



**Corporation Road  
Community Primary  
School  
Special Educational Needs  
Policy  
(June 2017)**

**Approved by the Governing Body**

**Chair of Governors .....**

**Date .....**

**To be reviewed June 2018**

## Corporation Road Primary – A Proud Community School

At Corporation Road Primary School, we try our very best to make sure our children:

- Know that we want them to succeed.
- Get the best start in life and are well prepared for the challenges later.
- Are happy, confident and want to learn.
- Make really good academic progress every single year.
- Experience a range of opportunities in and outside school that inspire them and widen their horizons.
- Are protected and nurtured, yet encouraged to be independent.
- Are open minded and reject all types of discrimination.
- Can trust each other and all the adults that work with them.

## Aims

At Corporation Road Community Primary School, we aim to provide an environment in which all of our children, irrespective of ability, gender, race or social grouping, are enabled to work to their full potential. High quality teaching is available to the whole class and all our children, including those identified as having special educational needs, receive a curriculum relevant to their needs and ability and which fulfils the requirements of the National Curriculum 2014 whilst having regard to the Special Educational Needs Code of Practice 2015

## Curriculum

6.12 All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.

Class teachers, subject teachers and the senior leadership team, make regular assessments of progress for all pupils. These seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

There is no need for pupils to be registered or identified as having special educational needs unless the school is taking additional or different action. However if a pupil is not making adequate progress he or she will be identified as having special educational needs.

### **Special educational needs (SEN)**

xiii. 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.

xiv. 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 or mainstream post-16 institutions

xv. For children aged two or more, 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two

years of age, special educational provision means educational provision of any kind.

xvi. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph above, when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014). (SEND Code of Practice 2015)

### **Admissions**

The Governing Body has agreed with the LEA admissions criteria which do not discriminate against pupils with special education needs, and its admission's policy has due regard for the guidance in the Code of Practice:

*“All schools should admit pupils with already identified special education needs, as well as identifying and providing for pupils not previously identified as having SEN. Admission authorities may not refuse to admit a child because they feel unable to cater for their special educational needs. Pupils with special education needs but without statements must be treated as fairly as all other applicants for admission. Admission authorities must consider applications from parents of children who have special educational needs but no statement on the basis of the school's published admissions criteria. Such children should be considered as part of the normal admissions procedures. Admissions authorities cannot refuse to admit a child on the grounds that they do not have a statement of special educational needs or is currently being assessed” (Code of Practice School Admissions and Inclusion 1:33)*

The school's admission policy follows the guidelines laid down by Darlington Education Authority. Arrangements for the admission of children with special needs who do not have a statement and who fulfil the usual criteria for admission do not differ from the arrangements for the other pupils.

## **OBJECTIVES of the School's provision for children with Special Education Needs**

1. To identify and provide for pupils who have special educational needs and additional needs as early as possible and ensure that all their needs are met
2. To encourage regular and effective communication between parents and school
3. To ensure parents are informed of their child's special needs and promote effective partnership to involve outside agencies when appropriate
4. To provide support and advice for all staff working with special educational needs pupils
5. To maximise the opportunities for students with special educational needs to join in with all the activities of the school
6. To ensure that all learners have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities
7. To encourage learners to develop confidence and recognise value in their own contributions to their learning giving them a high self-esteem
8. To work within the guidance provide in the SEND Code of Practice, 2015
9. To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
10. To encourage learners to express their views and be fully involved in their learning
11. To provide a Special Educational Needs Co-ordinator(SENCO) who will work with the SEN Inclusion Policy

## **IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

Corporation Road Community Primary School will identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

### **There are four broad areas of need**

#### **1. Communication and interaction**

6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

#### **2. Cognition and learning**

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **3. Social, emotional and mental health difficulties**

6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

### **4. Sensory and/or physical needs**

6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).

6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Consideration must be given to other factors which are **NOT SEN** but may impact on progress and attainment;

- Disability ( the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL

- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

### **A Graduated Approach to SEN Support**

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Teachers are required to differentiate tasks according to a child's ability. This will be indicated in planning, either medium or short term.

