Clarke and Mr Phil Domingo (Governor) - Minor changes.

Reviewed September 2000 by Mrs Sue Deighton with minor alterations pending the implementation of the new Code of Practice

Reviewed May 2001 by Sue Deighton – Minor alterations pending the implementation of the new Code of Practice due in September 2001. Amendments to pages 3, 5 and 6.

**Complete alteration May 2002 – Now in line with new Code of Practice by Andrew Lakatos and Mrs V Vass (Governor)**

Reviewed March 2003 by Andrew Lakatos, Margaret Brown and Mrs V Vass (Governor) – Minor changes throughout, new pro-forma for RSA and Educational Advice. School name changed to Headlands Primary School.

Reviewed March 2004 by Margaret Brown and Viv Vass. Change of Inclusion Manager name, new leaflet for children's views, section on children with medical needs.

Reviewed March 2005 by Margaret Brown and Viv Vass. Change of Headteacher's name and name/address of other professionals. New working record sheet, new Early Years IEP. IEP to show if additional time allowed. Update to gifted and talented and medical details sections. Addition of Equal Opportunities statement.

Reviewed October 2005 by Margaret Brown and Viv Vass. Stages of Special Need made easier to understand. Professionals updated. Details on behaviour transferred to Behaviour Policy. Details of medical matters transferred to Administration of Medicine at School Policy.

Reviewed October 2006 by Margaret Brown and Viv Vass. Professionals and IEP forms updated, appendices renumbered. References to speech and language unit deleted.

Reviewed October 2007 by Sue Deighton, Viv Vass and Janice Barker

Reviewed November 2007 by Sue Deighton. Minor amendments.

Reviewed October 2008 by Sue Deighton and Janice Barker, Special Needs Governor. Amendments to page 3,6,8,9,10, 11 and 12

Reviewed July 2009 by Sue Deighton and Janice Barker, Special Needs Governor. Amendments to pages 2, 3, 6, 8, 9, 10, 11, 12 and appendices.

Reviewed October 2011 by Sue Deighton and Janice Barker, Special Needs Governor, amendments to pages 6, 7, 9, 11, 12, 13, 14, 15, 18, 22, 27, 28, 34, 37, 40, 46, 47 and 48.

## **Equal Opportunities**

At Headlands Primary School we value every child. We seek to provide a rich and relevant curriculum for all pupils, regardless of gender, race, ethnicity, religion, disability etc. The curriculum taught will prepare our children to become full and active citizens in an ethnically and culturally diverse society.

We recognise that all children have learning needs and that for some of these children these needs become special educational needs. We have adopted The Revised Code of Practice (Department for Education and Skills 2001) and aim to follow its guidance and recommendations as closely as possible and in conjunction with Northamptonshire County Council Special Educational Needs policy.

## **Objectives**

The school aims to provide a rich and relevant curriculum for all pupils, regardless of gender, race, ethnicity, religion, disability etc. The curriculum taught will prepare our children to become full and active citizens in an ethnically and culturally diverse society and includes:-

- 1) Access to a broad and balanced curriculum suited to their aptitudes.
- 2) A range of resources to ensure they reach their full potential.
- 3) Targeted support that is 'in addition to' or 'different from' others that are generally available to other members of the class.
- 4) A support programme involving parents and teachers working together.
- 5) A range of Staff (including Teaching Assistants) that have a broad range of competencies (developed through training) to facilitate each individual's learning.
- 6) A forum in which each individual child has the right to identify their own needs

## **Identification**

The Revised Code of Practice (Department for Education and Skills 2001) clearly defines children who have special education need as children who have  
*'a learning difficulty which calls for special educational provision'*

***Children have a learning difficulty if they either:***

- a) Have a significantly greater difficulty in learning than the majority of children of the same age.***
- b) Have a disability, which prevents and hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.***

At Headlands Primary School there are a number of triggers we use to identify children whose needs are reflected by the above criteria. They are numbered below:

- 1) If a child achieves a significantly low level of attainment on baseline entry assessments or end of year assessments.
- 2) If a child makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness.
- 3) If a child shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment.
- 4) If the child has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- 5) If the child has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.
- 6) If a child presents emotional or behavioural difficulties that are not improved by the behavioural management techniques usually employed by the school. These groups will be led by the Learning Mentor.
- 7) If the child is not making adequate progress, given what is reasonable to expect from that child.

- 8) If a child moves to Headlands from another school and already has an IEP in place this will be continued using advice given by previous teachers and reviewed at the end of that term.

Adequate Progress can be defined as progress which:

- a) closes the attainment gap between the child and their peers
- b) prevents the attainment gap growing wider
- c) is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- d) matches or betters the child's previous rate of progress
- e) ensures access to the full curriculum
- f) demonstrates an improvement in self-help, social or personal skills
- g) demonstrates improvements in the child's behaviour

When identifying special educational need in children for whom English is an additional language, special care is taken to assess the level of their need related to their academic ability not their ability to communicate in English. The school uses the document 'The Assessment of Bilingual Pupils who may have Special Educational Needs. (Northamptonshire County Council)', which is located in the library resource area, to help accurately assess such children?

### **Gifted and Talented Children**

In addition to children who have special educational needs due to difficulties they exhibit, Headlands Primary School also recognises those children who have special educational needs due to their 'outstanding' abilities.

A gifted child is defined as one who has ability in one or more subjects in the statutory curriculum other than art, design and technology, music and physical education.

A talented child is defined as one who has ability in art, design and technology, music, physical education, dance or drama.

It is important to recognise that a more able child may also be poorly motivated, have a short concentration span or poor social skills.

Identification may be brought about by teacher assessment and judgement or by evidence from out of school activities. This may be strengthened by discussion with colleagues, on-going assessment using differentiated and open ended tasks.

The Qualifications and Curriculum Authority has issued information to assist the teacher in identifying 'gifted' children.

There is a separate policy for [Gifted and Talented](#) children.

## **The Process**

Should a teacher feel that a child in their class has a learning difficulty or is exceptionally able in one or more areas (as outlined on page 1) they will seek the advice of the Inclusion Manager. If, following discussion with the Inclusion Manager, both the teacher and the Inclusion Manager feel that the child would benefit from support that is *additional to or different from* that given to other children in the same class or set, then the teacher is asked to complete provisional targets on an Individual Education Plan (IEP) for the child. During this initial target setting the teacher will liaise with the child and parents/guardians to discuss the areas/nature of difficulty that their child is exhibiting.

The parent/guardian will sign the IEP to acknowledge this meeting has occurred and to secure their commitment in helping their child. If the parent/guardian does not agree to this additional support then the view of the parent/guardian is final and they must indicate so on the form provided. We strongly recommend that parent/guardian allow the school to provide additional support for their child, however, we do respect their views and wishes as legal guardians/parents.

## **Early Years/School Action**

Children in the Foundation stage are deemed to be at Early Years Action, if no outside professionals are involved, apart from one-off consultations.

Similarly, children in Year 1 and above are at School Action, if no outside professionals are involved, apart from one-off consultations.

## **Early Years/School Action Plus**

If children have some involvement from professionals outside the school then they are at either Early Years Action Plus or School Action Plus, depending on their age.

Other professionals may include:

- 1) Specialist teachers from Northampton Adult and Child Services – Inclusion.
- 2) Educational Psychologist
- 3) Speech and Language Services
- 4) Educational Welfare Officer
- 5) Behaviour and Curriculum Inclusion (BACIN)
- 6) Community Paediatrician
- 7) Kingsmeadow Project Co-ordinator
- 8) Physiotherapy Service
- 9) Child and Adolescent Family Service (CAFS)
- 10) Child Development Centre (CDC)
- 11) Learning Mentor (school based)

When appropriate to the needs of the individual child, such professionals will be invited to attend an Action Plus Review Meeting, along with the parent/guardian, to discuss the child's progress and to formulate other strategies that the teacher might employ to help the child achieve his/her targets (Appendix 1). This meeting will be formally minuted and copies circulated to all present (Appendix 2).

