

Brownlow Fold Primary School

SEND and Vulnerable Pupils Expectations



2025-2026

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Definitions of special educational needs (SEN) and disability

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- are a child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

Definition of disability

A child is disabled if s/he is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed. Section 17 (11) Children Act 1989

A person has a disability for the purposes of this Act if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. (Section 6), Equality Act 2010

Did you know children with SEN/D are:

Over twice as likely to be out of education training or employment when they leave school.

Twice as likely to be persistently absent from School.

Pupils with special educational needs were much more likely to be eligible for free school meals than those without special educational needs.

Boys were most likely to have behavioural, emotional and social difficulties as their primary need, while girls were most likely to have moderate learning difficulties as their primary need.

More than four times as likely to be permanently excluded

More likely to report being bullied.

The role of the SENCO in schools

The key responsibilities of the SENCO may include:

- Overseeing the day-to-day operation of the school's SEND policy;
- Coordinating provision for children with SEND;
- Liaising with, advising and contributing to the in-service training of fellow teachers and other staff;
- Liaising with the relevant designated teacher where a looked after pupil has SEND;
- Advising on the graduated approach when providing additional SEND Support;
- Ensuring that the records of all children with SEND are kept up to date;
- Supporting class teachers/key workers in liaising with parents of children with SEND;
- Liaising with early years providers and secondary schools, educational psychologists, health, social care, and independent or voluntary bodies who may be providing SEND support and advice to a child and their family;
- Being a key point of contact with external agencies, especially the LA and LA support services;
- Liaising with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned;
- Collaborating with curriculum leaders so that the learning for all children is given equal priority;
- Ensuring with the head teacher and school governors that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

SEND Code of Practice

The Special Educational Needs and Disability Code of Practice (2015) and the School Funding Reforms have significantly changed both Special Educational Needs practice and the manner in which funding is provided to children with Special Educational Needs.

SEND Code of Practice

The aims of the SEND Code of Practice include:

Child-Centred Approach: The Code prioritises the child, young person, and their family, aiming to include them in decision-making processes about their support and care.

Early Identification & Intervention: It emphasises the importance of identifying special educational needs as quickly as possible and taking prompt, early action to meet them.

Tailored & Consistent Support: The Code promotes personalised support that is consistent across different settings.

Collaboration and Partnership: It sets out a framework for strong partnerships between parents, schools, local authorities, health services, and voluntary organisations to work together effectively.

Holistic Provision: The aim is to integrate education, health, and social care services to provide a holistic package of support, ensuring all needs are met from early years through to 25 years.

Preparation for Adulthood: The Code supports the goal of preparing young people for greater independence, higher education, employment, and community involvement from an early age.

High Quality Teaching, Adapted Teaching and Provision

The foundation for any special educational needs policy and identification of need is good inclusive **high-quality teaching adapted** for individual pupils.

Quoting from the SEN Code of Practice 'Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review 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'.