Subject co-ordinators as well as the SENCO will provide suggestions for differentiating tasks across the curriculum. We recognise that a variety of approaches, materials and groupings are necessary if we are to provide a lively, stimulating and satisfying learning environment for all our children, regardless of ability.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

School regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

Corporation Road Community Primary School emphasise the need for teachers to support less able pupils within the classroom, ensuring that most of them will not be identified as having special educational needs requiring additional provision. Teachers at Corporation Road Community Primary School will:

- Provide adequate differentiation for all pupils
- Skilfully deploy support assistants to support lower achieving children when appropriate
- Provide adequate resources to meet the needs of all pupils within the classroom

- Take into account any issues regarding the low self-esteem often experienced by low achievers
- Adopt, where possible, a multi-sensory teaching approach to cater for then individual learning styles of all pupils

A number of different ways are used to identify children who may have SEN:

- Class teacher or parental expression of concern.
- Information identified from analysis of the Early Years Foundation Stage Curriculum
- Termly assessments of reading, writing and maths
- The examination of Key Stage 1 teacher assessment and SATs results.
- LEA / Health support services assessment.
- Social and emotional changes

In deciding whether to make special educational provision, the teacher and SENCO consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. For higher levels of need, school can draw on more specialised assessments from external agencies and professionals.

Where a pupil is identified as having SEN, school will put effective special educational provision in place. This SEN support will take the form of a four-part cycle

### **Assess**

In identifying a child as needing SEN support the class teacher, working with the SENCO, will carry out a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It will also draw on where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. School will take seriously any concerns raised by a parent. This assessment will be reviewed termly.

School will liaise with any outside agencies to help inform any assessments if parents agree. (SEN Code of Practice 2015 - 6.45 6.47)

### **Plan**

Where it is decided to provide a pupil with SEN support, parents **will** be formally notified. The teacher and the SENCO will agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The child will have an Individual Support Plan to break down their learning objectives into small steps. The Support Plan will be reviewed termly. 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. The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and will be provided by staff with sufficient skills and knowledge. Parents will be fully aware of the planned support and interventions and, where appropriate, plans will seek parental involvement to reinforce or contribute to progress at home. (SEN Code of Practice 2015 - 6.48, 6.49, 6.50, 6.51)

### **Do**

The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class they will still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO will support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support. (SEN Code of Practice 2015 - 6.52)

### **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed termly. The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. This will feed back into the analysis of the pupil's needs. The class teacher, working with the SENCO, will revise the support in light of

the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. Parents will have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps. Where a pupil has an EHC plan, the local authority **will** review that plan as a minimum every twelve months. School will co-operate with the local authority in the review process. (SEN Code of Practice 2015 - 6.53, 6.54, 6.55, 6.56)

## **MANAGING PUPILS NEEDS ON THE SEN REGISTER**

In the SEN Code of Practice 2015, there is now a single category of support, **SEN SUPPORT**. Corporation Road Community Primary School has broken down the graduated approach into manageable chunks understood by everyone.

### **Under the category SEN SUPPORT:**

1. EARLY IDENTIFICATION / RECORD OF CONCERN
2. SEN SUPPORT
3. SEN SUPPORT PLUS

### **1. EARLY IDENTIFICATION / CAUSE FOR CONCERN**

Any initial concerns regarding any pupil will be discussed with parents and the SENCO and will be recorded on the 'Record of Concern' by the class teacher. This record along with any other information will be passed to the Senco and placed in a purple manila folder labelled with the child's name. This will then be held securely by the SENCO. A copy will also be kept for reference by the class teacher in the class SEN file which will be kept in a secure place.

### **2. SEN SUPPORT**

The triggers for SEN SUPPORT could be the practitioner's or parent's concern about a child who despite receiving appropriate education experiences:

- makes little or no progress even when teaching approaches are particularly targeted to improve the child's identified area of weakness
- continues working at levels significantly below those expected for children of a similar age in certain areas

- shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- presents persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the setting
- has sensory or physical problems, and continues to make little or no progress despite the provision of personal aids and equipment
- has communication and/or interaction difficulties, and requires specific individual interventions in order to access learning.

### 3. SEN SUPPORT PLUS

When the school has evidence that a pupil is making insufficient progress despite significant support and intervention at SEN SUPPORT, we may seek further advice and support from outside professionals. A request for help from external agencies will follow a decision taken by the SENCO and colleagues and in consultation with parents. At the meeting to review the child's Individual Support Plan, the following should be considered:

- Has progress been made?
- What are the parents' / carers' views?
- Is there a need for more advice or information about the child?

Pupils and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions. The range of support available at SEN SUPPORT PLUS will be similar to that made for SEN SUPPORT but will typically be more intensive, individualised and sustained. In addition, advice from outside professionals will be incorporated into the Individual Support Plan and these professionals will be invited to contribute to the monitoring and review of progress.

