

## *Procedures for School Action Plus Support*

The following information may be regarded as a checklist of procedures to follow with regard to SEN support. The starting point for this checklist is School Action Plus which assumes that procedures to identify and assess children's special educational needs are in place and that opportunities are given each term for revisions to the SEN register, through consultations with teaching and support staff.

### **Child at School Action:**

- Children at SA will receive support through an IEP and identified and planned support through Wave 3 interventions or other interventions that is **additional to or different from** that which is provided as part of a differentiated curriculum for the class as a whole.
- This support must be sustained for a period of 2 consecutive terms and reviewed termly.
- IEPs will be shared with parents at review meetings which provide an opportunity to share any other factors from home or school that cause concern.
- Minutes of review meetings should be written up and forwarded to parents.
- After consultation with the SENCo, and evidence to suggest that progress towards targets is not satisfactory even after two terms of timetabled support, the school may consider a move to School Action Plus.

### **Child at School Action Plus:**

- Parents are notified in writing of the decision to move to SA+, which will follow on from discussions at the last review meeting at SA.
- The school will contact Learning Services (SEN) Ltd to share concerns and current IEPs and review minutes.
- This evidence will be used, in addition to discussions with the SENCo, to consider the most appropriate route to take with regard to pupil assessment.
- Not all assessments at SA+ follow the same path, but will be determined by the priority area of SEN.
- Parents may be notified of visit dates – which are set for one term in advance through the visit schedule from Learning Services (SEN) Ltd.
- Wherever possible, a date for review of the child's IEP and to share the assessment advice should be set at the time of agreeing the visit schedule – which gives notice for all concerned to attend the review.
- The visit schedule will always show the focus of support through the term so that in the event of one child being absent on the day of the visit, there is another pupil to see, or action to follow through on the planned visit.

**Features of assessment at School Action Plus by Learning Services (SEN) Ltd:**

- Observations in the classroom
- Awareness of current class based work – for e.g. literacy, numeracy, science, topic
- Discussions with the class teacher and teaching assistant where appropriate
- Discussions with the child away from the classroom
- Assessment of the child through recommended standardized assessment tests
- Understanding of the child's perspective through the Personal Profile (likes, dislikes, strengths, difficulties).

**The assessment advice reflects an holistic approach to the child's special educational needs and considers the following factors: -**

- Within child factors – the deficit child model (assumes all difficulties are with the child)
- External factors – the learning environment, differentiation of lesson objectives and activities, access to appropriate resources, adapted environment, relationships with peers and with adults, social interactions, social behaviours, written and spoken communications with the child, the child's self image and other details which may be relevant to the assessment.

**The written assessment advice will contain recommendations which may relate to all or some of the following: -**

- The school's systems and management of SEN
- Classroom management and support
- The child's perspectives and involvement
- SEN support strategies and interventions and resources
- Behaviour, emotional and social development
- Cognition and learning

**Use of assessment advice:**

- Assessment advice contains detailed information regarding the outcomes of standardized assessment tests and specific recommendations regarding the child's future support.
- It is not expected that all recommendations are taken on at once, but it is important that the school can show, through its planned provision, that recommendations have been taken on and followed through on a termly basis to show systematic support structures and consistency of support between pupils at the same SEN stage (i.e. equitable provision for children identified at SA or SA+)
- The advice should be shared directly with the SENCo, class teacher and parents by the Learning Services' consultant at the planned review meeting indicated on the visit schedule.

- A further date may be set to review the IEP following on from the assessment advice. It is not expected that the Learning Services' consultant will be part of that review unless requested by the school.
- The advice may contain recommendations to share concerns with the Educational Psychology Service, or other external services, and may forward a copy directly to the service upon request by the school.
- The advice may contain recommendations that a referral is made to other external services and it is expected that this will be followed through by the school.

### **Re-assessment of a pupil's special educational needs:**

- It is assumed that re-assessment will be needed after a period of approximately three terms to consider progress against standardized test scores in the initial assessment advice.
- The school may project ahead to the next academic year intended re-assessments as a component of the school's future needs for external support.
- To maintain the child at SA+ on the SEN register, the school must show systematic and on-going involvement of external support agencies.
- Learning Services (SEN) Ltd will always work with the school to ensure the most appropriate way of monitoring pupil progress and maintaining contact which may be through termly observations and one to one work with the child, discussions with the class teacher and SENCo and awareness of progress towards IEP targets.
- Where good progress has been made following initial assessment advice, it may be appropriate to consider a return to School Action on the SEN register. The school may wish to support this move through a confirmation – and congratulatory – letter to the parents.
- Support then continues at School Action as previously.

### **Revisions to the school's SEN register:**

- Many schools operate their own systems for reviewing and revising their SEN register.
- Good practice suggests that termly revision are most appropriate but in reality, revisions made 2 x annually, are adequate.
- It is more important to ensure that all staff have a current copy of the SEN register, and that the information on the SEN register accurately reflects the nature of SEN in the school.
- It is useful for all external support agencies to have a copy of the current SEN register and to be made aware of any mid-term revisions.

*Learning Services (SEN) Ltd provides support and advice to schools through inset or attendance at SEN planning meetings for early identification of SEN for children at School Action or presenting as concerns. All schools may request this advice as part of the usual service agreement.*

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