If a child has had no support or input from an external agency for one academic year, and also this is unlikely in the near future, the IEP (Individual Education Plan) will revert to Action level.

If following the intervention of external agencies all feel that the child is still not making sufficient progress then the school may consider applying to the County Council to Refer for Statutory Assessment (RSA). Such

a process involves presenting all information and support procedures currently in place to a panel of county officers (Appendix 3 and Appendix 4). If the county officers decided that the child has significant needs then they may issue a Statement of Educational Need. This document details clearly objectives that need to be covered and support arrangements that are to be put in place. Along with this detailed support document the school receives additional funding to provide a greater amount of support.

### **Post Statement Planning Meeting.**

Within 2 months of the issue of a Statement of Educational Need or the date a child first attends school, the school arranges a Post Statement Planning Meeting (Appendix 5). The purpose of this meeting is to set annual targets that will be transferred to an IEP once agreed by parents and any other external agencies that may be involved. This meeting will be formally minuted and copies circulated to all present (Appendix 6).

### **Statements of Educational Need**

Children under the age of five years who have statements of educational need will usually have half yearly reviews. Older children will usually have one Annual Review, but an interim review can be held if thought necessary. Parents are invited to attend all review meetings (Appendix 7) to discuss the report that the school has written that identifies targets for the forthcoming year (Appendix 8). In addition, parents and other relevant professionals will be invited to submit their own reports so that a balanced view of opinions can be shared at the meeting. The school uses the document 'Meeting the special individual needs of Three and Four Year Old Children in Northamptonshire by Northants County Council' as a reference when formulating decisions about children at this age (located in the library teachers resource area).

### **Annual Review Procedures**

The child's progress is now subject to annual review procedures. At the beginning of each academic year annual review dates are set for every child in the school that has a statement of educational need. The Inclusion Manager will arrange these dates so that the children due to change school during that year are reviewed first. All reviews will take place within 12 months of the previous review. Copies of these dates are sent to parents, County Council, Speech and Language Therapy Services, Community Paediatrician and any other agencies that may be appropriate.

Four weeks before the annual review meeting all relevant agencies and parents are sent a letter to remind them about the meeting and to encourage them to submit a report that will be circulated with the invitation that will follow (Appendix 9).

At least two weeks before the date of the annual review professionals and parents are sent an invitation to the annual review meeting (Appendix 10). This invitation will include:

- a) An agenda detailing the format of the meeting
- b) An evaluation of the targets agreed at the previous meeting
- c) A progress report of the child written by the relevant school staff
- d) Proposed targets for the forthcoming year.
- e) Copies of any reports provided by parents or other professionals

For children *who are capable of forming views*, (**The United Nations Convention on the Rights of the Child**), the Inclusion Manager or class teacher will discuss with the child how they feel they are progressing. Their views will be recorded and presented at the review meeting using the leaflet entitled "What I think," (Appendix 11). It may be appropriate for some children to attend part of the meeting.

At the meeting all persons present are invited to offer their views on the child's progress. Any reports that have been submitted are shared and parents have the opportunity to ask questions. The statement is reviewed to ensure it needs to be maintained and if so, to ensure it is still relevant and up-to-date. The new targets are

then discussed, amended if necessary, and then accepted. This forms the annual review report (Appendix 12). Any difference of opinion is recorded.

### **Individual Education Plans (IEPs)**

The amount of time received by an individual child working on different programmes of work and receiving increased levels of adult support will vary depending on their individual need. All support given to a child to address the targets identified on an IEP must be *additional to or different from* that given to the rest of the class.

An IEP provides the child with additional support which may be presented as:

- 1) A specific programme/s of work for that child to address the identified need/s
- 2) Focused Individual Teacher support alongside a group
- 3) Focused Individual Teaching Assistant support alongside a group
- 4) 1:1 support from a Teacher
- 5) 1:1 support from a Teaching Assistant

The IEP is a formal planning, teaching and reviewing tool. It is a working document to record key short-term targets and strategies for an individual pupil that are

*'different from'* or *'additional to'*

those in place for the rest of the group/class. To summarise, the IEP will include:

- 1) the short term targets set for or by the child
- 2) the teaching strategies to be used
- 3) the provision to be put in place
- 4) when the plan is to be reviewed
- 5) evaluation of targets
- 6) whether additional time (up to 25% for non-statemented children) is deemed to be required for internal/external assessments
- 7) time planned to be spent working on each target

The IEP should be discussed with the child and the parent/guardian; recognition of this discussion will usually be through a signature. The teacher is responsible for completing this form under the guidance of the Inclusion Manager.

The targets set on the IEP will be reviewed termly; this may be formally involving a range of external agencies with the parent/guardian and the Inclusion Manager (such meetings are minuted), or less formally involving the class teacher and parent/guardian (such meetings are not minuted)

The Inclusion Manager reviews the progress of all children by termly monitoring of the IEPs and/or working records or by observations as agreed with the headteacher in accordance with the "Curriculum Monitoring and Evaluation Policy." Should a teacher feel that strategies in place are not working effectively then they are encouraged to meet with the Inclusion Manager to review them at any time throughout the year.

Three examples of IEPs are provided at the rear of this document. The Pre-School Individual Education Plan (Appendix 13) will be used for children in Nursery. An IEP as shown in (Appendix 14i) will be used for a child receiving statemented levels of support and (Appendix 14ii) for a child receiving non-statemented levels of support. The IEP includes a target sheet showing the targets the child is working on each term. (Appendix 14iii). These targets are reviewed termly.

### **Working Record Sheets**

Following the agreement of the targets set on the IEP, the teacher transfers each target to a working record sheet. The purpose of this sheet is to track the progress each child makes against the target.

The individual working record shows the targets, how they will be addressed and what input parents are asked to make. These should be evaluated regularly so that targets can be adjusted if necessary, throughout the term. Children following a wave 3 intervention, (such as a spelling programme eg PAT), may have similar targets in which case a group working record sheet can be used, with each child's involvement clearly shown.

An example of each working record sheet can be found at the back of this policy. Individual Working Record (Appendix 15) and Group Working Record (Appendix 16).

### **Intervention Programmes**

The main intervention programmes used at Headlands Primary School are the 'PAT' spelling programme and the 'catch-up' reading programme. Results from the Salford and Vernon spelling tests are used to determine which children follow the programmes, when and for how long.

Catch-Up Programme – The majority of children who follow the programme have a reading age one year below their chronological age. A catch-up assessment is then carried out to determine at which level a child should work. Impact on their learning is clearly evidenced in the pupil progress booklets and tracking using class attainment grids and Salford reading results taken three times a year. The programme is used in Year 3 and upwards.

PAT Programme – children who have a significantly low spelling age are identified through the Vernon Spelling Test. A child should usually have a minimum gap of one year below their chronological age but this can be lower depending on the overall needs of the child. A PAT programme assessment then identifies the area of need and what spelling skills the child should work on.

Impact on each child's learning is clearly identified through the weekly records sheets, daily activity sheets, class attainment grids and Vernon spelling results taken three times a year. The programme is used in Year 2 and upwards.

Other programmes which are relevant to the needs of the children are used, when appropriate. The intervention programmes are delivered as far as possible at a time that most suits the child's learning needs. Care is taken to ensure that each child does not continually miss access to the same area of the curriculum over a period of time.

