Welcome to

THE BURGESS HILL ACADEMY

SEND Department

Parent Handbook

SEND@TBHA

Last update: November 2022

Contents   Page

SECTION 5

SECTION 6

The Special Educational Needs Department at The Burgess Hill Academy

This handbook is aimed at parents/carers of children who have identified Special Educational Needs.

The Special Educational Needs Department are a team consisting of:

SENCo

SEN Teacher

SEN Co-ordinator/Parent Liaison

Haven Supervisor

4.5 Learning Support Assistants (LSAs)

Key Responsibilities:

SENCo

- EHCP / Annual Reviews
- Overview / Monitoring of any Individual Support Plans (ISP)
- Overview / Monitoring of any SEN based time limited interventions
- Referrals to external professionals

SEN Co-ordinator/Parent Liaison

- Parent Liaison – first point of contact for day to day issues
- Access Arrangements co-ordination
- Co-ordination of external professional visits
- Yr6 SEN transition visits

SEN Teacher

- KS3 English intervention teaching
- KS4 Personal and Social Effectiveness course teaching
- Time limited intervention support
- Speech and Language support for named pupils
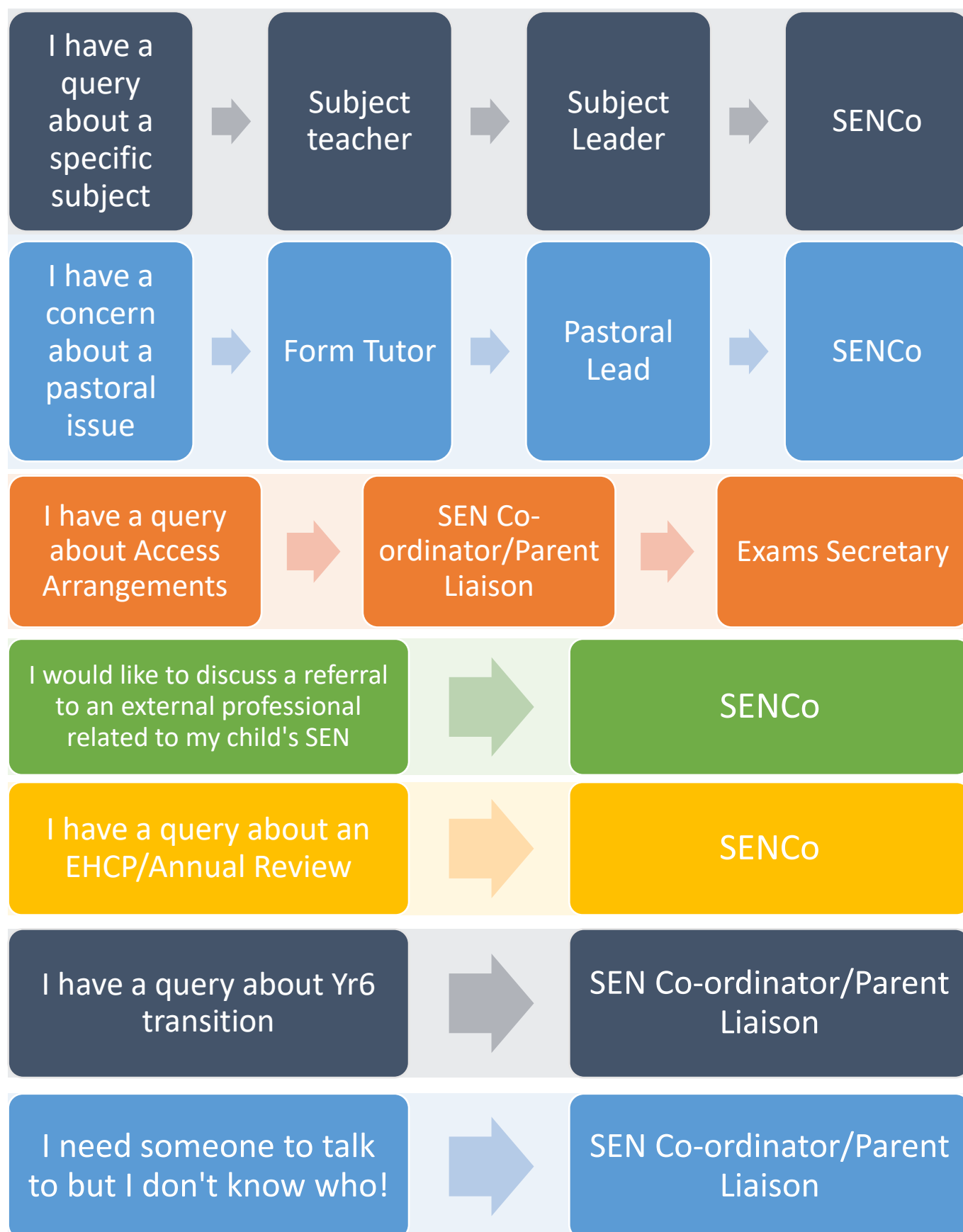
Haven Supervisor