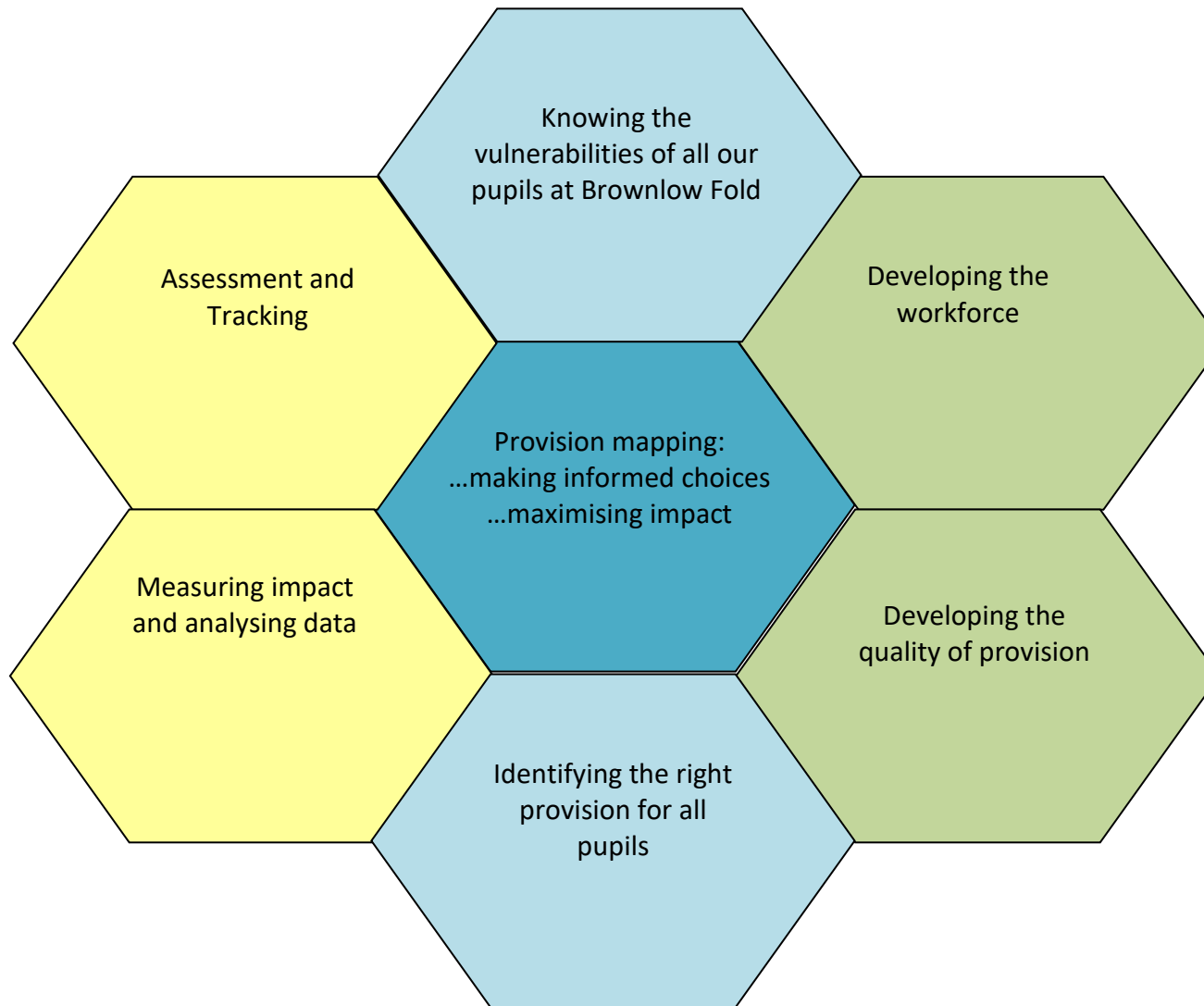
Adaptation of learning activities within the Early Years Foundation Stage and National Curriculum programmes of study should enable all staff to meet the particular learning requirements of the vast majority of their children and enable them to access teaching and learning opportunities.

At all stages children should only be identified as having special educational needs if, after **careful planning** and **adaptation** of the curriculum, schemes of work, pastoral support etc. by the class teacher expected progress/curriculum access continues to be unsatisfactory. Then additional and/or different provision in that educational setting must be made.

At all Key Stages the responsibility for appropriate adaptation and for identifying and meeting a child's individual (including special) educational needs is the **responsibility of the class teacher**. The function of other staff/professionals e.g. SENCOs, Local Authority services, health professionals, is to support them in fulfilling this responsibility.

Provision Maps at Brownlow Fold

Provision mapping at Brownlow Fold takes into account the full scope of provision, including high quality whole class teaching, guided and group work and individual interventions in order to identify and overcome potential barriers to learning and meet the needs of all pupils within and beyond the school setting.