***The triggers for referral for seeking help from outside agencies*** could be that, despite receiving an individualised programme and/or concentrated support, the child:

- continues to make little or no progress in specific areas over a long period
- continues working at an early years curriculum or curriculum substantially below that expected of children of a similar age

- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the group, despite having an individualised behaviour management programme
- has sensory or physical needs, and requires additional equipment or regular visits for direct intervention or advice by practitioners from a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

### **Requesting an Education, Health and Care needs assessment**

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, some children and young people may require an EHC needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. To achieve this, local authorities use the information from the assessment to:

- establish and record the views, interests and aspirations of the parents and child or young person
- provide a full description of the child or young person's special educational needs and any health and social care needs
- establish outcomes across education, health and social care based on the child or young person's needs and aspirations
- specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes

## **Child Centred Individual Support Plans**

### ***Pupil Participation***

“Children, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child.”  
(The United Nations Convention on the Rights of the Child).

The SEN Code of Practice emphasises the importance of finding out the ascertainable wishes and feelings of children and involving them when decisions are made that affect them. Pupils are usually consulted in informal ways and are encouraged (where possible) to monitor their own performance and work towards personal learning targets. They are also encouraged to express their views on any difficulties that they feel they are facing. Younger children or children who have difficulties recording their views are given assistance to write, (or have scribed), a report on the progress they feel they have made during the past term, including any particular achievements or difficulties.

The child is at the heart of the school’s child – centred review and as such the Individual Support Plan is driven by the child’s own identified needs. Whilst the teacher ensures the focus of the plan it addresses the key area(s) of concern for the child:

- The Individual Support Plan will be written alongside the child
- Targets will driven by the child in collaboration with their parents or carers

*To include:*

- Areas of concern
- SEN Type
- Start & Review Date
- Objectives / Targets - I am Learning to ...
- Success Criteria – I need to remember to ...

- Pupil's contribution and Pupil Voice
- Learning Outcomes - I can
- Next Steps – I wish I could
- Involvement of any outside agencies
- The teaching strategies to be used
- When the plan is to be reviewed
- Possible resources & techniques
- Parent / carer contribution

### ***Reviewing Individual Support Plans***

- Ideally ISPs should be continually kept 'under review,' and in such circumstances there cannot simply be a 'fixed term' or a formal meeting for reviews.
- However ISPs should be reviewed formally every term
- At least one review in the year to coincide with a routine 'Pupil Progress Meeting'
- The child should take part in the review process and be involved in setting the targets. If the child is not involved in the review or not able to communicate their wishes, their ascertainable views should be considered in any discussion.
- Children must take an active part in reviewing their ISP and setting targets and these targets **must** be included in the ISP
- Reviews need not be unduly formal, but parents' views on the child's progress should be sought and they should be consulted as part of the review process.
- Parents views must be recorded on the ISP wherever possible
- Children and parents must sign and date the ISP

A copy of the updated ISP, new ISP and child view sheet will be:

- Given to the parents / carers at a termly meeting where possible
- Placed in child's SEN file - more recent on top
- Included in the class teacher's planning file
- Given to the SENCO

## ***Curriculum provision and SEN***

### ***Roles and Responsibilities***

Provision for pupils with special educational needs is a matter for the school as a whole.

The SEN Coordinator (SENCO), in collaboration with the Head teacher and Governing Body, plays a key role in determining the strategic development of the SEN policy and provision in the school in order to raise the achievement of children with SEN. The SENCO takes day-to-day responsibility for the operation of the SEN policy and co-ordination of the provision made for individual children with SEN, working closely with staff, parents and carers, and other agencies. The SENCO also provides related professional guidance to colleagues with the aim of securing high quality teaching for children with SEN.

### ***Summary of Roles and responsibilities of the SENCO***

- Co-ordinating the day-to-day operation of the school's SEN and Inclusion policies, with due regard to the Special Educational Needs and Disability Act 2014.
- Maintaining school records on all pupils with SEN.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Liaising with and advising teachers and support staff.
- Liaising with the Governor with responsibility for Special Educational needs and keep the Governors informed on SEN issues.
- Co-ordinating provision for children with Special Educational Needs.
- Contributing to the in-service training of staff
- Liaising with parents/carers of children with SEN
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned

- Working with the Head Teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEN up to date

The head teacher and the Governing Body will set targets and specific criteria for the success of the SEN policy. The allocation of resources within the school will be based on an annual audit of need. The Governing Body will review the policy and report annually on the allocation of available resources and the success of the policy in meeting SEN.

The SENCO will report to the Governing body, in order to evaluate current provision and future needs. The SENCO will also report on any relevant changes or developments in SEN.

*The Governor with responsibility for Special Educational Needs at Corporation Road Community Primary School in April 2017 is John Steele*

### **Staffing**

Responsibility for meeting the needs of children is shared by all staff, led by the Head Teacher and the Special Educational Needs Co-ordinator (SENCO). A team of Teaching Assistants work in-class supporting children's learning. All staff and assistants are encouraged to attend relevant courses. In addition, where appropriate, in-service training will take place within school. Full use is made of advisory teachers and other agencies for advice, assessment and support.