- Supervision of The Haven during lesson time
- Support with set tasks and self-regulation activities
- Emotionally Based School Avoidance (EBSA) support

Contact details:

SEN@theburgesshillacademy.org.uk

Your email will be directed to the most appropriate person to respond to your query

Who to contact?

I have a query about a specific subject	→ Subject teacher	→ Subject Leader	→ SENCo
I have a concern about a pastoral issue	→ Form Tutor	→ Pastoral Lead	→ SENCo
I have a query about Access Arrangements	→ SEN Co-ordinator/Parent Liaison	→ Exams Secretary	
I would like to discuss a referral to an external professional related to my child's SEN	→ SENCo		
I have a query about an EHCP/Annual Review	→ SENCo		
I have a query about Yr6 transition	→ SEN Co-ordinator/Parent Liaison		
I need someone to talk to but I don't know who!	→ SEN Co-ordinator/Parent Liaison		

What are Quality First Teaching Strategies?

Quality First Teaching (QFT) is a style of teaching that focuses on high quality and inclusive teaching for **every** child in a classroom. Quality First Teaching relies on a variety of learning strategies in order to be effective, like differentiated learning① and the use of SEN resources. It is an approach that highlights the need for a personalised learning experience and encourages greater inclusion of pupils with Special Educational Needs.

QFT is all about ensuring that **every** pupil receives teaching that suits his or her learning style. For example, if a pupil is not able to grasp a certain teaching concept or idea, the teacher should have alternative ways of teaching the same concept.

It is the teacher's duty to personalise their teaching to suit the needs of their pupils using these Quality First Teaching strategies.

The ultimate goal with Quality First Teaching strategies is to ensure that **all** whole-class teaching is as inclusive as possible. Quality First Teaching is **a universal provision** for **all** pupils.

The next section gives examples of Quality First Teaching strategies for all areas of need as specified in the Code of Practice.*

① Differentiated learning refers to learning experiences in which the approach or method of learning is adjusted to meet the needs of individual pupils.

*The Special Educational Needs and Disability (SEND) Code of Practice provides statutory guidance on the SEND system for children and young people aged 0 to 25.

It can be found here:

www.gov.uk/government/publications/send-code-of-practice-0-to-25

Quality First Teaching Strategies for all learners

Classroom well organised and labelled (with picture symbols)
Plan by deciding what everyone can learn then 'differentiate up'
Clear lesson structure with learning objectives presented orally and visually
Instructions given in small chunks with visual cues
Understanding checked by asking pupils to explain what they have to do
Understanding is demonstrated in a variety of ways
Range of groupings within the class including some random pairing activities
Activities and listening broken up with breaks for more kinaesthetic* activities
Five positive comments to one negative
Praise is specific and named
Memory supported by explicit demonstration and modelling of memory techniques
Classroom assistants planned for and used to maximise learning
Pupils are clear what is expected – models and examples are provided

* Kinaesthetic - a kinaesthetic learner is a pupil who learns most effectively from movement-based or motion-oriented activities.

Area of Need – Communication and Interaction

'Rules' of good listening displayed, taught, modelled and regularly reinforced
Pupils aware of pre-arranged cues for active listening (e.g. symbol, prompt card)
Pupil's name or agreed cue used to gain individual's attention – and before giving instructions
Key words/vocabulary emphasised when speaking and displayed visually with picture cues
Range of multi-sensory approaches used to support spoken language e.g. symbols, pictures, concrete apparatus, artefacts, role-play
Instructions broken down into manageable chunks and given in the order they are to be done
Checklists and task lists – simple and with visual cues
Delivery of information slowed down with time given to allow processing
Pupils are given a demonstration of what is expected
System of visual feedback in place to show if something has been understood
Pupils are encouraged – and shown – how to seek clarification
Prompt cards using a narrative framework (who, where, when, what happened etc.) used to support understanding of question words
Talking buddies or similar used to encourage responses
TAs used effectively to explain and support pupils to ask and answer questions
Classroom furniture and groupings consider whether pupils with speech and communication needs can see visual prompts and the teacher
Access to a quiet, distraction free work station if needed
'Word walls' or similar to develop understanding of new vocabulary
Parents advised of new vocabulary so it can be reinforced at home
Appropriate use of visual timetables – personalised to the child
Minimise use of abstract language