Key Questions for teachers to consider:

- What counts as vulnerable in our school? How do we know?
- How do staff identify pupils' potential vulnerabilities? Which staff are involved?
- What systems are in place to review the progress of vulnerable pupils?
- How do we analyse current patterns of vulnerability? How have these patterns changed in recent years and how might this differ for future cohorts?
- How do we ensure that all staff are aware of the potential barriers to learning posed by vulnerable pupils?
- Which staff have developed specialist expertise in working with particular vulnerable groups? How can this be shared across the school?
- What professional development opportunities are available to strengthen current practice in addressing pupils' barriers to learning?
- How does our school develop systems and structures to respond to the changing needs of pupils?
- What range of evidence is used to evaluate and develop the impact of the quality of provisions including:
 - pupil voice
 - data analysis
 - work scrutiny
 - observations
 - teacher feedback
 - parent / carer feedback
- How do we adapt school provision for current and future pupils' needs?
- How do we keep staff updated about effective strategies /interventions for tackling underperformance?
- How do all staff demonstrate they are addressing potential underperformance through modifications to **high quality whole class teaching** across the school?
- How is the learning from group/individual intervention secured in whole class teaching to ensure progression?
- How are all staff involved in identifying additional provision for groups / individuals who are underperforming or at risk of underperforming?
- How are pupils and their parents/carers involved in discussions about the additional provision they are being offered?
- Which performance and engagement data do we use to help us to assess and track the progress of individual pupils?
- How do we ensure that all teachers have high expectations of all pupils?
- How does the consistency and rigour of assessment and tracking support this?
- How do we ensure that all staff, parents / carers, pupils and governors are aware of the expected rates of progress of all pupils?
- Do pupils who don't make progress share any common traits that may inform action?
- Do pupils who make good progress share any common traits that may inform action?
- How does the senior leadership team, subject leaders, teachers and support staff analyse and act on data analysis? How does data analysis enable us to make decisions about future provision, including whole class teaching?

Who should have an Individual Provision Map?

- All children identified with an EHCP;
- All Looked After Children;

What is an Individual Provision Map?

This is a working document which is under constant review, which describes the specific aspects of provision which are being planned to meet the needs of a child with additional needs. It is developed alongside the child. Parents must be fully involved and consulted about the provision.

What should an Individual Provision Map?

The individual provision map describes how the school plans to adjust its provision to meet a child's individual needs. It will include most, if not all, of the following:

- how adults will modify and adapt their behaviour and language to meet a child's emotional or communication needs and the ways in which the school will be adapting the application of its behaviour policy in relation to the child;
- specific examples of how activities will be adapted to make them more accessible
- how the learning environment will be adapted to support needs
- how groupings will be used flexibly to support the child
- what equipment will be made available to support learning
- what additional adult support may be available (who/when) and how it will be used
- what additional time-limited interventions (small group and/or 1:1) will be provided, how often, by who to address the learning targets for the child

What about learning targets?

This is the most crucial element of this planning document. Provision must be focused on addressing the pupils' on-going learning targets which must relate closely to on-going work in class. Most lessons should provide an opportunity for these learning targets to be addressed and/or for progress against these targets to be monitored.

Learning targets can relate to national curriculum expectations, specific areas within a particular aspect of learning (e.g. writing), particular communication targets (for example using 2 or 3 key word phrases), particular engagement targets (for example to work independently on task for a given period of time) or particular social interaction targets (for example to engage in play with one other, to work cooperatively in a small group...)

Should the Individual Provision Map be developed/shared with parents and the child?

This is vital, not only to take account of the views of parents and to recognise their own expertise when it comes to understanding the needs of their child, but also to ensure that there is clarity about the range of provision the school is offering. The Individual Provision Map is in effect a contract between the school, child and parents, describing the reasonable provision to which the child is entitled.

Who from school should 'write' the Individual Provision Map?

The development of the Individual Provision Map needs to involve key staff, particularly the school's SENCo and class teacher (s). Any adults named in the provision should ideally also be involved. Any other adults who may be directly or indirectly responsible for delivering the provision must have the provision map explained to them.

Who has responsibility for ensuring that the provision is delivered?

The primary responsibility for delivering the agreed provision lies with the **class teacher**, in partnership with any other named adults who may be providing some additional support or intervention. The school's SENCo is responsible for monitoring the quality and impact of the provision.