### **The Special Education Needs Coordinator**

The Inclusion Manager, in collaboration with the head teacher and governing body plays a key role in developing the strategic development of the SEN policy and provision in the school in order to raise the achievement of children with SEN. The Inclusion Manager works closely with teachers, parents and carers, and other agencies to ensure that every child receives the support necessary for them to achieve to the best of their potential. To summarise the key responsibilities of the Inclusion Manager at Headlands Primary School include:

- 1) Overseeing the day-to-day operation of the school's SEN policy.
- 2) Maintaining an up-to-date register of children receiving extra support for SEN.
- 3) Co-ordinating provision for children with special educational needs.
- 4) Liaising with and advising fellow teachers.
- 5) Monitoring the performance of all children on the special educational needs register.
- 6) Liaising with parent/guardian of children with special educational needs when necessary.
- 7) Contributing to the in-service training of staff.
- 8) Liaising with external agencies.
- 9) Maintain an up to date list of children's health details and ensure that inhalers and epipens are in school for use when needed. If parents do not supply an inhaler when asthma has been identified they will be asked to sign a letter to say that they are aware of the dangerous situation this may result in.

In addition the Inclusion Manager will have read-only access to the school database to allow her to perform searches when necessary (i.e. Medical conditions). The Inclusion Manager will also have access to the school's Child Protection register and may attend any meetings on behalf of any children, staff and school.

### **The Special Educational Needs Governor**

A nominated Governor/Governors is/are responsible for overseeing the provision provided by Headlands Primary School for all children with learning difficulties. These duties include:

- 1) Deciding the school's general policy and approach to meeting pupils' special educational needs.
- 2) Ensuring appropriate staffing and funding.
- 3) Ensure the necessary provision is made for pupils with SEN.
- 4) Ensuring that teachers in the school are aware of the importance of identifying and providing for, those pupils who have SEN.
- 5) Ensuring that a pupil with SEN joins in the activities of the school together with pupils who do not have SEN, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning need calls for and the efficient education of pupils with whom they are educated and the efficient use of resources.
- 6) To be involved with the developing and monitoring of the school's SEN policy.
- 7) To be knowledgeable about the schools SEN provision, including how funding, equipment and personnel resources are deployed.
- 8) Ensuring that SEN provision is part of the school development plan.
- 9) Ensuring the quality of SEN provision is continually monitored.

## **The Class Teacher**

The class teacher is responsible for the implementation of any targets that have been set during review meetings and as such must provide support which is '*additional to*' or '*different from*' normal classroom practices. As part of this management of the child's provision, teachers use Teaching Assistants and a range of resources and strategies to help enable the child. The Teaching Assistants support access to the curriculum both inside the classroom and in various other parts of the school including 1-1 group work in the DSP according to the needs of the child. At the end of each term the class teacher is responsible for evaluating the targets and setting subsequent targets for the following term. This evaluation will involve the parent/guardian and may involve the Inclusion Manager and/or external agencies if deemed necessary. The teacher is responsible for creating the IEP under the guidance of the Inclusion Manager if necessary. Teachers will collaborate with the new teacher to write IEPs for children with statements and particular needs when the children change year group.

## **The Teaching Assistants**

The Teaching Assistants are responsible for carrying out work under the direction of the Class Teacher. They are responsible for completing working record sheets for every child that has recognised SEN and evaluating each session. They liaise closely with the class teacher each day and help monitor the progress of each target.

## **The Parent/guardian and the Child**

Parents/guardians play a key role in promoting a culture of co-operation between school, child and others; they hold key information and have a *critical role* to play in their child's education. As such parents/guardians are asked to meet class teacher termly to discuss the evaluation of their child's progress and to agree new targets for the proceeding term. Following this meeting the targets are formalised and parents/guardians are offered a range of activities they should do. Recognition of this meeting takes the form of a signature on the IEP. The parents/guardians are then given a copy of the agreed targets.

The parent/guardian may also be invited to a formal review meeting where the new targets are discussed and set with external agencies. Such a meeting will only happen if the child is not making satisfactory progress given the support arrangements already in place, or if a child has significant special educational needs. If any parents have concerns about the school procedures they should refer to the school Complaints Policy.

## **Partnership with parents services**

The class teacher and/or Inclusion Manager will inform parents about the procedures the school is following. Whilst every attempt is made to ensure the parents feel assured, we acknowledge that parents may still feel over-whelmed or unsure. In this instance the school encourages the use of parent partnership services. Special Needs - Informed Parents (SNIP) offers a service to all parents, meeting with them at home and representing their views at meetings.

More information can be found at the back of this document (Appendix 17).

## **Special Facilities**

The **Designated Special Provision (DSP) Unit** is an inclusive provision provided by the school and caters for children with significant/severe learning and communication difficulties (including Autism). Staff within the unit have received training in the education of children with special needs, including Autism. For full information please see the DSP booklet.

The Inclusion Manager incorporates the roles of Head of DSP and SENCo and is trained in the teaching of children with severe learning difficulties and has received additional training in the assessment and teaching of children with communication difficulties. In addition DSP staff as a body have a wealth of experience and training. This expertise is available in both DSP and the main school, where appropriate. Children within the DSP are included throughout the school with support as appropriate. (See DSP booklet for more information)

The Head of DSP is responsible for liaison with parents and outside agencies and for the co-ordination of the review process for DSP children. At each Annual Review all present carefully consider whether Headlands DSP is still the most appropriate placement for the child. In some cases it may be appropriate for the child to move to another setting or alternatively for the child to remain at Headlands with a Statement in the mainstream, with the continued support of DSP staff if needed.

## **Continuous Professional Development**

The Continuous Professional Development Co-ordinator liaises with the Inclusion Manager regularly to ensure the ongoing acquisition of the skills and knowledge of all staff as appropriate.

## **Behavioural Difficulties**

The behaviour policy clearly details the schools philosophy and procedures when dealing with children who exhibit challenging behaviour.

A behaviour checklist (Appendix 18) is used by teachers to identify priority areas of concern. For some children the school-wide system we adopt is not effective. This could result in the child being placed on the schools special educational needs register and having specific behavioural targets to achieve. If this is the case then the procedures followed are in line with those that are followed by a child who has special educational needs for academic difficulties.

This includes the school seeking the support of external agencies that specialise in behavioural difficulties, such as BACIN (Behaviour and Curriculum Inclusion). This may result in such personnel working alongside the child encouraging appropriate work behaviours and/or playground behaviours. Such support is limited to up to 8 week blocks and then reviewed. It is expected that teaching assistants and teachers will use the expertise and skills exemplified by the behavioural support personnel and incorporate them into their class practice. The school has a Learning Mentor who works with groups throughout the year on self-esteem and social .

The school encourages the use of a support programme offered by Kings Meadow School, for children in the Foundation stage, "Ready for School," or Key Stage 1, "Learning to Grow." In summary, this support includes:

- 1) A selection procedure – not all children are eligible
- 2) A parental commitment – parents must attend sessions at Kings Meadow School
- 3) Once a week teaching sessions at the school – parents need to transport their child
- 4) High levels of specialist support – On average 8 children to 3 adults.
- 5) Commitment from the class teacher to attend specific sessions at Kings Meadow School
- 6)

## **Financial Resources and Audit of Special Needs**

Each Autumn the Inclusion Manager will conduct a whole school appraisal to identify children who would benefit from an Individual Education Plan. Children's academic achievements during the previous year will be compared alongside their peers to see whether any extra support is needed. All children still receiving support from outside agencies, such as the Speech and Language Service, will be included on the special educational needs register automatically, as will all children with a statement of special educational need.

Statemented children within main school are provided with funding from Band D to Band E. This money is used to fund Nursery Nurse and/or Teaching Assistants to work alongside the child on specific targets that are set at annual review meetings.

Designated Special Provision funding is calculated by the County Council, using the total banding of the total admission group. It is paid directly into the school budget.

The Headteacher and Inclusion Manager will meet to review involvement with SEN children over the previous year.

