

SPECIAL EDUCATION NEEDS POLICY

CONTENTS

Section 1:	The policy
Section 2:	List of outside agencies
Section 3:	Procedures for Identification, Assessment, Provision and Review

INTRODUCTION

The Education (Special Educational Needs) (Information) (England) Regulations 1999 and The SEN Code of Practice (2001) set out the information which a company's policy for special educational needs must contain. This policy has been revised as a result of the changes within The SEN Code of Practice (2001).

This policy details the provision for young people with special educational needs that we provide that is 'additional to' or 'different from' the provision made for all young people in state education.

Our central aim is to reduce the barriers to effective learning for young people with special educational needs, especially those pupils with ASD.

SECTION 1

Basic information about The Beeches special education provision.

Children have special educational needs if they have a *learning difficulty* which calls for *special educational provision* to be made for them.

Children have a *learning difficulty* if they:

- a) Have a significantly greater difficulty in learning than the majority of children of the same age; or
- (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- (c) Are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means:

Educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area.

Objectives

The objectives of our policy are:

- To ensure the early identification of all young people with special educational needs
- To address identified special educational needs effectively using all the resources available to the company.
- To ensure that all staff within the company are committed to providing effective education for all young people with special educational needs.
- To ensure that the views of the young person with special educational needs are actively sought and taken into account.
- To work in partnership with the care staff, managers and social workers of young people with special educational needs and to recognise the vital role they have to play in supporting their young person's education
- To ensure that young people with special educational needs have full access to a broad, balanced and relevant education, including an appropriate curriculum.

The Head of Education will:

- Oversee the day-to-day operation of the SEN Policy.
- Co-ordinate provision for young people with special educational needs
- Liaise with and advise other members of staff
- Oversee the records of all young people with special educational needs
- Liaise with care staff and social workers of young people with special educational needs
- Manage all correspondence relating to special educational needs
- Contribute to the in-service training of staff
- Liaise with external agencies including the educational psychologists, LEA support services and health and social services and voluntary bodies.

Arrangements for Young people with Special educational needs

Young people with special educational needs, who do not have a Educational Health Care Plan will be subject to the same arrangements as all other young people.

Young people with an EHCP will always be treated the same as others.

The company's approach is one of identifying and assessing the individual's special educational needs and organising flexible provision to address these needs and promote progress and achievement for the young person in all areas of life.

Information about the company's policies for the identification, assessment and provision for all Young people with special educational needs.

Every child who is 'looked after' by a local authority must have a Care Plan, whether they are accommodated or on a care order and regardless of placement. The Care Plan sets out the long-term objectives for the child and the arrangements for achieving those objectives. The overall Care Plan will incorporate the Personal Education Plan which must include information on the special educational arrangements made for the child and will involve parents, carers and the child in forward planning.

1. How young people with special educational needs are identified and their needs determined and reviewed. (Detailed procedures for identification, assessment, provision and review attached as Section 3.).
2. Arrangements for providing access by young people with special educational needs to a balanced and broadly-based curriculum.

All young people have access to the full curriculum.

This includes objectives from the National Primary Curriculum We use a variety of teaching and learning approaches to maximise the achievement of all our young people.

Curriculum planning is differentiated and flexible to recognise the individual needs of all young people and to ensure progression for all young people.

As a company we aim to:

- Set suitable learning challenges.
- Respond to young people's diverse needs.
- Overcome potential barriers to learning and assessment for individuals and groups of young people.

We embrace these principles and apply them in planning, teaching and assessing our curriculum.

How Young people with special educational needs engage in the activities together with Young people who do not have special educational needs.

All young people with special educational needs has full access to the environment, resources, staff and activities of our company.

Some young people with special educational needs may require some form of 'special provision' to enable them to access some activities.

How the directors may evaluate the success of the education, which is provided

The company undertakes regular monitoring and evaluation of policy and practice for special educational needs through the following approaches:

- Teaching observation
- Monitoring of teachers' planning and assessment records
- Analysis of assessment outcomes
- Monitoring of special educational needs records including:

- Individual education plans, PEP reviews, Annual reviews of EHCPs etc.
- Monitoring of the progress of young people with special educational needs in meeting individual education plan targets.
- Monitoring of parental views about the quality of special educational needs provision.