How often should an individual provision map be reviewed?

As a minimum this should be reviewed at least once a term, taking into account the progress that the child has made against the specified learning targets. However, more often than not reviews will take place much more frequently. For example, within each half term.

How does an Individual Provision Map relate to the school provision map?

The school provision map provides an overview of the range of provision that a school is aiming to provide to meet the totality of needs of its pupils. It describes the different elements of this provision and identifies where possible the members of staff who have particular expertise or responsibility for delivering that aspect of provision. The development of the school provision map should involve the whole staff and is achieved over time, focussing on different areas of need, closely aligned to ongoing professional development.

Brownlow Fold EHCP Pupil Provision Map Template



Child's Name:	Class:	Teacher:	Key Worker:
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_____ has special educational needs arising from:

Objective	Intervention in place Provision (including frequency)	Who?	Evaluation (Review)	Cost to school

Specialist involvement	Intervention in place Provision (including frequency)	Who?	Evaluation (Review)	Cost to school

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Year Group:	Teacher:	Learning Support:
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	ASSESS	PLAN	DO			REVIEW	
	Pupils Identified	Targets agreed to address the identified needs	Intervention in place	Who is delivering the intervention?	How often is this being delivered?	Impact of intervention	Contextual factors Please indicate in red anything whole class.
Cycle 1	<u>Reading</u>						
	<u>Maths</u>						
	<u>Writing</u>						
<u>Other</u>							
PLEASE HIGHLIGHT CHILDREN ON THE SEND LIST IN GREEN							

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Fold Primary**
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Year Group:	Teacher:	Learning Support:
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[illegible]

Pupil Progress Meetings

The progress of all pupils is discussed at Brownlow Fold at set intervals during each academic year. The main focus for discussions during pupil progress meetings is to identify pupils as being at risk of underperformance based upon national standards, prior attainment and school targets for the end of the year and key stage. The discussion will also involve interventions/strategies that have been put in place for all pupils including those with special educational needs. A key focus will be on what class teachers need to do/ implement in order to support these pupils to make **accelerated progress**. The formula below is useful to consider prior to the meeting in relation to identifying the means by which pupil progress will be **accelerated**:

$$\text{Barrier} + \text{Action} = \text{Impact} + \text{Evidence}$$

B = What have you identified as the barrier to the child's progress?

A= What actions have you put in place (or will you put into place) to improve performance and progress?

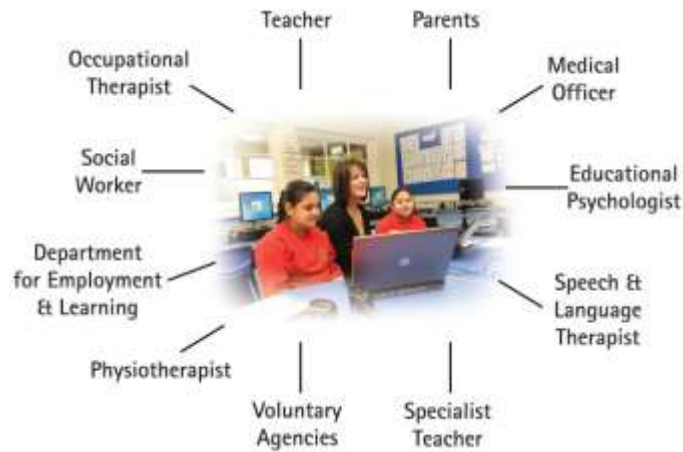
I = What impact has this action had, or do you expect it to have (link directly to pupil outcomes and progress)

E= What evidence have you got to show this?

Planning Support and Intervention Questions to consider:

- What support/ intervention strategy needs to be in place to accelerate the learning for any child/ group who are at risk of underperforming?
- Is this intervention likely to specifically address the child's learning needs?
- What is the assessment starting point for the intervention? The expected outcome (specific attainment measure)?
- What specific progress is expected?
- How will you measure the impact of the support/ intervention?
- How will you monitor the progress of any interventions being delivered by learning support staff?
- Is there any other support that you require in order to accelerate the learning for the identified pupils?

