



Our children leave Mile Oak thinking big with no limit on their potential. The school family works together to inspire and support every child. They learn and achieve through inspirational teaching in a lively, ambitious environment. Every child is nurtured to gain the creativity, responsibility and full breadth of skills required to take an active and fulfilling role in society.

Mile Oak Primary School:

SEND Policy

Date	October 2023
Review Date	October 2024

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 years (September 2014) 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 September 2014
- Schools information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Keystage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teacher Standards 2012

Mile Oak Primary School has a named SENDCo, Kate Wells. She can be contacted on 01273 077114 or by email office@mileoak.brighton-hove.sch.uk Mrs Wells holds the National Award for Special Educational Needs Coordination. There is a named Governor responsible for SEND, Susan Wright. Together, they ensure that the Special Needs Policy is compliant with the above named policies.

INTRODUCTION: OUR VISION AND ETHOS

It is the belief at Mile Oak School that all children have an equal right to a full and rounded curriculum, which will enable them to achieve their full potential. The achievement and wellbeing of every child matters and inclusion is the responsibility of everyone within our school. Every teacher is a teacher of every pupil, including those with special educational needs and disabilities. We strongly believe in a 'team around the child' approach, where children with additional needs learn to work with a range of adults as they progress through school-life. This approach supports growth and independence in our children, building the resilience and skills they will need in secondary school and later life.

We always use our best endeavours to secure special educational provision for pupils for whom this approach required, that is "additional to and different from" that provided within the scaffolded curriculum.

- We recognise that children at some time in their life may have an additional need
- We believe that all children are entitled to have their individual needs met whether they are academic, social, physical, emotional or behavioural

- We believe the views of the child should be taken into account
- We view parents/carers as partners in their child's progress and development, with a vital role in supporting their child's education. Crucial is the idea that: 'it is in the child's best interests for a positive dialogue between parents/carers, teachers and others to be maintained, to work through points of difference and establish what action is to be taken'
- We believe children with individual special needs should remain integrated within the school. SEND provision should be given within class where possible. However children are sometimes withdrawn for individual or small group support. The SEND provision will be in the context of an inclusive curriculum and our learning and teaching policy
- We will allocate our resources to achieve maximum value for money, reviewing and adapting provision as necessary

Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations
- Require different strategies for learning
- Acquire, assimilate and communicate information at different rates
- Need a range of different teaching strategies and experiences

Teaching teams respond to children's needs by:

- Providing for their identified learning needs
- Planning for children's full participation in learning and in physical and practical activities
- Helping children to manage and own their behavior; enabling effective and safe learning to take place
- Supporting children to manage their emotions, particularly trauma or stress; enabling them to take part in learning

EQUAL OPPORTUNITIES AND INCLUSION

We are committed to promoting Disability Equality. When planning and teaching, staff will make reasonable adjustments to promote equality of opportunity between disabled and non-disabled pupils, ensuring that barriers to learning are addressed and eliminated wherever possible.

We pay attention to the provision for and the achievement of different groups of learners, including:

- Girls and boys
- Minority ethnic and faith groups, travellers, asylum seekers and refugees
- Learners who need support to learn English as an additional language (EAL)
- Learners with special educational needs and disabilities (SEND)
- Children who are gifted and talented
- Children who are looked after by the local authority

- Children whose families are accessing social care
- Others such as those who are sick; young carers; in families who are under stress
- Any learners who are at risk of disaffection and/or exclusion

Through all subjects, we endeavour to meet the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. In this school, it is important that we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society.

AIMS AND OBJECTIVES

The aims of this policy are:

- To create an environment that meets the needs of every child with SEND in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND
- To request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership
- To make clear the expectations of all partners in the process
- To ensure a high level of staff expertise to meet pupil need, through well-targeted, continuing professional development
- To ensure, for pupils with medical conditions, full inclusion in school activities. We will consult with health and social care professionals when appropriate.
- To identify the roles and responsibilities of all staff in providing for children's special educational needs and/or disabilities (SEND)
- Through reasonable adjustments, enable all children to have full access to all elements of the school curriculum
- To work in full partnership with the Local Authority (LA) and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of these vulnerable learners

WHAT ARE SPECIAL EDUCATIONAL NEEDS?