Area of Need – Cognition and Learning

'Next steps' for learning derived from what the pupil can already do, referring back to earlier stages when necessary
Make sure you know the level of difficulty of any text you expect the pupil to read
Key words/vocabulary emphasised when speaking and displayed clearly
Pre-teaching of subject vocabulary
Instructions broken down into manageable chunks and given in sequence
Teach sequencing as a skill e.g. sequencing stories, alphabet etc.
Pupils encouraged to explain what they have to do to check understanding
Resources, equipment, homework diaries make use of consistent symbols and colour coding
Links to prior learning explicitly made
Key learning points reviewed at appropriate times during and end of lesson
Colour coded word walls in alphabetical order
Alternative ways to demonstrate understanding e.g. diagrams, mind maps, use of voice recorders
Provide, and teach use of, a range of writing frames to aid organisation
Alphabet strips stuck to desks
Key words and/or phoneme mats on desks
Mark writing for content - encourage pupils to highlight one or two words themselves that may be incorrect to be looked at later
Occasional opportunities to work with a scribe – perhaps within a small group to produce a piece of writing for 'publication' e.g. displayed on the wall, read to other children etc.
Where possible, use IT programs and apps. to reinforce and revise what has been taught
To support short-term memory, have small whiteboards and pens available for notes, to try out spellings, record ideas etc.
Range of coloured overlays/reading rulers available
Coloured paper for worksheets and coloured background on smart board
Texts which reflect interest and age range – good range of 'hi-lo' (high interest, low reading age) available

Text presented clearly – uncluttered, use bullet points and clear font
Diagrams and pictures to add meaning alongside text
Cloze* procedure exercises to vary writing tasks and demonstrate understanding
Don't ask pupil to read aloud in class unless you know they have pre-prepared and are comfortable with this
Additional time to complete tasks if necessary
Teach and model memory techniques
Use different coloured pens to support learning spellings, identifying different sections of text, one colour for each sentence etc.
Mark starting point for each line with a green dot
Minimise copying from the board – provide copies for pupil if necessary
Teach pupil how to use planners, task lists etc.

* cloze – 'fill in the blank'

Area of Need – Social, Emotional, Mental Health

Take time to find pupil's strengths and praise these – ensure that the pupil has opportunities to demonstrate their skills to maintain self-confidence.
'Catch' the pupil being good and emphasize positives in front of other pupils and staff (where appropriate)
Give the pupil a classroom responsibility to raise self-esteem
Refer pupils regularly to classroom code of conduct, whole class targets and use consistently – ensuring that supply staff apply same consistency
Play calming music where appropriate
Give breaks between tasks and give legitimate 'moving around' activities e.g Brain Gym, wake up and shake up
Provide lots of opportunities for kinaesthetic learning e.g. practical activities, experiential learning, multi-sensory resources
Use interactive strategies e.g. pupils have cards/whiteboards to hold up answers, come to the front to take a role etc.
Make expectations for behaviour explicit by giving clear targets, explanations and modelling
Where possible, create a quiet area both for working and as a 'quiet time' zone
Use a visual timer to measure and extend time on task – start small and praise, praise, praise
Teach pupils how to use post-it notes for questions and ideas rather than interruptions (when appropriate)
Legitimise movement by getting pupil to take a message, collect an item, use a 'fiddle toy' if necessary
Ensure that tools/equipment are easily accessible and available for use.
Give a set time for written work and do not extend into break time to 'catch up' – the pupil will need these breaks
Use pupil's name and ensure you have their attention before giving instructions
Chunk instructions and support with visual cues.
Make use of different seating and grouping arrangements for different activities
Personalise teaching where possible to reflect pupils' interests
Communicate in a calm, clear manner
Keep instructions, routines and rules short, precise and positive
Listen to the pupil, giving them an opportunity to explain their behaviours. Use Restorative Justice.