External Agencies working with Brownlow Fold



Considerations when working with other/external professionals

- Other professionals are not governed by timetables (like schools) – this has implications for arranging times for meeting or phone calls.
- Terms and Conditions of Employment vary.
- Holidays may be able to be taken in term time and they may not be available.
- Shortages exist in some professions and difficulties may be faced during recruitment.
- Other professionals may not understand teaching.
- Other professionals are expert in areas where teachers are not. It is important to consider their advice.
- Other professionals may insist upon different modes of titles or address (this may have implications for meetings and for minutes).
- A flexible approach that draws on a wide range of expertise is best.
- Try to develop positive working partnerships. It may be an idea to discuss how collaboration should take place in advance.

All referral forms can be obtained from the SENCo

Educational Psychology Service - The educational psychology service provides guidance and support to school on a range of issues including special educational needs. They work with parents, carers and practitioners to identify and support the special educational needs of individual children.

School Nursing Team - The School Nursing Service works with school aged children, their parents/carers, other health professionals, education staff and other agencies to promote the health and wellbeing of children and enable them to reach their full potential.

Speech and Language Service - The Speech and Language Service provides a range of services for children and young people aged 0 –19 years who present with speech, language and communication difficulties.

Behaviour Support - The behaviour support team comprises of teachers and teaching assistants; they work with a range of pupils and their families with differing needs to develop positive behaviours.

Woodbridge SEND Service – Woodbridge SEND service is a team of specialist teachers and teaching assistants that liaise with mainstream school staff to disseminate good practice.

The Achievement Cohesion and Integration Service (ACIS) - The Achievement Cohesion and Integration Service works with new arrivals to the country who do not have a school place.

CAMHS - CAMHS stands for Child and Adolescent Mental Health Services. CAMHS are specialist NHS services. They offer assessment and treatment when children and young people have emotional, behavioural or mental health difficulties.

Sensory Support Service - We continue to liaise with specialist teachers and other professionals who have knowledge and experience in working with children with a sensory impairment.

Social Care – All professionals work together to support children to achieve their full potential and that children at risk are properly protected.

Bolton Information and Advisory Service - The ISA ensure that children, young people and families receive appropriate and coordinated services where practitioners work together effectively at the earliest point to deal with the impact of difficulties and to prevent these from becoming more serious

Occupational Therapy - The role of the Occupational Therapist (OT) is to work with children who have difficulties with the practical and social skills necessary for their everyday life. An Occupational Therapist will aim to enable the child to be as physically, psychologically and socially independent as possible.

Brownlow Fold is currently working with the following external agencies;

- | | |
|---|-----------------------------------|
| * Educational Psychology Service | * School Nursing Team |
| * Speech and Language Service | * Behaviour Support |
| * Learning Disability Nurse | * Occupational Therapy |
| * The Achievement Cohesion & Integration Service (ACIS) | * Sensory Support Service |
| * CAMHS | * Paediatric Occupational Therapy |
| * Social Care | * Early Intervention Service |
| * Integrated Working Team | * Safeguarding Board |
| | * Woodbridge SEND service |

Initial Concern – Cause for concern

An initial concern form is a structured document used by professionals, most commonly in educational settings, to systematically record and communicate concerns about a child's development, learning, behaviour or well-being to colleagues like a Special Educational Needs Coordinator (SENCo) or a Designated Senior Person for safeguarding.

The Initial Concern form ensures comprehensive details are gathered, including the nature of the concern, observations, any actions taken, and discussions with parents or guardians, facilitating timely support and intervention.

Purpose and Importance

- **Early identification:** Helps educators and practitioners identify potential issues with a child's development, learning or safety early on.
- **Systematic documentation:** Provides a clear and organised way to record concerns, which is crucial for good practice and evaluating progress.
- **Effective communication:** Ensures all relevant information is shared efficiently with the appropriate person, such as a SENCo or a Designated Safeguarding Lead.
- **Informed decision-making:** Provides a basis for making informed decisions about a child's needs and the support strategies required.
- **Whole-school approach:** Promotes a consistent and collaborative approach to identifying and addressing issues across the entire school or setting.