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a learning difficulty or disability if they have:

A significantly greater difficulty in learning than most others of the same age, or

A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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

The Code of Practice refers to four broad areas of need:

Communication and Interaction (C & I) - these children have a 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. For example, children with Autistic Spectrum Condition (ASC) 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. Children may also have difficulties in their speech sound production and may need to access speech and language therapy (SALT) in school.

Cognition and Learning (C & L) - children with learning difficulties learn at a slower pace than their peers, even with appropriate scaffolding. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), such as dyslexia, dyscalculia and developmental co-ordination disorder (previously known as dyspraxia), affect one or more specific aspects of learning.

Social, Emotional and Mental Health (SEMH) - children 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; eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attachment disorder or attention deficit hyperactive disorder (ADHD), including inattentive-type (previously known as ADD).

Sensory and/or Physical Needs (PD) - some children require special educational provision because they have a disability, which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI); hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

IDENTIFICATION

Identification of and provision for children with SEND is a matter for all stakeholders, particularly the class teacher.

The school will assess each child's current level on entry to the school in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has identified SEND, this information will be transferred from other partners in their Early Years setting and the class teacher and SENDCo will use this information to determine and meet their needs.

The school's systems for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. These systems include ongoing teacher assessments and termly pupil progress meetings with members of the senior leadership team. When any concerns are initially noticed, it is the responsibility of the class teacher to take steps to address the issue through high quality targeted teaching or a specific intervention, usually for around one term. If no progress is noted after this time, teachers will consult the SENDCo.

In deciding whether the pupils should be added to the Special Education Needs and Disabilities register, the class teacher and SENDCo will consider all information gathered from within the school alongside the views of parents/carers and the pupil. The identification and assessment of SEND in children whose first language is not English requires particular care and EMAS (Ethnic Minority Attainment Service) will be consulted as appropriate.

Where appropriate, and with parental permission, the school will seek the advice of external agencies (see below). If the support needed can be provided by adapting the school's core offer then a child might not be considered SEND or placed on the SEND register. If, however, the support required is *different from or additional to* what is ordinarily offered by the school, the child will be placed on the SEND register at SEND Support and the formal cycle of Assess, Plan, Do, Review will begin.

Where a child and family would benefit from co-ordinated support from more than one agency, an Early Help Assessment may be used to identify help required and to prevent needs escalating.

ASSESS, PLAN, DO, REVIEW

The assess, plan, do, review cycle is a 4-part continuous cycle, where children's needs and progress are reviewed and adaptations to provision is made. For further information, please see *appendix 3*.

THE NATURE OF SEND PROVISION

SEND provision can take many forms and may include:

- Carefully planned scaffolded learning tasks

- Additional learning support materials or specialist equipment
- An individualised learning programme with adapted content
- SEND support from a TA or teacher within the classroom either to support targets or classwork
- Small group or individual support to work with a TA outside the classroom for the delivery of specific intervention programmes, for instance: Speech and Language Therapy, with a focus on speech sound or Occupational Therapy, with a focus on physiotherapy activities.
- Observations by the SENDCo or other outside support services
- Small group or individual support work for social, emotional or mental health needs, for instance nurture groups, work to support transitions, social skills groups. These will be led by our pastoral team and reviewed on a 6-week cycle.
- Small group or individual support for behavioural and emotional difficulties in class or at break times.
- Support for physical or personal care, such as eating, toileting, dressing or moving around the school.
- Specialist support from outside agencies

PROVISION MAPS

The school uses provision mapping to record what is being provided as SEND provision. These are in the form of class provision maps or if a child has an EHCP (Education Health and care plan or is being considered for one)

- Areas of strength and concern
- The short term targets set for the child
- The desired outcome
- The provision to be put in place
- The strategies to be used
- staff members, who will support progress
- The review date

The provision maps are reviewed and updated termly as part of the Assess, plan, do review cycle.