## **Children with Medical Needs**

For further information see also "Administering Medicine at School" policy.

"Children with special medical needs will be considered on an individual basis and a health care plan tailored to their needs will be negotiated." (Health and Safety Policy.)

School will consult the community paediatrician, the school nurse and the child's General Practitioner to discuss the child's needs.

## **Transition Plans**

When SEN children transfer to other schools a transition plan is considered to meet their needs. This may not always be appropriate and some children are able to be included in the school procedures e.g. A small number of children who attend 'Ambassador Day'. This is an extra day at the new secondary school before Transfer Day with a familiar adult from Headlands. Children from the DSP can have a more detailed transition plan according to their needs. This includes transition during any time at school and not just Year 6 transfers. The transition plan is agreed with the receiving school and Headlands provide transport and adult support as necessary.

Name of Parent/Guardian  
Address

Date

Dear

Name and date of birth of child

A Review Meeting to discuss the progress of **child's name** will be held on **date and time**.  
Other professional bodies may be invited to attend ie IPS or Educational Psychologist and this will be indicated at the foot of this letter.

Please would you reply as to whether or not you will be attending.

Yours sincerely

Mrs S Deighton  
Inclusion Manager

Copies to:

Class Teacher –  
Educational Psychologist – Mr Nigel Trory  
Speech and Language Therapy Services –

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REVIEW MEETING

\*I/We \*will/will not be able to attend the Review Meeting for **child's name** on **date and time**. (\*Please delete as applicable).

Signed ..... Dated .....

**APPENDIX 2i**

Name of Parent/Guardian  
Address

Date

Dear

Name and date of birth of child

Please find attached the Minutes of the Review Meeting held on **date** for **Child's name**.

Yours sincerely

Mrs S Deighton  
Inclusion Manager

Copies to:

Class Teacher –  
Educational Psychologist – Mr Nigel Trory  
Speech and Language Therapy Services

<b>ACTION PLUS REVIEW MEETING MINUTES</b>
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Name of Pupil:	Dob:
Address:	Doa:
	NC Year:
School: Headlands Primary School	
Date of Review Meeting:	Time:

**1. Name and designation of those present at the review:**

Class Teacher -  
 Inclusion Manager – Mrs S Deighton  
 Educational Psychologist – Mr Nigel Trory  
 Speech and Language Therapy Services

Parents -

Apologies:

**2. Relevant Assessment Data:**

Salford Reading Age:  
 Chronological Age:  
 Vernon Spelling:  
 Behaviour Checklist:

	<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Mathematics</b>
Baseline:				
End of Year 1:				
End of Year 2:				
End of Year 3:				

**Developmental Strands (DELETE THOSE NOT APPLICABLE)**

Gives purposeful attention  
 Participate constructively  
 Connects up experiences  
 Shows insightful involvement



Name

Dob -

**6. Arrangements - Please outline the special provision which has been in place during the last TERM, including teaching and support arrangements, modifications/disapplications to the National Curriculum and access to ICT. Where appropriate, please include details of integration experience.**

is one of a mainstream class of children . He/she shares full time/part time LSA support with other child/ren.

**7. New Targets**

**8. Arrangements**

**9. Further Actions and Comments**

Signed .....

Designation .....

Date .....

**APPENDIX 3i**

Miss Merle Roach  
Senior Administrator  
Adult & Children's  
Services - SEN  
Springfield, Cliftonville  
Northampton NN1 5BE

Date

Dear Ms Roach

Name and date of birth of child

Please find attached the Referral for Statutory Assessment for **Childs Name**.

Yours sincerely

Mrs S Deighton  
Inclusion Manager

Enc

Copies to:

Parents -  
Class Teacher –  
Educational Psychologist – Mr Nigel Trory  
Community Paediatrician – Dr Shah

**EDUCATION ACT 1996  
REFERRAL FOR STATUTORY ASSESSMENT  
SUMMARY OF PUPIL DATA**

**PUPIL DETAILS**

SURNAME:	FORENAME(S):
ADDRESS:	KNOWN AS:
	DATE OF BIRTH:
	GENDER:
POST CODE:	FIRST LANGUAGE:
TELEPHONE NO:	ETHNIC ORIGIN:

**PARENT/GUARDIAN DETAILS**

SURNAME:	FORENAME:
TITLE:	RELATION TO CHILD:
ADDRESS (if different from child):	
POST CODE:	TELEPHONE NO:
FIRST LANGUAGE (if different from child):	
SURNAME:	FORENAME:
TITLE:	RELATION TO CHILD:
ADDRESS (if different from child):	
POST CODE:	
FIRST LANGUAGE (if different from child):	

**SCHOOL DETAILS**

CURRENT SCHOOL:	Date of admission:
PREVIOUS SCHOOL:	Date left (if within last 12 months):

**DATE REPORT DISCUSSED WITH PARENT(S)/GUARDIAN(S):**

**BY WHOM:**

### SUMMARY SHEET

NAME OF CHILD ..... DOB .....

SCHOOL .....

**Academic Attainments:**

(please attach any test results)

**Priority Areas of Need:**

Communication and Interaction

Cognition and Learning

Behaviour, emotional and social development

Sensory and/or physical functioning

(Please record in priority order)

**Actions Taken:**

School/Early Years Action

From:

To:

School/Early Years Action Plus

From:

To:

(Please attach relevant IEPS including evaluations)

**Involvement of Health and Social Care and Health Professionals:**

(please attach any reports)

**Involvement of Adult and Child Services - Inclusion staff:**

Name:

Dates:

(please attach any reports)

**Involvement of any other Professionals:**

Name:

Dates:

(please attach any reports)

**Involvement of Parents:****The ascertainable views of the child:****Signature of parent/guardian:****Date RSA discussed:****Signature of Headteacher/Inclusion Manager**

Miss Merle Roach  
Senior Administrator  
Adult & Children's  
Services - SEN  
Springfield, Cliftonville  
Northampton NN1 5BE

Date

Dear Miss Road

Name and date of birth of child

Please find attached the Educational Advice for **Childs Name**.

Yours sincerely

Mrs S Deighton  
Inclusion Manager

Enc

Copies to:

Parents -  
Class Teacher –  
Educational Psychologist – Mrs Lucy Farnworth -Jones

<p><b>EDUCATION ACT 1996</b></p> <p><b>EDUCATIONAL ADVICE</b></p>
---

**Pupil Surname** ..... **Forename(s)** .....

**Date of birth** ..... **Address** .....

**Gender** .....  
.....

**Current School** .....

**Address** .....

.....

.....

**Star date of placement for current School** .....

**CONTEXT**

**BACKGROUND**

**I Earlier Education History**  
**Previous Schools:**

**Attendance Record -**

**II Background Information**

**Family Details**

**Environmental Factors**

**Medical Information**

**CURRENT SKILLS AND ATTAINMENTS****1. Physical Development****General Health:****Gross Motor Control:****Fine Motor Control:****Vision:****Hearing:****2. Approaches and Attitudes to Learning****Self Image:****Confidence and Independence:****Motivational Factors:****Child's own view of progress:****3. Speech and Communication Skills****(Articulation Skills, Fluency of Speech, Willingness to communicate, Vocabulary, Comprehension, Language Structure)****4. Educational Attainments****5. Cognitive Development****(Reasoning, organisational and problem-solving skills)****6. Social Skills and Interaction****(School, home and elsewhere)****7. Behaviour****(Classroom, playground, outside school)****Exclusions:****8. Self-help and independence skills**

**RELEVANT HOME AND SCHOOL FACTORS**

**1. At school**

**Interventions:**

**Actions Taken:**

**2. At home**

**3. Record of attendance**

**SUMMARY OF SPECIAL EDUCATIONAL NEEDS**

**1. Skills levels and functioning in school setting**

**2. Identification of learning needs**

**3. Strategies used to date**

**4. Resources made available by the school through school-based intervention**

**5. Parental Involvement**

**6. Other Factors**

**SIGNATURE HEADTEACHER .....**

**SIGNATURE INCLUSION MANAGER .....**

**DATE .....**

Name of Parent/Guardian  
Address

Date

Dear

Name and date of birth of child

The Post Statement Planning Meeting for **child's name** will be held on **date and time**.