Early Help Assessment

The Early Help Assessment is not just a form; it is a process that includes the completion of paperwork via discussion and engagement with children, young people and families. It is also a recognised suitable tool to share information with consent. Before completing an Early Help assessment teachers must talk to the SENCO and **check who else is involved with the child and whether an Early Help Assessment is already completed.**

To do this the SENCo will contact Bolton ISA: 01204 848722 / boltonISA@bolton.gov.uk

This will tell you who else is involved with a child and whether or not an EH assessment has already been undertaken. If there is an EH assessment in place, the SENCo will contact the Lead Professional and discuss the issues with them and agree whether an action meeting is needed.

Obtain consent from parents/carers to undertake the assessment

Parents need to agree to undertake the assessment. If consent isn't gained, then you should not continue. The only exception to this is when you are sharing information without consent – for example, to protect children from harm, or to prevent crime.

Undertake the assessment

The **class teacher** must arrange a meeting to collect information with the parents/carers and SENCo. Families should always be at the centre of this process and should agree what is recorded on the EH assessment. Identify strengths as well as needs, include useful factual information and professional observations but avoid putting in opinions. If you are using the Early Help Assessment to request an additional service from a targeted or specialist agency, include relevant information relating to the issues for which you are seeking specific support. Recording information thoroughly will prevent families having to repeat personal information, and help other agencies understand what is needed.

Agree Action Plan

When information is gathered and recorded, an action plan needs to be made to address any needs identified. This could include actions to be undertaken by the family or school or request an additional or specialist service from another agency. Try to be specific about what is required. If you are not sure that another service can meet the need/issue you are trying to address, then you should contact them in advance of completing the action plan.

Set Review date

A review should be agreed in **every case**. It may be possible to do this very informally, if all the issues identified have been addressed. Reviews can be undertaken with the family and the Lead Professional or it may be necessary to call a Child Action meeting with the family and everyone involved. The Early Help Action plan should be

reviewed and updated and if needed, new actions identified. This should be done on the separate review form. If at this point, it is agreed with the family, that all the issues identified on the Early Help Action Plan have been addressed satisfactorily, then it should be closed.

Information Sharing and Storage Consent

It is essential that parents give their 'informed' consent for the information to be stored and shared. This means that the person giving consent needs to understand why information needs to be shared, who will see their information and what will be done with that information. In this section, list all the people with whom you intend to share the Early Help Assessment and Action Plan - those that need the information in order to provide a service to the child or young person. When it is reviewed and updated, also consider if any agencies need to be added (or removed). It should be made clear that the form will be stored electronically, and will be not shared with anyone not identified in the consent section. The form is signed by the parent/carer.

A copy should be given to the family, a signed copy kept by school and copies are sent to everyone identified in the consent section.

Early Help is about ensuring that children and families receive appropriate and coordinated services where practitioners work together effectively at the earliest point to deal with the impact of difficulties and to prevent these from becoming more serious. The Early Help Assessment is a process to help identify additional support needs. It's a way of working with a child, and/or their family at the earliest opportunity to help make things better.

PLPs (Personalised Learning Plan)

What is a Personal Learning Plan?

A PLP is a plan which is created and used for most children on our SEND list.

A PLP clearly states the targets which the child is working on. Targets are taken directly from each pupils Early Help/Early Help Review/SALT programme.

A PLP is reviewed and evaluated alongside/at the same time as our assessment cycles.

A child on an EHCP does not need a PLP because they have their own individual EHCP evidence books and individual provision maps.

Why do we need PLPs?

A PLP ensures that each child on the SEND list is working on their own individual targets.

A PLP provides evidence (dates) of the children working on their targets.

A PLP is evaluated and reviewed. This monitors whether targets have been met or whether targets need to be worked on again for another assessment cycle.