Provide visual timetables and task lists – may need to be for a short period of time depending on the pupil
Have a range of simple, accessible activities that the pupil enjoys to use as 'calming' exercises
Communicate positive achievements – no matter how small – with home and encourage home to do the same.
Ensure groupings provide positive role models
Transition from whole class work to independent or group work is taught, clearly signalled and actively managed

Area of Need – Physical and Sensory

Visual Impairment

Give as many first hand 'real' multi-sensory experiences as possible
Ensure correct seating in relation to board, whiteboard, Smartboard taking into account levels of vision in each eye
Try out different paper/Smartboard colours to try to find best contrast
Consider lighting – natural and artificial – which is most comfortable?
Avoid shiny surfaces which may reflect light and cause dazzle
Take advice from specialist teams related to font style and size
Short spells of visual activity should be interspersed with less demanding activities
Eliminate inessential copying from the board
Where copying is required, ensure appropriate print size photocopy is available
Ensure range of writing materials is available so that pupil can choose most appropriate to maximise vision
Always uses verbal explanations when demonstrating to the class. Read out aloud as you write on the board
Address the pupil by name to get their attention
Avoid standing in front of windows – your face becomes difficult to see
Avoid the sharing of texts/monitors unless doing so is a priority for social reasons e.g. working together on a project.

Hearing Impairment

Careful seating that allows the pupil to see the teacher clearly and also see other speakers (back to the window is good)
Gain pupil's attention before important information is given
Keep background noise to a minimum
Slow down speech rate a little, but keep natural fluency
Do not limit use of rich and varied language – trying to stick to short words and limited vocabulary can limit natural speech patterns and full meaning
Allow more thinking and talking time
Model and teach careful listening along with signals when careful listening is required
Repeat contributions from other children – their voices may be softer and speech more unclear
Occasionally check that oral information/instructions have been understood
Face the pupil when speaking
Keep hands away from mouth
Key words on board to focus introduction and conclusion
Divide listening time into short (ish) chunks
Use visual symbols to support understanding

Co-ordination Difficulties

Consider organisation of classroom to allow free movement
Allow the child plenty of space to work – where space allows, could he/she be placed next to a 'free' desk?
Ensure that left and right handed pupils are not sitting next to each other with writing hands adjacent
Seating should allow pupil to rest both feet flat on the floor – check chair heights
Desk should be at elbow height
Sloping desk provided if possible
Positioned so pupil is able to view the teacher directly without turning the body – close enough to see and hear instructions
Seated where there are minimal distractions e.g. away from windows and doors
Encourage oral presentations as an alternative to some written work
Lined paper with spaces sufficiently wide to accommodate pupil's handwriting
Mark starting point for each line with a green dot
Attach paper to desk with masking tape to avoid having to hold with one hand and write with the other
Break down activities into small chunks with praise for completing each part
Ensure range of different pen/pencil grips is available
Reinforce verbal instructions by repeating several times, give no more than one or two instructions at a time and ask the child to explain what is required to check understanding
Once the child is confident with this, perhaps they could be asked to explain the task to another child or small group
If copying from the board is absolutely necessary, use different colours for each line and leave a gap between lines
Teach sequencing skills
Cue cards may help the pupil to sequence a task e.g. 1. Clear your desk 2. Collect the equipment you need (with visual cues) 3. Put the date at the top of the page etc.
Can the lesson objective be photocopied or written into book for pupil?
Teach pupil how to use planner, diary, lists to organise themselves as appropriate
Allow additional time to complete tasks

Where possible, allow the pupil alternatives to taking part in team games where he/she will be identified as 'letting the side down'
Where possible allow access to lap-tops/tablets etc. & teach key board skills

How do you identify Special Educational Need?

At The Burgess Hill Academy, pupils with a Special Educational Need (SEN) are defined, as per the SEND Code of Practice, as children who have a learning difficulty or disability which calls for special educational provision to made for them and, as recommended by the Department for Education, as pupils who need:

- Extra help from a teacher or assistant
- Extra encouragement in their learning, for example, to ask questions or to try something he/she finds difficult
- Observation in class or at break times
- Help taking part in class activities
- Help communicating with other pupils
- Help with physical or personal care difficulties, for example, getting around the school safely, eating or using the toilet.

Some pupils arrive with us in Year 7 with SEN already identified in Primary School.

For pupils arriving without an identified SEN in Year 7, we follow the Graduated Approach to monitor pupils continually, which may lead to the identification of SEN.

What is the Graduated Approach?

The Graduated Approach is outlined in The Code of Practice and consists of 4 stages:

Stage 1 – ASSESS

Subject teachers make regular assessments of progress for all pupils. This will identify pupils making less than expected progress. If a pupil's progress declines despite Quality First Teaching strategies*, the subject teacher will contribute to an Individual Support Plan for the pupil. Observations and assessment data will be recorded as a starting point.

 *See Section 1 for a list of examples of Quality First Teaching

Stage 2 – PLAN

Subject teachers/Pastoral Team identify the aims for the pupil and which outcomes they are working towards. A plan is made to show the next steps for the pupil, which Quality First Teaching strategies will be adapted and increased and which time limited targeted interventions can be included.