The main aim of the meeting is to discuss objectives that will be set in school for your child over the coming year. We would like parents to attend. Please do not hesitate to contact me if this time and date is unsuitable. I would be grateful if you would return the reply slip below.

Yours sincerely

Mrs S Deighton  
Inclusion Manager

Copies to:

Class Teacher -

..... ✂ .....

POST STATEMENT PLANNING MEETING

**\*I/We \*will/will not be able to attend the Post Statement Planning Meeting for child's name on date and time. (\*Please delete as applicable).**

Signed ..... Dated.....

Miss Merle Roach  
Senior Administrator  
Adult & Children's  
Services - SEN  
Springfield, Cliftonville  
Northampton NN1 5BE

Date

Dear Miss Roach

Name and date of birth of child

Please find enclosed the Minutes of the Post Statement Planning Meeting for **child's name** which took place on **date**.

Please put these documents together with those already circulated to form the complete Report.

Yours sincerely

Mrs S Deighton  
Inclusion Manager

Enc

Copies to:

**Copies to go to all those invited to attend the meeting**

MINUTES OF POST STATEMENT PLANNING MEETING
--

Name:	Dob:
Address:	Doa:
	NC Year:
	Banding:
Venue: Headlands Primary School	Date of Statement:
Review Date:	Time:

**1. Name and designation of those present at the meeting:**

**2. Relevant Assessment Data:**

Salford Reading Age:  
 Chronological Age:  
 Vernon Spelling:  
 Behaviour Checklist:

	<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>
<b>Mathematics</b>			
Baseline:			
End of Year 1:			
End of Year 2:			
End of Year 3:			

**Developmental Strands (DELETE THOSE NOT APPLICABLE)**

Gives purposeful attention  
 Participate constructively  
 Connects up experiences  
 Shows insightful involvement

Name

Dob -

Engages cognitively with peers  
 Is emotionally secure  
 Is biddable and accepts constraints  
 Accommodates to others  
 Responds constructively to others  
 Maintains internalised standards

**Diagnostic Profile (DELETE THOSE NOT APPLICABLE)**

(Using the Boxall Profile a child of (child's name) age is expected to score 1 against all criteria). Listed below are (child's name) most areas of need.

Disengaged  
 Self negating  
 Makes undifferentiated attachments  
 Shows inconsequential behaviour  
 Craves attachment /reassurance  
 Avoids/rejects attachment  
 Has underdeveloped/insecure sense of self  
 Shows negativism towards self  
 Shows negativism towards others  
 Wants grabs disregarding others

3. **School's view of progress, including success in working towards targets:**
4. **Parent's view of progress, including success in working towards targets:**
5. **Pupil's view of progress, including success in working towards this year's targets:**
6. **Parental involvement:**
7. **Targets:**

Signed ..... Designation.....

Date .....

Copies to be sent to all those invited to the Post Statement Planning Meeting and to the Area Business Manager at Adult and Child Services – Inclusion.

INVITATION TO THE HALF YEARLY REVIEW
--------------------------------------

Name:	Dob:
Address:	Doa:
	NC Year:
	Band:
School: Headlands Primary School	Date of Statement:
Date of Review Meeting:	Time:

I would like to invite you to attend the half yearly review of the above child.

The aims of the Review are:

- i. To review progress towards the objectives specified in the Statement.
- ii. To review progress towards the targets set by the Post Statement Planning Meeting.
- iii. To review the special provision, including National Curriculum modifications, and to specify the alternative arrangements where any part of the National Curriculum has been disappplied.
- iv. To consider the appropriateness of the Statement and agree on any amendments necessary or on a recommendation to discontinue the Statement.
- v. To review targets for the next half year and agree the arrangements for meeting those targets.

I enclose a copy of the agenda, a summary of this year's targets and a recent report from teaching staff, plus any other reports which have been submitted for the purpose of this review. If you wish to submit an additional report, please circulate it to those invited in advance of the review meeting.

We look forward to seeing you on **date**. Please confirm whether you will be able to attend.

Yours sincerely

Headteacher – Mr A Lakatos  
 Community Paediatrician - Dr Shah  
 Educational Psychologist – Mr Nigel Trory  
 Class Teacher -  
 Parents -  
 Speech and Language Therapy Services

Mrs S Deighton  
 Inclusion Manager

A G E N D A
-------------

1. Welcome and apologies for absence.
2. School's view of progress, including success in working towards this year's targets.
3. Parent's view of progress, including success in working towards this year's targets.
4. Pupil's view of progress, including success in working towards this year's targets.
5. Have there been any significant changes in the pupil's needs, as outlined in the Statement, over the last half year?
6. Outline of special provision which has been in place during the last half year, including details of ICT provision and integration experiences, where appropriate.
7. Is the current special provision appropriate to the pupil's needs?  
If not, what changes are recommended?
8. Preparation/review of the Transition Plan (for pupils aged 11 and above).
9. Priority areas and targets in these areas to be met during the coming half year, including ICT provision and integration experience, where appropriate.
10. Does the Statement need to be maintained? If so, are there any amendments or changes needed? Is transport still needed?
11. Further actions or comments.

WORKING TARGETS
-----------------

Name  
Address

Dob -  
Doa -

**HALF YEARLY REVIEW TO BE HELD ON .....**  
**SCHOOL REPORT**

**PHYSICAL DEVELOPMENT**

**Gross**

**Fine**

**PERSONAL AND SOCIAL DEVELOPMENT**

**LANGUAGE, LITERACY AND COMMUNICATION**

**MATHEMATICAL DEVELOPMENT**

**CREATIVE DEVELOPMENT**

**KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

**GENERAL COMMENTS**

Signed ..... Mrs S Deighton  
Inclusion Manager

Signed ..... Class Teacher

Date .....

**APPENDIX 7iv**

Name  
Address

Dob -  
Doa -

**PROPOSED TARGETS SET IN .....**

Miss Merle Roach  
Senior Administrator  
Adult & Children's  
Services - SEN  
Springfield, Cliftonville  
Northampton NN1 5BE

Date

Dear Miss Roach

Name and date of birth of child

The Half Yearly Review Report for **child's name** which took place on **date** is enclosed.

Please put these documents together with those already circulated, to form the complete Report.

Yours sincerely

Mrs S Deighton  
Inclusion Manager

Enc

Copies to:

HALF YEARLY REVIEW REPORT
---------------------------

Name of Pupil:	Dob:
School:                   Headlands Primary School	NC Year:
Address:	Band:
	Date of Statement:
Date of Annual Review Meeting:	Time:

**1. Name and designation of those present at the half yearly review:**

Inclusion Manager – Mrs S Deighton  
 Class Teacher –  
 Parents –

Apologies:

**2. School's view of progress, including success in working towards this year's targets:**

**3. Parents' view of progress, including success in working towards this year's targets:**

**4. Pupil's view of progress, including success in working towards this year's targets:**

Name of child

Dob -

5. **Significant changes in the pupil's needs, as outlined in the Statement, over the last half year.**

6. **Please outline the special provision which has been in place during the last year, including teaching and support arrangements, modifications/disapplications to the National Curriculum and access to ICT. Where appropriate, please include details of integration experience.**

is one of a mainstream class of children . He/she shares full time/part time LSA support with other child/ren.