EHCP (Education, Health and Care Plan)

An education, health and care (EHC) plan is for children and young people aged up to 25 who need more support than is available through special educational needs support. EHC plans identify educational, health and social needs and set out the additional support to meet those needs. It details a child's needs and outlines the specific, quantified support and provision from various services—such as education, health, and social care—to meet those needs and achieve agreed outcomes. An EHCP is only issued after an Education, Health and Care needs assessment and is overseen by the local authority, which has a legal duty to provide the outlined provision.

How do you request an EHC plan assessment?

You can ask your local authority to carry out an assessment if you think your child needs an EHC plan. A young person can request an assessment themselves if they're aged 16 to 25. A request can also be made by anyone else who thinks an assessment may be necessary, including doctors, health visitors, teachers, parents and family friends.

Review: The EHCP is reviewed at least once a year to ensure the provision is still appropriate and to monitor progress towards the agreed outcome.

Person Centred/Annual Reviews

The school SENCo will plan the date/times of the Person-Centred Review meetings each year and arrange with the school office the necessary correspondence that needs to take place with all those involved with the children that have an EHCP. All dates/deadlines will be given to staff at the start of the year so that everyone is aware of their individual responsibility/contribution to this process. All paperwork/forms can be obtained from the school SENCo. Due to the vast number of processes/forms/people involved it is imperative that everyone meets deadlines as otherwise this will have a negative impact upon all involved in the process.

School Staff involved in the Person-Centred Review process;

- SENDCo
- Class Teacher
- Key Worker
- Learning support staff

Preparing for the meeting

In preparing for the review meeting, the school office will request written advice from:

- the child's parents/carers
- school
- all external agencies involved with the child e.g. SALT, Woodbridge SEND service, Educational Psychology etc

The class teacher is responsible for completing the:

School Advice Form

Provision Map (Individual and class)

If you (Class teacher/key worker) are aware that a parent/carer will have difficulty in responding in writing you will need to put them in touch with the Bolton Information and Advisory Service. Parents/carers may also need support in attending the review meeting. This is of particular importance where the parents/carers might have a communication difficulty because their first language is not English. The child should also give his/her views and/or make a written contribution where he/she is able to do so.

Bolton Information Advisory Service

iasoutofhours@outlook.com

01204 848722

07467 943495

Supporting the child or young person in preparing for the review

The class teacher/key worker is responsible for supporting the child to prepare for the meeting. To enable the child to fully contribute, the following are examples of approaches that could be considered: drawings, photographs, symbols or objects, and a variety of media such as a scrapbook, diary, a slide show/PowerPoint

presentation, 'This is my life' poster, or something that they have made that they are proud of. It is up to the class teacher/key worker to decide what format they would like to use. The SENCo has example templates that can be used/adapted.

The written advice that school and others involved submit will be used as the basis for the discussion at the review meeting and relates to:

- the child's progress towards meeting the objectives in the EHCP.
- the application of the National Curriculum or Early Years Foundation Stage
- the progress the child has made in their behaviour or attitude to learning
- the child's current non-educational needs/provision
- the continued appropriateness of the EHCP
- any amendments to the EHCP
- whether the EHCP should cease to be maintained

Before the meeting, the school office will circulate copies of all the advice received to all those invited to the meeting, inviting additional comments, including comments from those unable to attend.

When requesting written advice from other professionals, we always request this **at least six weeks** ahead of the annual review date.

The Annual Review Meeting

The school office will invite:

- the child's parents/carers
- the relevant teacher
- the relevant key worker
- all external agencies involved with the child i.e. Ladywood, SALT, OT etc.
- a representative from Bolton LA
- the child

Conduct of the Review Meeting

The SENCo carries responsibility for chairing the meeting and, given the need to take notes of the key points and recommendations, a member of staff from the school office will minute the meeting so that the class teacher/key worker can use the information in the summary report after the meeting.