Stage 3 – DO

Subject teachers/Pastoral Team set 3-4 targets for the pupil.

Stage 4 – REVIEW

Subject teachers/Pastoral Team review the targets after a 3-6 week period, dependent on frequency of lessons. Progress will be reassessed.

This Graduated Approach cycle is repeated twice by subject teachers/Pastoral Team. If a pupil continues to demonstrate a lack of progress, the pupil will be referred to the SEN Department for further investigation.

Further investigation will mean:

- Conversation with parents
- Conversation with the pupil
- Initial screening tests as appropriate – for example, dyslexic screening, speech and language screening

Dependent on the results of these investigations, it may then be possible to identify any SEN.

Will my child be included on the Special Educational Needs register?

We have two registers in operation at The Burgess Hill Academy. Both are working documents, which are regularly reviewed.

Additional Needs Register

The Additional Needs Register (AN) will record all pupils who have additional needs but who **do not** require specific or additional support* to meet expected progress, as a result of these needs.

*Additional or specific support is defined as support in excess to Quality First Teaching (previously known as Wave 1 intervention).

Quality First Teaching is high-level differentiation that is offered to all pupils. Section 1 lists examples of Quality First Teaching).

This register will include:

- Pupils with medical needs

- Pupils with English as an additional language (EAL)

- Pupils with a Special Educational Need (SEN)

- Pupils with a registered disability

- Looked after children (LAC)

Parents will be informed if their child is included on the Additional Needs register.

Special Educational Needs Register

The Special Educational Needs Register (SEN) will record all pupils who have additional needs **and** require specific or additional support to meet expected progress, as a result of these needs.

This additional or specific support is defined as support that goes **over and above** Quality First Teaching (previously known as Wave 1 intervention) and is **not** offered to all pupils. (Section 1 lists examples of Quality First Teaching).This additional support is individualised support to meet a pupil's long-term specific needs.

This register will include:

- Pupils with an Education, Health and Care Plan (EHCP).
- Pupils with **identified Special Educational Needs** (SEN) who are at risk of exclusion.

- Pupils with **identified Special Educational Needs** (SEN) who require specific support to meet expected progress that is **not** offered to all pupils. This specific support may be:
  - Receiving internal/school delivered provision
  - Working with external specialists/external provision
  - Receiving one-to-one support **not** offered to other pupils

Parents will be informed if their child is included on the Special Educational Needs register.

Will my child stay on the Register permanently?

The inclusion on either of these registers is not fixed or permanent. Both the Additional Needs register and the Special Educational Needs register are reviewed each term in December, April and July. Pupils will move between the two registers dependent on levels of progress and success of any provisions.

Examples:

A pupil in Year 8 not on the register is found to be making significantly less progress than her peers. After 3 months of Quality First Teaching interventions, there is no improvement in her progress. She is then be placed on the Additional Needs Register while she receives some time limited targeted interventions. She is not added to the SEN Register.

A pupil in Year 10 with ADHD is making expected progress but often struggles to focus or becomes distracted during lessons. The teaching assistant (TA) that works in some of the pupil's lessons, supports with regular reminders and some one-on-one support if needed. The TA does not work specifically with this pupil and provides the same support to other pupils in the class. This pupil will be part of the Additional Needs register because he has identified SEN but the support he receives is also offered to all other pupils and so he will not be on the SEN register.

A pupil entering in Year 7, categorised as requiring SEN support from her Primary school, will be placed on the Additional Needs register. After 1 term, she is then found to be making significantly less progress than her peers despite 3 months of Quality First Teaching interventions and any time limited targeted interventions. She will then be placed on the SEN Register while she receives additional, individualised support.

A pupil in Year 9 has been on the SEN Register since Year 7 and has been receiving additional, individualised support alongside Quality First Teaching interventions over the last 2 years. During term 1, he is found to be meeting expected progress and working much more independently. In agreement with parents, he pauses additional, individualised support and completes Term 2 with Quality First Teaching interventions and some time limited targeted interventions. After a further 3 months, he continues to work independently and his progress

remains on track. He is then removed from the SEN register and added to the Additional Needs register.

Removal from the additional Needs or Special Educational Needs register

A pupil will only be removed from either register with:

- Evidence of continued and sustained positive progress over time.
- Evidence of increased independence over time.
- Agreement of parents/carers.
- An understanding that the pupil will be reinstated on the register if changes to need mean the pupil once again meets the criteria for inclusion. (Please see above *Additional Needs Register* and *Special Educational Needs Register* for criteria).