7. **Changes to the current provision.**

8. **Transition Plan (for pupils aged 11 and above) - please prepare or revise as necessary and attach to the review report.**

9. **Priority areas and targets in these areas to be met during the coming half year, including access to ICT and integration experience, where appropriate:**

10. **Does the Statement need to be maintained? Yes**

**Amendments/changes to the Statement:**

**Part 1 - Biographical details**

**Part 2 - Special Educational Needs**

**Part 3 - Special Educational Provision**

**Part 4 - Placement (where there is no significant change)**

**Part 5 & 6 - Non-Educational Needs and Provision (including transport)**

11. **Further actions and comments:**

Signed ..... Designation .....

Date .....

Copies to be sent to all those invited to the Half Yearly Review meeting and to the Area Business Manager at Adult and Child Services – Inclusion.

Name of Parent/Guardian  
Address

Date

Dear

Name and date of birth of child

The Annual Review of **child's name** Statement will be held on **date and time**.

In order to ensure your views and opinions are reflected in your child's targets we would like to encourage you to write your own report using the guidance enclosed. (This is optional, but is very useful for the school).

If you wish to submit such a report please could you forward it to me no later than **date**.

Yours sincerely

Mrs S Deighton  
Inclusion Manager

Copies to:-

Class Teacher –  
Speech and Language Therapy Services  
Educational Psychologist – Mr Nigel Trory  
Community Paediatrician – Dr Shah

**THE ANNUAL REVIEW OF YOUR CHILD'S STATEMENT  
OF SPECIAL EDUCATIONAL NEEDS**

**GUIDELINES FOR GIVING YOUR VIEWS**

Before the annual review of your child the school will ask you for your views of the progress made by your child over the past year. You will be asked to give your views in writing. You could ask someone to help you write down your views, for example your Named Person, a friend or relative.

The following headings are to guide you in giving your views. Do not feel that you have to write something for all of these, just say what you feel is important and leave out the parts which you don't feel apply in your child's case.

**A. PROGRESS MADE**

Comments on progress your child has made and any concerns about your child's behaviour or development in the following areas:

**GENERAL HEALTH** - eating and sleeping habits, general fitness, absences from school, minor ailments, serious illness/accidents, medicines or special diets, general alertness, tiredness, signs of use of drugs, smoking, drinking, glue sniffing, etc.

**PHYSICAL SKILLS** - walking, running, climbing, riding a bike/ football/other games, drawing pictures, writing, doing jigsaws, using construction kits, household gadgets, tools and sewing.

**SELF-HELP** - dressing, making beds, washing clothes, keeping room tidy, coping with day to day routine, general independence (getting out and about).

**COMMUNICATION** - level of speech, explains, describes events/people, conveys information (e.g. messages to and from school), joins in conversations, uses the telephone.

**PLAYING AND LEARNING AT HOME** - how he/she spends time, watching TV, reading for information or pleasure, hobbies, concentration, sharing.

**ACTIVITIES OUTSIDE** - belongs to clubs, sporting activities, happy to go alone.

**RELATIONSHIPS** - with parents, brothers, sisters, friends, other adults, at home generally and 'outside' generally. Is your child a loner?

**BEHAVIOUR AT HOME** - co-operates, shares, listens to and carries out requests, helps in the house, offers help, fits in with family routines and 'rules'. Moods good and bad, sulking, temper tantrums, demonstrative, affectionate.

**GUIDELINES FOR GIVING YOUR VIEWS - continued**

AT SCHOOL - relationships with other children and teachers, progress with reading, writing, number, other subjects and activities at school. How the school has helped/not helped with your child.

What do you think contributed to the progress/lack of progress that your child has made in these areas?

**B. SUPPORT FOR YOUR CHILD FOR THE NEXT TWELVE MONTHS**

1. AREAS IN WHICH YOUR CHILD NEEDS EXTRA HELP - medical needs, physical skills, self-help skills, communication, reading, writing, number, other subjects, behaviour, social skills/friendships.
2. THE TYPE OF EXTRA HELP YOUR CHILD NEEDS AT SCHOOL - within the classroom, outside the classroom, in practical lessons only, in lessons involving reading and writing only, in a small group, individually, from a teacher/speech therapist/ physiotherapist/classroom helper/teacher of the hearing impaired/teacher of the visually impaired, etc.
3. HOW YOU CAN HELP - with homework, with reading/writing etc., with self-help tasks, by going to outside groups or activities, by going to meetings, by talking to school staff, would you like more information about how you could help, with whom would you like more contact?

**C. YOUR CHILD'S VIEWS**

1. AT THE REVIEW MEETING - would you like your child to attend for all of the meeting, for part of the meeting, not attend the meeting.
2. GIVING HIS/HER VIEWS - will your child need to give his/her views in writing/verbally, helped by his/her class teacher/ Named Person/friend or relative/you, etc.
3. WORRIES AND CONCERNS - what does your child enjoy doing? What does your child feel he/she is good at? What does he/she find easy or difficult at school? What are your child's worries or concerns?

**D. OTHER REPORTS**

1. Do you have any other reports which you would like to be considered at the review meeting?
2. Is there anyone else you would like to attend the review meeting or submit a report, in addition to those listed in the enclosed information?

INVITATION TO THE ANNUAL REVIEW
---------------------------------

Name:	Dob:
Address:	Doa:
	NC Year:
	Banding:
Venue: Headlands Primary School	Date of Statement:
Review Date:	Time:

I would like to invite you to attend the Annual Review above.

The aims of the review are:

- i) To review progress towards the objectives specified in the Statement.
- ii) To review progress towards the targets set by the Post Statement Planning Meeting and/or previous Annual Review Meeting.
- iii) To review the special provision, including National Curriculum modifications, and to specify the alternative arrangements where any part of the National Curriculum has been disapplied.
- iv) To consider the appropriateness of the Statement and agree on any amendments necessary or on a recommendation to discontinue the Statement.
- v) To set new targets for the coming year and agree the arrangements for meeting those targets.

I enclose a copy of the agenda, a summary of last year's targets and a recent report from teaching staff, plus any other reports which have been submitted for the purpose of this review. If you wish to submit an additional report, please circulate it to those invited in advance of the review meeting.

We look forward to seeing you on **date and time**. Please confirm whether you will be able to attend.

Yours sincerely

Headteacher – Mr A Lakatos  
 Educational Psychologist – Mr Nigel Trory  
 Community Paediatrician – Dr Shah  
 Speech and Language Therapy Services –  
 Class Teacher -  
 Parents -

Mrs S Deighton  
 Inclusion Manager

A G E N D A
-------------

1. Welcome and apologies for absence.
2. School's view of progress, including success in meeting last year's targets.
3. Parent's view of progress, including success in meeting last year's targets.
4. Pupil's view of progress, including success in meeting last year's targets.
5. Have there been any significant changes in the pupil's needs, as outlined in the Statement, over the last year?
6. Outline of special provision which has been in place during the last year, including details of ICT provision and integration experiences, where applicable.
7. Is the current special provision appropriate to the pupil's needs?  
If not, what changes are recommended?
8. Preparation/review of the Transition Plan (for pupils aged 14 and above).
9. Priority areas and targets in these areas to be met during the coming year, including ICT provision and integration experience, where appropriate.
10. Does the Statement need to be maintained? If so, are there any amendments or changes needed? Is transport still needed?
11. Further actions or comments.

L A S T Y E A R ' S T A R G E T S
-----------------------------------

Name  
Address

Dob -  
Doa -

**ANNUAL REVIEW TO BE HELD ON .....**

**SCHOOL REPORT**

has achieved the following:-

(Insert latest grid from Assessment Manager)

Chronological Age = Reading Age = Spelling Age =

**LANGUAGE, LITERACY AND COMMUNICATION**

**MATHEMATICAL DEVELOPMENT**

**PHYSICAL DEVELOPMENT**

**PERSONAL AND SOCIAL DEVELOPMENT**

**GENERAL COMMENTS**

Signed ..... Inclusion Manager

Signed ..... Class Teacher

Date .....