ADMISSIONS

Pupils with additional needs will be admitted to the school in accordance with the usual admissions procedures (see admissions policy). If there is a pupil, who has an already identified SEND need, the SENDCo will consult with previous settings and outside agencies, and then work alongside staff to identify suitable transition arrangements, placement, support required and also identify any possible training and support needs for staff. If a child is joining the school with an EHCP paperwork will be reviewed to ensure that the school can meet the needs of the pupil. If agreed, parents/carers and other professionals will be invited to discuss the provision that can be put in place in order to meet their identified needs.

MANAGING PUPILS NEEDS ON THE SEND REGISTER

The SENDCo will manage the register of pupils who are identified as having SEND.

At the end of each Assess-Plan-Do-Review cycle, a decision will be taken as to: whether a child should be taken off the SEND register; if it is appropriate to refer to an outside agency; if the LA are to be approached to apply for an EHCP.

Criteria for removing pupils from the SEND Register

When a child has made sufficient and sustained progress towards achieving their personal targets and it is felt that they are able to maintain this with high quality class teaching, they may be removed from the SEND register. The school will continue to closely monitor the progress of these pupils.

Greater levels of support, including Education Health and Care Plans

Some pupils may not make adequate progress with the support initially provided. Adequate progress is defined in the SEND Code of Practice as progress which:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap from growing wider
- Is similar to that of peers starting at the same attainment baseline, but is less than the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures full access to the curriculum
- Demonstrates an improvement in self-help or social or personal skills
- Demonstrates an improvement in the child's behaviour

If the Assess-Plan-Do-Review process reveals that a pupil is not making adequate progress with the SEND support initially provided, the SENDCo may arrange for different, more intensive or personalised support to be provided. At this stage, specialist outside agencies are likely to be consulted and further more specialist assessment may be appropriate.

A very small number of pupils, whose needs are complex and/or severe, may require a greater level of support than that which can be provided from the school's own SEND resources. For these pupils, a request will be made to the local authority (LA) to conduct an education, health and care needs assessment (EHCNA). This may result in an Education, Health and Care Plan (EHCP) being provided. This brings together the child's health and social care needs as well as their special educational needs.

The LA will be given information about the child's progress over time, and will also receive documentation in relation to the child's SEND and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous provision maps and targets for the pupil
- Records of regular reviews and their outcomes

- Records of the child's health and medical history, where appropriate
- Attainment levels in Literacy and Numeracy
- Education and other assessments, for example from an advisory specialist support teacher or Educational Psychologist (EP)
- Views of the parents/carers and of the child

The parents/carers of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral. Children with an EHCP will have an Annual Review of their EHCP. When this coincides with transfer to secondary school, the review will take place early in the autumn term of Year 6 and the secondary school will be informed of the outcomes of the review.

The SENDCo will liaise with the LA if it is deemed appropriate to apply for the High Needs funding. Generally this will be for children with an EHCP.

KEY ROLES AND RESPONSIBILITIES

The SENDCo is responsible for:

- Overseeing the day to day operation of the SEND policy
- Managing the SEND record
- Co-ordinating provision for children with SEND
- Liaising with and advising fellow teachers
- Supporting teaching staff in the writing of Provision Maps
- Contributing to the in-service training of staff
- Overseeing the records of all children with SEND
- Liaising with parents/carers of children with SEND
- Liaising with local secondary schools and pre-school providers to ensure smooth transition between settings
- Liaising with external agencies including the LA support and EP services; health and Social Services and voluntary bodies
- Co-ordinating and developing school based strategies for the identification and review of children with SEND
- Making regular visits to classrooms to monitor the progress of children on the SEND register and to offer advice in providing appropriate resourcing
- To regularly carry out learning walks to ensure the needs of the SEND children are being catered for and that all staff are being deployed inclusively within the classroom
- Through Pupil Progress Meetings, review termly progress of pupils with SEND, highlighting those who did not make progress and reviewing provision