A pupil with an EHCP will remain on the SEN register unless the EHCP is discontinued for any reason. Should there be grounds for an EHCP to be discontinued, this would only be done with the agreement of parents/carers, external professionals and the school planning co-ordinator from West Sussex County Council.

Reasons unrelated to SEN for lack of progress

Some pupils may be making poor progress because of a reason unrelated to SEN such as:

- A gap in learning – for example, due to low attendance/disrupted schooling.
- A learning delay with a positive trajectory – for example, slower to reach some milestones than peers but still making steady positive progress.
- Low attainment – for example, receiving lower scores on assessment but continuing to make slow positive progress.

These pupils do not have SEN and are therefore identified as receiving support from Quality First Teaching interventions and time limited targeted interventions. These interventions are designed to boost self-esteem and close any subject specific gaps and are co-ordinated by subject specific teaching staff.

What is a Pupil Passport?

Pupils on the SEN Register may have a Pupil Passport if desired. If completed, this will be available for all teaching and support staff to view.

A Pupil Passport is a document completed by the pupil, which gives the following information:

- Interests/hobbies.
- Which subjects the pupil likes in school.
- Anything that makes the pupil worried.
- Tasks the pupil finds hard in lessons.
- Other things that the pupil finds hard or struggles with.
- Preferred styles of learning.
- Preferred styles of teaching.
- Things that might help the pupil be successful in school.
- How the pupils will help themselves to be successful.
- Any future plans.

Pupil Passport templates will be shared with Primary SENCos during the summer term for Year 6 pupils to complete as part of their transition to the Academy.

Pupils already at the Academy, who wish to have a passport, will review their passport at least once each academic year.

Example Pupil Passport

2021-22	Insert name here	PUPIL PASSPORT

Date of Birth	03 / 07 / 07	Date Completed	September 2021

Things I enjoy and am interested in
- I do dancing outside school and I do dog agility training.
- I like English and drama and sometimes history.
- I like reading.

Things I find difficult or struggle with
- Understanding long questions especially if there is a lot of talking.
- Learn words in Spanish.
- Remembering stuff for tests.
- Talking to people, I don't really know.
- I can get worried and then I get headaches.
- I normally get worried if it is really noisy or I don't understand what to do.

Ways I like/dislike to learn
- I like working on my own but not in groups.
- I like being able to just get on with a job.
- I don't like teachers who talk a lot.
- I don't like reading out in class.

Things that help me to learn
- Give me a reminder about what comes next because I get lost sometimes.
- Help me work out how to write long answers.

Things I will do to help myself learn
- Asking if I am stuck.
- Listening to the teacher.

My ambitions
- I want to work either in a school or with animals.
- I might do some acting.

What is an Individual Support Plan?

Every pupil on the SEN Register will have an Individual Support Plan. The Support Plan is a document, which presents:

- The needs of the pupil.
- Targets for the pupil.
- Details of a clear Graduated Approach to the pupil's support including:
    - ~ Observations / Assessment data
    - ~ Quality First Teaching strategies planned
    - ~ Aims / goals
    - ~ Outcomes

During transition from Primary school, we will ask for a copy of the current Yr6 Support Plan, which will form the basis for the autumn term of Yr7.

The Support Plan is shared with and can be added to by teaching, pastoral and SEN staff. The plan is monitored by the SENCo and the SEN staff.

How is the Support Plan reviewed?

The Support Plan is reviewed each term in December, April and July and a copy is sent home.

If there are significant concerns arising from the review, a review meeting may be called by either the SENCo or parents/carers. This review meeting can be either in person, via the telephone or virtually to suit individual needs.

A Support Plan runs for as long as a pupil remains on the SEN Register.

What happens if there are significant concerns?

Should there be growing concern about the progress of a pupil following regular reviews (as detailed above); the SENCo will follow the Graduated Approach (see p. 17) to begin to involve any external professionals that may be able to contribute appropriate advice.

External professionals will be involved, dependent on need, after a minimum of 1 review showing **significant concern**.

A significant concern is defined as:

- A lack of progress documented over a period of at least 10 weeks, in a minimum of three areas, despite best endeavours* to support.
- A regression of progress documented over a period of at least 10 weeks, in a minimum of three areas, despite best endeavours to support.

- Continued behavioural difficulties documented over a period of at least 10 weeks, despite best endeavours to support.
- Decreasing attendance/engagement with school documented over a period of at least 10 weeks, despite best endeavours to support.

*Best endeavours are defined as:

- Clear documentation of a range of Quality First Teaching strategies.
- Clear documentation of Pastoral support from the tutor and/or Pastoral Lead.
- Clear documentation of support from the Standards Lead staff member for the appropriate Key Stage.