Name  
Address

Dob -  
Doa -

**PROPOSED TARGETS SET IN .....**

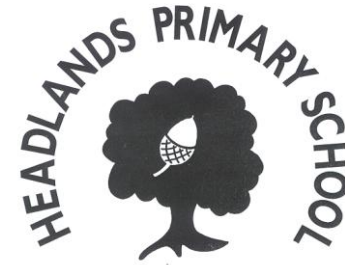
This page is for your teacher to write down how much help you were given to fill in this booklet.

Completed without any help at all.

Completed independently with reading help.

Teacher help needed to rephrase the questions.

Child showed no understanding of questions



# What I Think.

Each year your parents, Mr Lakatos, Mrs Deighton, your teacher and other grown ups who help you have a meeting called an Annual Review. At this meeting the people all want to know how well you are doing at school and they will decide how they can help you achieve your new targets.

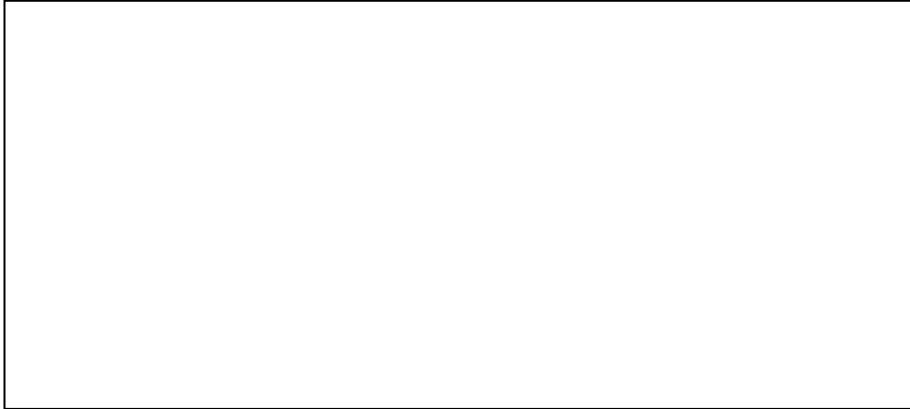
You can go to part of the meeting if you want to, but you may prefer to record your feelings in this booklet. Your teacher will talk to you about the targets that you have been working hard on.

My name is .....

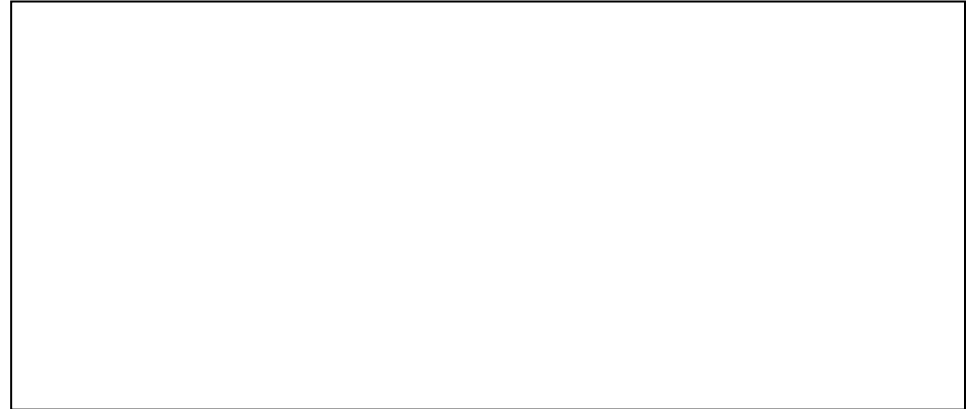
My teacher is .....

I am in Year .....

Tell your teacher what lessons or activities you really like doing at school.



Tell your teacher what lessons or activities you don't like doing at school.



Tell your teacher about anything that you think you are better at doing now.



Tell your teacher about anything that you would like to be able to do better at school.



Mrs Sara Clarke  
Area Business Manager  
Adult and Child Services – Inclusion  
Northampton Area  
Springfield  
Cliftonville  
Northampton NN1 5BE

Date

Dear Mrs Clarke

Name and date of birth of child

The Annual Review Report for **child's name** which took place on **date** is enclosed.

Please put these documents together with those already circulated, to form the complete Annual Review Report.

Yours sincerely

Mrs S Deighton  
Inclusion Manager

Enc

Copies to:

ANNUAL REVIEW REPORT
----------------------

Name of Pupil	Dob:
School:                   Headlands Primary School	NC Year:
Address:	Band:
	Date of Statement:
Primary Need:	Secondary Need:
Date of Annual Review Meeting:	Time:

**1. Name and designation of those present at the Review:**

Headteacher – Mr A Lakatos  
 Inclusion Manager – Mrs S Deighton  
 Class Teacher -  
 DPS Teacher -  
 Educational Psychologist – Mr Nigel Trory  
 Community Paediatrician – Dr Shah  
 Speech and Language Therapy Services  
 Parents

**Apologies:**

**2. School's view of progress, including success in meeting last year's targets:**

spoke to previously circulated report.  
 Please see invitation sent for analysis of last year's targets.  
 Academically                   's level of functioning is broadly in line with that of a                   aged child

**3. Parent's view of progress, including success in meeting last year's targets:**

**4. Pupil's view of progress, including success in meeting last year's targets:**

**5. Significant changes in the pupil's needs, as outlined in the Statement over the last year:**

**6. Please outline the special provision which has been in place during the last year, including teaching and support arrangements, modifications/disapplications to the National Curriculum and access to ICT. Where appropriate, please include details of integration experience.**

is one of a mainstream class of                   children. He/she shares full time/part time LSA/DSP support with                   other statemented child/ren.

7. **Changes to the current provision.**
- 7a. **Are transport arrangements currently in place (and if so, what)? If child is transferring school before next annual review are there any transport implications?**
8. **Transition Plan (for pupils aged 14 and above) - please prepare or revise as necessary and attach to the review report.**
9. **Priority areas and targets in these areas to be met during the coming year, including access to ICT and integration experience, where appropriate:**
10. **Does the Statement need to be maintained?**  
**Amendments/changes to the Statement:**  
**Part 1 - Biographical details**  
**Part 2 - Special Educational Needs**  
**Part 3 - Special Education Provision**  
**Part 4 - Placement (where there is no significant change)**  
**Part 5 & 6 - Non-Educational Needs and Provision ( including transport)**
11. **Further actions or comments:**

Signed: .....

Designation: ..... Date: .....

Please send copies of this report to all invited to the Annual Review Meeting and to the Senior Administrator at Adult and Child Services – SEN.