The class teacher is responsible for:

- The progress and development of all pupils in their class, including those with SEND
- Writing and reviewing Provision Maps for pupils in their class, where these have not been devised by specialists from outside agencies
- Ensuring that provision maps are implemented in the classroom

- Regular liaison with parents/carers and the SENDCo
- Effective deployment of additional adults
- Identifying on class planning, the provision they are making for pupils with SEND

Support staff are responsible for:

- Working with children in the class as directed by the class teacher
- Aiming for full inclusion of all children in the class
- Ensuring they are aware of any additional needs in the class and are familiar with children's IEPs and/or EHCP targets
- Implementing interventions, which support the needs identified at Pupil Progress Meetings and run parallel to IEP targets
- Preparing resources to support pupils with SEND as directed and planned for by the class teacher
- Record keeping, including contributing to the writing and reviewing of IEPs
- Undertaking training to develop relevant skills,

The Governing Body is responsible for:

- Supporting and challenging the school and its staff members to secure necessary provision for any pupil identified as having SEND
- Asking probing questions to ensure teachers are aware of the importance of providing for these children
- Ensuring that funds and resources are used effectively
- Review data on SEND pupils' progress

PARTNERSHIP WITH PARENTS/CARERS

Parents/carers play a key role in enabling children and young people with SEND to achieve their potential. Parents/carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents/carers of children with SEND will be treated as partners and will be given the opportunities to play an active and valued role in their child's education. Parents/carers will be invited to attend multi-agency meetings as appropriate. We operate an 'open door' policy, where parents are welcome to contact the school and SENDCo via our admin team.

Please visit our school website for further information around SEND and the Local Offer -

<http://www.mileoakschool.co.uk/brighton-hove/primary/mileoak/site/pages/keyinformation/send>

At all stages of the special needs process, the school keeps the parents/carers fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages.

We encourage parents/carers to make an active contribution to their child's education and have regular meetings each term to share the progress of SEND children. We inform the parents of any

outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

Parents/carers are welcome to contact the SENDCo through the school email address or phone number: office@mileoak.brighton-hove.sch.uk or 01273 077114.

THE VIEW AND ROLE OF A CHILD

Children with SEND often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

THE USE OF OUTSIDE AGENCIES

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period
- Continues to work at National Curriculum levels substantially below that expected of children of a similar age
- Continues to have difficulty in developing literacy and mathematical skills
- Has emotional or behavioural difficulties, which regularly and substantially interfere with the child's own learning or that of the class group
- Has sensory or physical needs that require additional specialist equipment or regular advice or visits by a specialist service
- Has on going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- Despite having received intervention, the child continues to fall behind the level of his or her peers

The external specialist may act in an advisory capacity or provide additional specialist assessment or be involved in teaching the child directly. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set. The child's new individual targets will set out the strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the provision and strategies continues to be the responsibility of the class teacher.

Outside agencies available to our school include:

- Brighton and Hove Inclusion Support Service BHISS, which integrates specialist support for:
 - Educational Psychology
 - SMHS Schools mental health service
 - Social Emotional Mental Health (SEN Specialist Practitioners/Family Practitioner - Behaviour)
 - Autism & Language (SEN Specialist Teacher/Family Practitioners)

- Sensory – Visual Impairment / Hearing Impairment (SEN Specialist Teacher; Family Practitioner; Brailist and Habilitation)
- Literacy (Specialist Teacher)
- Early Years (Specialist Teacher/Practitioner)
- School Counselling Service (provided by Dialogue, the counselling branch of the YMCA)
- Ethnic Minority Achievement Service (EMAS)
- Outreach support from special schools
- School Nurse/Paediatrics health team

ACCESS TO THE CURRICULUM

All children have an entitlement to a broad and balanced curriculum, which is suitably scaffolded to enable them to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's SEND. Lessons have clear learning objectives and staff differentiate work appropriately, and use assessment to inform the next stage of learning. We also use ICT to support pupils where necessary, for instance use of a laptop in class. Staff are aware of the different learning styles and receive regular training from outside agencies. Teachers may need to break down levels of attainment into finely graded steps and targets. The aim is for children experience success.