Who are the external Professionals?

External professionals are those who work in an advisory capacity outside of the Academy. The external professionals we are currently able to use are:

- Autism, Social Communication Team (ASCT)
- Learning Behaviour Advisory Team (LBAT)
- Children's Mental Health Liaison Service (CMHL)
- Educational Psychologist
- Intensive Planning Team (IPT)

Example Individual Support Plan

Surname	Forename	Gender by birth	EHCP (Y/N)	Need	Adjustments	Strategies	Targets
		M	N	ASC	Haven	Regular check ins Lots of praise Prompting to organise at the start of a lesson Visual cues Address by name when a response is expected Reteaching and modelling of how to approach new concepts. Checklist Now/Then board Seat away from window Pair with students who work well Seat at the front Repetition of key ideas and rules	To make sure equipment is on the table ready to start the lesson with adult support. To follow a to do list of 2 short tasks independently To look at the teacher when instructions are being given

SECTION 6

What is an Education, Health and Care Needs Assessment?

An Education, Health and Care Needs Assessment (EHCNA) is an assessment of a child's/young person's education, health and care needs. It is the first step to getting an Education, Health and Care Plan (EHCP). An EHCP may result in extra support and funding for a child/young person with Special Educational Needs (SEN).

The Needs Assessment brings together information about what a child can and cannot do and the special/additional help they need.

It includes information from parents, the child/young person, the Academy and other professionals who work with or support the child.

The needs assessment is to see if the child/young person needs an EHCP.

The process for carrying out the EHCNA is laid down in Law (Children and Families Act 2014, Section 36 (1) to (11)).

When might a Needs Assessment be requested for my child?

In order to request a Needs Assessment, the following criteria must be met:

- The pupil has identified Special Educational Needs.
- The pupil has clear, documented evidence showing a lack of progress/positive outcomes over a **minimum of two full terms** despite best endeavours.
- The pupil has received extra or different provision from that provided to most other pupils to meet their needs.
- The pupil shows clear, documented difficulties in **at least one** of the following areas:
    - Cognition and Learning
    - Communication and Interaction
    - Social, Emotional, Mental Health
    - Sensory and/or Physical
- The pupil's difficulties are apparent and documented in **at least two** different settings i.e. in school and at home.
- Advice has been sought, followed **and** reviewed from **at least two** external professionals.
- There is clear evidence of teamwork between home and school over time.

If a pupil meets the criteria, the SENCo will support a request for a Needs Assessment.

What is an EHCP?

If an EHCNA is successful, then an **Education, Health and Care Plan** (EHCP) will be issued by West Sussex County Council.

This plan will list the needs of the pupil and any provisions required.

How is support organised for pupils with an EHCP?

A pupil with an EHCP will have an Individual Support Plan, which lists their needs and the targets from the EHCP. This Support Plan will be reviewed termly by the teaching, pastoral and SEN staff before being shared with parents/carers.

The Support Plan is reviewed each term in December, April and July and a copy is sent home.

If there are significant concerns arising from the review, as with all Support Plans, a review meeting may be called by either the SENCo or parents/carers. This review meeting can be either in person, via the telephone or virtually to suit individual needs.

(Significant concerns are defined on p.23)

What is an Annual Review?

Every EHCP must be reviewed annually with documentation sent to West Sussex. This review occurs within 12 months since the last review or within 12 months of the EHCP being finalised. For example, an EHCP finalised in February 2022, must be reviewed for West Sussex before the end of February 2023. An Annual Review held on 12/10/21 must be repeated before the end of October 2022.

There are two exceptions to this:

1. All pupils in Yr11 with EHCPs must have their Annual Review completed before Christmas of Yr11.
2. If a placement is failing and a pupil with an EHCP is at risk of exclusion, an emergency Annual Review will be called.

What happens during an Annual Review?

Prior to the Annual Review meeting, parents/carers will be asked to share their views using a West Sussex Parent Views form. Pupils will be asked to complete their views using a similar form.

The Academy will send out a draft meeting report two weeks before the Review meeting, detailing feedback from teaching and pastoral staff as well as recent assessment data.

During the Annual Review meeting, any details in the report will be agreed and finalised by all in attendance. Any concerns or successes will be shared and actions will be noted. A final report will then be produced and, once checked by parents/carers, will be sent to West Sussex.

After the review is complete, West Sussex will decide to either maintain the EHCP or discontinue it, dependent on the recommendations of the Annual Review report produced between parent/carers, the Academy and any external professionals involved.