Agenda for Annual Review Meeting

- introductions
- confirmation of reports received and read
- review of progress since the EHCP was issued or the last review
- recommendations
- planning for the next 12 months/transition to secondary school (if applicable)

- other issues requiring action
- arrangements for the next review
- an explanation of what happens next

More specifically, in the light of the reports, those present at the meeting should consider the following:

- the child's views
- the parents/carers views
- the child's overall progress over the past year, especially in relation to each special educational need the child's progress towards meeting the overall objectives set out
- the successes the child has achieved in meeting the targets and the objectives set out in the EHCP
- the most recent end of key stage assessment
- the child's current attainment in English and Maths (or EYFS ELGs)
- comments upon any continuing difficulties, noting successful strategies
- any new targets to be set to meet the objectives
- any significant changes in the child's special educational needs
- is any further action required and if so by whom?
- have the child's needs changed?
- should the LA cease to maintain the EHCP?
- should the EHCP be amended? If so, why and how?
- are there any other significant recommendations?

Submitting the Report/s to the LA

During the meeting a member of the school office will minute the meeting and the class teacher/key worker will use this information to transfer the minutes into the summary report template. Following the meeting the class teacher must check the summary report and the school office will submit it to the LA **no later than 10 school days after the review meeting** or the end of that school term, whichever is earlier. The school office must then send a copy of the report to all concerned in the review, including the parents/carers and any relevant professionals. This should include all those who attended the review and those who were invited but were unable to attend.

The LA will consider the recommendations in light of the report and write to the parents about the recommendations copying the letter to the school and other professionals.

The LA in reviewing the recommendations, will make a decision about whether to:

- Maintain the Education, Health and Care plan with no changes
- Amend the Education, Health and Care plan
- Increase/decrease the support
- Cease to maintain the Education, Health and Care plan

- Start a new Education, Health and Care needs assessment

Person Centred Review Dates and Deadlines for each academic year will be shared with the relevant staff members.

High Quality Teaching and Adaptations at Brownlow Fold

IC and EH Provision

Initial concern and Early help provision includes but is not limited to;

- Preparing pupils for any changes to their routine.
- Use of colourful visuals and large font used to highlight keywords.
- Staff using non-verbal communication to support what they are saying, for example gesture or pointing.
- Screening programmes and early intervention programmes in place.
- Access to a safe and quiet place for the pupils to access when they feel anxious or are overloaded.
- Visual support systems such as visual timetables, prompt cards (for example a card, with a picture, to remind a child to listen for their name) and photos are used.
- Strategies are used to ensure a child is paying attention for example the teacher says their name before giving an instruction.
- Additional resources are available if needed.
- Use of pencil grips, writing lines and templates.
- Giving pupils adequate thinking time before expecting a response.
- Use positive statements to redirect the pupil to the desired behaviour.
- Use of special equipment the pupil finds helpful e.g. looped scissors.
- Consistent vocabulary is used, where the same word is used all the time when teaching new subjects.

EHCP Provision

EHCP provision includes but is not limited to;

- Simplified language where needed with instructions being repeated for those who need it with the use of visual cues, symbols or pictures alongside words to make instructions easier to follow.
- Use of visual supports and approaches to help the pupil to better understand the routine and the school day, this can include approaches such as 'Now and Next'.
- Providing plenty of opportunities for multisensory, practical learning.
- Allow pupil extra time to complete work, with motor-breaks when needed.

- Consider alternative methods of recording work.
- Consideration of the school environment, thinking about how you can make it more comfortable. For example, a pupil who struggles to block out background noise may benefit from the use of ear defenders.
- Allow pupils to leave lessons early to avoid crowded corridors.
- The use of multi-sensory visual approaches.
- Use of concrete materials and practical activities.
- Chunking instructions and tasks to reduce the reliance placed on working memory.
- Use of visual aids to help recall information when needed.
- Use of mind maps to support the pupil to understand how their learning links.
- Provide examples and try to relate problems to real-life situations.
- Marking is based on knowledge rather than presentation of work.
- Effective use of ICT to support pupils.
- Working on tasks in short, frequent bursts.
- Use of a timer to delineate tasks and aid concentration.
- Opportunities for a child to work at their own level, following their own task or targets if needed. This might mean that a child works on slightly different work, at the right level for them, with some extra support from a teaching assistant.