We support children in a manner that acknowledges their entitlement to share the same learning experiences of their peers. Wherever possible, we do not withdraw children from the classroom situation but they are supported in class. There are times when, children work in a small group or in a 1-1 situation outside the classroom.

ACCESS FACILITIES

Access facilities include the following:

- Carpeted area in every classroom
- Ramps to the playgrounds and fields
- Disabled toilet
- Specialist equipment as advised by the Occupational Therapy service
- Fans in some classrooms

Mile Oak will endeavour to provide any necessary access facilities as and when the needs arise.

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

We recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and, where this is the case, the school will comply with its duties under the Equality Act 2010.

Depending on individual needs, appropriate modifications will be made wherever possible. Individual Health Care Plans are recorded and up-dated regularly. Personal Emergency Evacuation Plans (PEEPS) are kept as appropriate.

TRANSITIONS AND LINKS WITH OTHER SCHOOLS

For all pupil transitions, including moving to a new year group within school, additional support and provisions are put in place for children with SEND. This may involve the SENDCo meeting with parents and staff to ensure all information about the child is passed on as required. Nursery and pre-school groups contact the school with relevant information about children's learning using the Brighton and Hove Early Years Record. The Year 6 teacher and SENDCo meet with secondary staff in the Summer Term to discuss the children with SEND and we arrange additional visits to the secondary school, where required. Any relevant SEND records and other forms of information are passed on to the new school and for pupils with an EHCP transferring to a new Key Stage phase; a statutory annual review is held in the Autumn term. Records are sent on to a child's new school if he or she leaves Mile Oak to go to a different school. We hold several transition events in Summer term, allowing children to build relationships with their teaching team ahead of the September start. Children also access personalised transition books in the form of social stories, which are shared with parents/carers to continue reading over the summer holidays.

MONITORING AND EVALUATION

The SENDCo monitors the movement of children within the SEND system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. The impact of SEND provision on the progress and outcomes for children on the SEND register is measured through:

- analysis of pupil tracking data and test results at pupil progress meetings
- progress against national data and based on their age and starting points
- interventions' baseline and exit data
- pupils' work and pupil voice

The Deputy Head Teacher and SENDCo map provision for each class and decisions are made as to whether specific interventions are proving to be effective in terms of impact; time spent on them and the finance used in providing them. Provisions are tracked through our whole school provision map, which is reviewed and updated at termly Pupil Progress Meetings, as well as half-termly in consultation with year group leaders. Where required, changes are made to our provision to reflect the needs of each child.

The Deputy Head Teacher and SENDCo discuss all SEND children and their progress at termly Pupil Progress Meetings.

TRAINING

The SENDCo attends regular SENDCo support group meetings to update and revise developments

in Special Needs Education and Inclusion.

All staff have access to professional development opportunities and are able to apply for Additional Needs or Inclusion training where a need is identified, either at an individual pupil or whole class level. School governors also attend training to enable them to support the school's ethos of inclusion. Records are kept of staff training in order to identify areas for further development.

Support staff are encouraged to extend their own professional development and the SENDCo will ensure training where this is appropriate and will hold a record of all SEND related CPD.

Brighton and Hove Inclusion Support Service (BHISS) works closely with the school to audit and meet needs, including staff training needs.

ALLOCATION OF RESOURCES

The Senior Leadership Team is responsible for the operational management of support staff and agreed resourcing for SEND within the school, including the provision for children with Education, Health and Care plans. Needs are mapped out using meetings and provision maps and the funding is matched appropriately.

In the case where a child has complex needs, the school will make a case to the local authority requesting additional funding through the high needs funding block. Such funding will then be used exclusively to provide the support that child needs.