### **COMPLIANCE**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (date 2015) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (date 2015)
- The Statutory Framework for the Early Years Foundation Stage

- The Special Educational Needs and Disability Regulations 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2014
- Schools SEN Information Report Regulations (2014) (see [www.sendgateway.org.uk](http://www.sendgateway.org.uk) Hampshire's Illustrative Regulations as a guide for schools completing SEN Information Report)

This policy was created by the school's SENCO with the SEN Governor in liaison with the SLT, all staff and parents of pupils with SEND

Ann Pringleton Head Teacher & Assistant SENCO Pam Sayer  
Corporation Road Community Primary School,  
Corporation Road,  
Darlington.  
DL3 6AR

### ***Arrangements for Complaints***

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class/form teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENCO. For a problem that might need time to explore fully, parents/carers should make an appointment rather than rushing the discussion early in the morning before school.

In the event of a formal complaint parents are advised to contact the Head Teacher or a governor, if they prefer. The Darlington Parent Partnership Service is available to offer advice

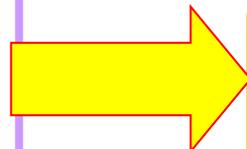
*Resources include –*

- [Special educational needs and disabilities guide for parents and carers 2014](#)
- [Special Educational Needs Code of Practice 2015](#)  
[Date of Issue: first published 11<sup>th</sup> June 2014 – updated 29<sup>th</sup> January 2015 Ref: DFE-00205-2013](#)
- [Individual Support Plan](#)

## Corporation Road Community Primary School Cycle of SEN Provision

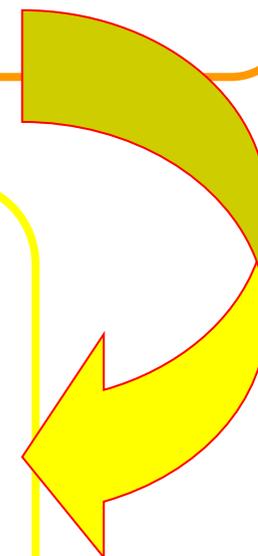
### Record of Concern (purple)

- Initial concerns regarding any pupil recorded on the 'Record of Concern'
- form kept in class SEN file
- SEN File as with all SEN documents must be kept locked in the classroom filing cabinet.
- Special Educational Needs Log begins
- copy will also be given to the Senco and kept for reference in the SEN file held by the SENCO
- placed in a purple manila folder labelled with the child's name & kept by the SENCO



### SEN SUPPORT (orange)

- IEPs reviewed termly
  - one review in year to coincide with Parents' Evening,
  - parents' views on the child's progress
  - the child takes part in the review process and be involved in setting the targets.
- A copy of the IEP will be
- given to the parents / carers
  - copy in class SEN file
  - included in the class teacher's planning file
  - given to the SENCO and filed in the school SEN file
  - placed in child's orange manila SEN file - more recent on top
- IEPs reviewed termly
- one review in the year to coincide with Parents' Evening
  - complete SEN Log



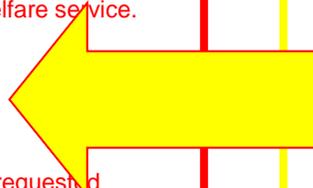
### ONE PLAN / EDUCATION & HEALTH PLAN (red)

the following evidence and information will then be used to form the basis of statutory assessment

- the school's action through *SEN SUPPORT* and *SEN SUPPORT PLUS*
- individual education plans for the pupil
- records of regular reviews and their outcomes
- the pupil's health including the pupil's medical history where relevant
- National Curriculum levels
- attainments in literacy and mathematics
- educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- views of the parents and of the pupil
- involvement of other professionals
- any involvement by the social services or education welfare service.

ONE PLANS and EHC PLANS will be reviewed annually  
A copy of the IEP

- given to the parents / carers
- placed in child's SEN file - more recent on top
- included in the class teacher's planning file
- forwarded to any relevant outside agencies when requested
- given to the SENCO and filed in the school SEN file
- included in the class teacher's planning file
- placed in child's red manila SEN file - more recent on top
- Complete SEN Log



### SEN SUPPORT Plus (yellow)

- developed with the support and expertise of outside specialists and agencies
  - IEPs reviewed termly
  - one review in year to coincide with Parents' Evening,
  - parents' views on the child's progress
  - the child take part in the review process and be involved in setting the targets.
- A copy of the IEP will be
- given to the parents / carers
  - placed in child's SEN file - more recent on top
  - included in the class teacher's planning file
  - forwarded to any relevant outside agencies when requested
  - given to the SENCO and filed in the school SEN file
  - included in the class teacher's planning file
  - placed in child's yellow manila SEN file - more recent on top