## PRE-SCHOOL INDIVIDUAL EDUCATION PLAN



Full Name:	DOB:
Setting:	Home Address:
Parents/Guardians:	Telephone No:
<p>Targets and Arrangements ...</p> <p>Target 1:</p> <p>Arrangement 1:</p> <p>Target 2:</p> <p>Arrangement 2:</p> <p>Target 3</p> <p>Arrangement 3:</p>	
Discussion with parents:	
Signature of Practitioner:	Signature of Parent:
Review Date:	
Involvement of other agencies:	

<b><u>HEADLANDS PRIMARY SCHOOL</u></b> <b><u>INDIVIDUAL EDUCATION PLAN</u></b>								
<b>FOR</b> _____ (CHILD WITH STATEMENT OF EDUCATIONAL NEED)								
<b>Date Statement Issued :</b>	<b>Date of PSPM:</b>	<b><u>Date of Review:</u></b>	<b><u>Date of Review:</u></b>	<b><u>Date of Review:</u></b>	<b><u>Date of Review:</u></b>	<b><u>Date of Review:</u></b>	<b><u>Date of Review:</u></b>	<b><u>Date of Review:</u></b>
<b>Band:</b>								
<b>Teachers:</b>								
<b>DOB:</b>					<b>HOME ADDRESS:</b>			
<b>TELEPHONE:</b>								
<b>PARENTS/GUARDIANS:</b>								
<b>Objectives of Special Education Provision (as identified on Part 3 of the Statement)</b>								
<b>Targets/Arrangements agreed at last Review (to meet the Objectives identified on the Statement)</b>								
Is additional time allowed for internal/external assessment? Evidence must be shown on all assessments						YES/NO		
<b>Positive Aspects of the Child's Learning</b>								
<b>External Agencies (circle as appropriate)</b>								
Educational Psychologist			Speech and Language			Behaviour Support Team		
Education Welfare Officer			Community Paediatrician			Adult and Child Services - Inclusion		
Others (please specify) _____								
<b>Parental Commitment</b>								
I have had explained to me the nature of my child's difficulty. I understand the importance of working alongside the school for the benefit of my child and I will work with my child at home regularly on the targets contained within this document and shall endeavour to use the teacher's suggestions when possible.								
Signed _____						Date _____		
						<div style="border: 1px solid black; width: 100px; height: 40px; margin: 0 auto;"></div>		

**HEADLANDS PRIMARY SCHOOL**  
**INDIVIDUAL EDUCATION PLAN**

**FOR** \_\_\_\_\_

(CHILD AT ACTION/ACTION PLUS LEVEL OF SUPPORT)

**Teachers:** \_\_\_\_\_

**DOB:**

**TELEPHONE:**

**PARENTS/GUARDIANS:**

**HOME ADDRESS:**

**Focus of IEP (highlight relevant areas)**

Literacy

Speech and Language

Numeracy

Physical

Behaviour

Other (specify)

Is additional time allowed for internal/external assessment?

YES/NO

Evidence must be shown on all assessments

**Assessment results used to identify needs**

	Reading	Writing	Speaking & Listening	Mathematics	Behaviour Checklist:	Salford Reading Age:	Vernon Spelling Age:	Chronological Age:
Baseline:								
End of Year 1:								
End of Year 2:								
End of Year 3:								
End of Year 4:								
End of Year 5:								
End of Year 6:								

**Positive Aspects of the Child's Learning**

**External Agencies (circle as appropriate)**

Educational Psychologist

Speech and Language

Behaviour Support Team

Education Welfare Officer    Community Paediatrician    Adult and Child Services - Inclusion

Others (please specify) \_\_\_\_\_

**Parental Commitment**

I have had explained to me the nature of my child's difficulty. I understand the importance of working alongside the school for the benefit of my child and I will work with my child at home regularly on the targets contained within this document and shall endeavour to use the teacher's suggestions when possible.

Signed \_\_\_\_\_

Date \_\_\_\_\_

**IEP Termly Targets****APPENDIX 14 iii**

My Targets \_\_\_\_\_ (name) From \_\_\_\_\_ 0\_ to \_\_\_\_\_ 0\_

	Target 1	Target 2	Target 3	Target 4
<b>Area of need</b> (Literacy/Numeracy/Social & Behaviour/Speech & Language/Other)				
<b>By the end of this term I would like to be able to:</b>				
<b>To help me my teacher and LSA will:</b>				
<b>I will spend this much time each week working on each target:</b>				
<b>To help me at home my _____ will:</b>				
<b>I will use these resources to help me:</b>				
<b>This is how well I did;</b> (Evaluation: Fully achieved (+80%), Partly Achieved (20% - 80%), Not Achieved (-20%))				

<b>Signed by me</b>	<b>Signed (Parent/Guardian)</b>	<b>Class Teacher</b>	<b>Inclusion Manager</b>
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Name .....

Week Beginning .....

## INDIVIDUAL WORKING RECORD (IEP)

<b>My targets:</b>	<b>Target 1</b>	<b>Target 2</b>	<b>Target 3</b>	<b>Target 4</b>
<b>Monday</b>				
Time spent on target				
<b>Tuesday</b>				
Time spent on target				
<b>Wednesday</b>				
Time spent on target				
<b>Thursday</b>				
Time spent on target				
<b>Friday</b>				
Time spent on target				
<b>How well did I do this week?</b>				

# GROUP WORKING RECORD

Names of children in working group

**Target**

<b>Date</b>	<b>Duration</b> Total time spent on activity	<b>Group Size</b> Total number in group	<b>Activity</b> Brief details that simply outline the activity (this is related to the targets on the child's IEP).	<b>Evaluation</b> Record the initials of any children who struggled.	<b>Monitor</b> Initials of LSA or Class Teacher. Please indicate which.

Signature of Class Teacher \_\_\_\_\_

Date \_\_\_\_\_

## **Special Needs - Informed Parents (SNIP)**

(For support and information about special educational needs).

A service which helps families who have a child with special needs take an active part in their child's educational development.

SN-IP works with all those who help children with special educational needs. The children are in the age range of 0-19 years and include the large numbers of children (without a statement) whose special educational needs are met in mainstream schools, as well as those who have a statement and are educated in mainstream or special schools.

### **SN-IP aims to:**

- Provide information for families about any matters relating to their child's special educational needs.
- Help parents and carers express their views.
- Work with schools and the Local Education Authority so that parents and carers are actively involved in all aspects of their child's education.
- Provide information and training to encourage co-operation and effective working between education, health, social services and voluntary groups.
- Respond to requests for help in choosing a Named Person.

### **If you would like further information please contact:**

SN-IP Coordinators  
Springfield  
Cliftonville  
Northampton  
NN1 5BE

Tel: 01604 636111  
Fax: 01604 630283  
[www.snipnorthants.org](http://www.snipnorthants.org)

## Behaviour Checklist

Name..... Class..... Date .....

Use this checklist to identify a pupil's positive attributes and strengths as well as the problem behaviour areas that may be causing different degrees of concern.

<b>Work Behaviour</b>	<b>Good</b>	<b>Has no difficulty</b>	<b>Has some difficulty</b>	<b>Has serious difficulty</b>
Begins work promptly				
Follows verbal instructions				
Follows written instruction				
Completes a set of tasks				
Works independently				
Works in a small group				
Works in a large group				
Accepts adult help				
Organises self and materials				
Completes set homework				

<b>Verbal Behaviour</b>	<b>Good</b>	<b>Has no difficulty</b>	<b>Has some difficulty</b>	<b>Has serious difficulty</b>
Talks appropriately to adults				
Talks appropriately to peers				
Asks appropriate questions in lessons				
Joins in group work				
Expresses feeling appropriately				
Accepts criticism by others				
Accepts appropriate praise				
Makes relevant contributions in lessons				
Communicates appropriately in unstructured times				
Uses acceptable language				

<b>Non- Verbal Behaviour</b>	<b>Good</b>	<b>Has no difficulty</b>	<b>Has some difficulty</b>	<b>Has serious difficulty</b>
Follows school rules				
Accepts appropriate punishment				
Avoids conflict with others				
Avoids conflict with peers				
Joins in appropriately with peers				
Respects the property of others				
Respects the rights of others				
Stays in place during lessons				
Enters and leaves room appropriately				
Attends lessons				

<b>Social/Emotional Behaviour</b>	<b>Good</b>	<b>Has no difficulty</b>	<b>Has some difficulty</b>	<b>Has serious difficulty</b>
Accepted by peers				
Interacts in social situations				
Expresses feelings appropriately				
Copes with new situations				
Displays self confidence				
Seeks attention of adults appropriately				
Seeks attention of peers appropriately				
Accepts consequences of behaviour				
Accepts the help of others				
Discusses any difficulties appropriately				