The Head teacher informs the Governing body of how the funding allocated to support SEND has been deployed.

STORING AND MANAGING INFORMATION

Pupil records and SEND information may be shared with staff working closely with SEND pupils to enable them to better meet the individual child's needs. We are grateful to parents for their information sharing and openness and respect their confidentiality. Pupil SEND files are kept in a locked filing cabinet and electronically. Individual SEND files are transferred to receiving schools when pupils leave Mile Oak.

COMPLAINTS

We urge parents/carers with any concerns regarding the SEND policy or the provision made for their child at Mile Oak to speak to us as soon as possible. In the first instance, please speak to the class teacher. If parents/carers feel their child's needs are still not being met, they should request a meeting with the SENDCo. If parents/carers still do not feel their child's needs are being met, they should request a meeting with the Head teacher.

Appendices

APPENDIX 1: definitions

SEND	<i>Special Educational Needs and Disabilities</i>
SENDCo	<i>Special Educational Needs and Disabilities Co-ordinator</i>
EP	<i>Educational Psychologist</i>
LA	<i>Local Authority</i>
IEP	<i>Individual Education Plan</i>
EHCP	<i>Education, Health and Care Plan</i>
OT	<i>Occupational Therapist</i>
EMAS	<i>Ethnic Minority Attainment Service</i>
CAMHS	<i>Child and Adolescent Mental Health Service</i>



APPENDIX 2: EHCP timeframe and support links

Please note that the SENDCo will make contact directly with parents/carers if it is felt an EHCP would be beneficial to your child.

Support links

Amaze are the local information advice and support service for SEND for families: <https://amazesussex.org.uk/>

The Local Offer is a good place to go for more information too: <https://www.brighton-hove.gov.uk/content/children-and-education/local-offer>

The statutory Code of Practice (2014) outlines details of legal requirements that must be followed to provide for those with special educational needs: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Mile Oak Primary School SEND information: <http://www.mileoakschool.co.uk/brighton-hove/primary/mileoak/site/pages/keyinformation/send>

3g) Timeline for the 20 week statutory Education, Health and Care needs assessment –process

Stage 1 0 - 6 weeks or earlier if possible	Stage 2 7-16 weeks	Stage 3 16-20 weeks
<ul style="list-style-type: none"> • A request for an EHC needs assessment is submitted to the SEN team by the school/setting/parent/carers or the young person. • The SEN team prepare the request for SEN Panel • The SEN Panel considers the request for EHC needs assessment based on the criteria set by Education, Health and Social Care. • If agreed to proceed, SEN team will set a date for a coproduction meeting at around Week 10 - 14 to agree contents of the draft EHC Plan • <i>If an EHC assessment is not necessary, SEN team will inform child/young person's parents and setting</i> 	<ul style="list-style-type: none"> • SEN team will seek further advice from professionals • SEN Team to contact or meet with parents regarding Section A and B of the EHC Plan (i.e. parent and child's/young person's views, aspirations and special educational needs) • Using the advice and evidence from the request the SEN Team will draft sections A and B of the EHC Plan in preparation for the co-production meeting. • Sections A and B sent to parents and all professionals involved in draft format where appropriate in preparation of the EHC Plan meeting • Meeting held with parents/ child/young person and all professionals involved to agree the outcome and provision sections of the EHC Plan (Sections E and F). • Final draft of EHC Plan sent to parents and all professionals 	<ul style="list-style-type: none"> • Following the coproduction meeting the case to be taken to Case Review if there is a dispute about: <ul style="list-style-type: none"> ○ whether an EHC plan is required ○ the outcomes or ○ provision or placement • SEN consult with Schools/settings using the agreed draft EHC Plan • Discuss with parent /young person a personal budget , if appropriate • Finalise EHC Plan (week 20) • <i>If EHC Plan is not necessary the SEN team will inform parents with recommendations</i> • <i>If dispute about provision and/or placement LA to finalise the EHC Plan to enable the parent to consider mediation or appeal to SENDIST</i>