There is further information on the Annual Review process here:

www.westsussex.gov.uk/education-children-and-families
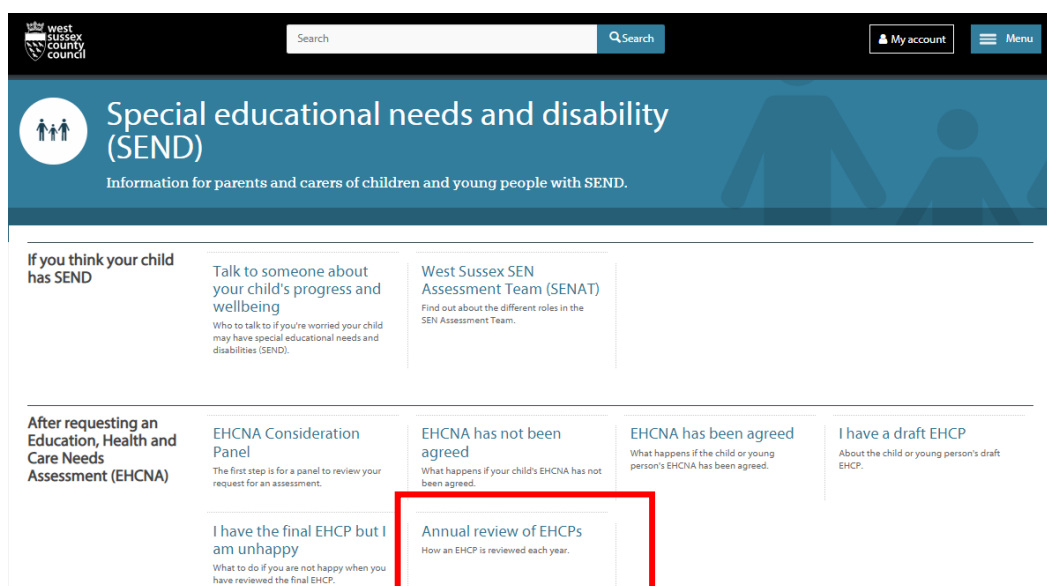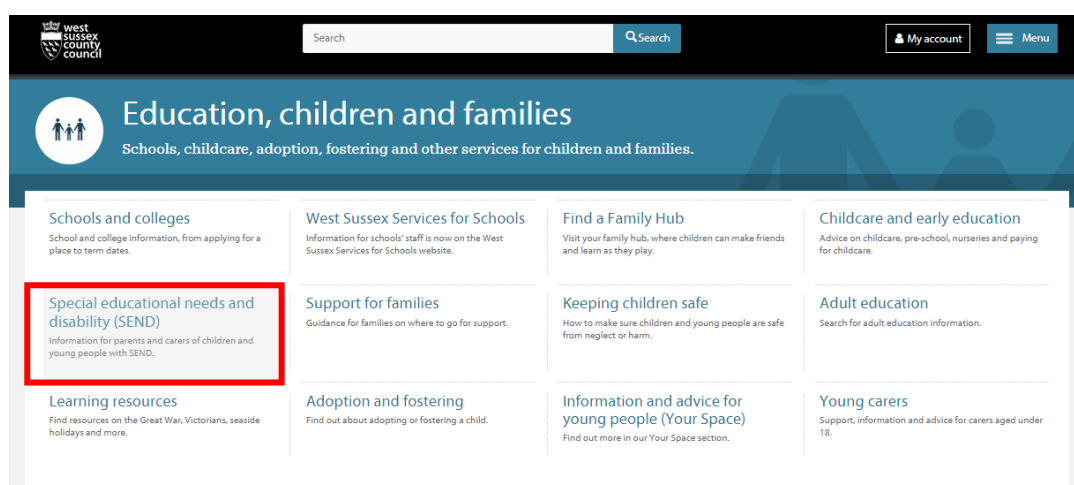
Contact Details

- You can contact the SEN Team using the email address below.

- Your emails will be directed to the most appropriate person to respond to your query.

- Please also refer to the 'Who to Contact?' on page 5, as the most appropriate person may not be in the SEN Team.

- We aim to respond **within 3 working days**, however please note that some of our team do not work every day and therefore occasionally response times may be slightly extended.

- As a team, we are committed to a partnership between staff, parents/carers and pupils to ensure we work together effectively at all times. The Parent and Visitor Code of Conduct Policy can be found via the Academy website at:

  [4736-PolicyD3ParentandVisitorCodeofConductV2September2019.pdf (finalsite.net)](4736-PolicyD3ParentandVisitorCodeofConductV2September2019.pdf)

SEN@theburgesshillacademy.org.uk

END