The information collected through monitoring and evaluation is discussed during meetings with teachers at regular half termly meetings.

We thereby ensure that:

Systems for identifying, assessing and reviewing young people with special educational needs are effective.

Performance indicators include:

- Number of complaints from social workers regarding special educational needs provision.
- Records of action taken in response to young people's special educational needs are identified in short term curriculum planning and are recorded on IEP's.
- Evidence through analysis of outcomes that young people with special educational needs make good progress.

The role played by care staff and social workers of Young people with special educational needs

The company attaches great importance to working in partnership with care staff and social workers to achieve the very best for all young people. A central objective of our policy is:

- *To work in partnership with care staff and social workers of young people with special educational needs and to recognise the vital role they have to play in supporting their young person's education.*

To this end, care staff and social workers are encouraged to meet regularly with teachers and to make an active contribution to identification and planning of action to meet their young people's special educational needs.

Any links with other provision, including special provision, and the provision made for the transition of Young people with special educational needs between homes or between the company and the next stage of life or education.

The transfer of young people with EHCPs needs will be discussed with their care staff and social workers at the annual review. Contact will be made where appropriate with the LACES team of the Placing authority including an invitation to attend the young person's review via the social worker and invitation to visit the young person in the school and discuss their particular strengths and needs.

The company ensures that all records and relevant documentation are passed to the receiving school or placement.

SECTION 2.

Sources of help and advice

Advisory Centre for Education (ACE)

The Advisory Centre for Education (ACE) is an independent advice centre for parents, offering information about state education in England and Wales for five to 16 year olds. They offer free telephone advice on many subjects like exclusion from school, bullying and SEN.

- [Contact the Advisory Centre for Education](#)

Advice for parents with disabled children

Contact a Family

Contact a Family provides advice, information and support to families with disabled children across the UK.

- [Contact 'Contact a Family'](#)

Parents for Inclusion

Parents for Inclusion is a national charity who work to enable disabled children to learn, make friends and have a voice in ordinary school and throughout life.

- [Contact Parents for Inclusion](#)

Advice for parents with children with special educational needs

Independent Panel for Special Education Advice (IPSEA)

IPSEA has independent experts who will give you free advice about your child's special educational needs.

IPSEA provides:

- general advice
 - advice on appealing to the Special Educational Needs and Disability Tribunal, including representation when needed
 - disability discrimination advice and training
- [Contact Independent Panel for Special Education Advice \(IPSEA\)](#)

Network 81

Network 81 is a registered charity and umbrella organisation of parent support groups whose aim is to improve education for children with SEN.

- [Contact Network 81](#)

Resolving disagreements

If you are still unable to resolve the disagreements about your child's needs with the school or local authority, you can get initial help through the parent partnership service or access the informal arrangements for disagreement resolution. Details should be provided by your LA. Using the service does not affect your right of appeal to the Special Educational Needs and Disability Tribunal.

- [Contact your local council](#)
- [Find out more about The Regional Partnerships Opens new window](#)

Special Educational Needs and Disability Tribunal (SENDIST)

As well as informal help for resolving disputes, you may also be able to appeal to the Special Educational Needs and Disability Tribunal (SENDIST). This is an independent body that hears appeals against decisions made by local authorities on SEN assessments and EHCPs.

Other useful contacts

ACE (Advisory Centre for Education)

1c Aberdeen Studios,
22 Highbury Grove,
London N5 2DQ
Telephone: 020 7704 3370 (Admin only).
Fax: 020 7354 9069.

(Monday-Friday 9.30am-5.30pm):
020 7354 8318 or 020 7704 3370

General Advice Line (Monday-Friday 2-5pm):

FREEPHONE 0808 800 5793
enquiries@ace.dialnet.com

Afasic (Association for all Speech Impaired Young People)

2nd Floor
50-52 Great Sutton Street
London EC1V 0DJ
Tel: (administration) 020 7490 9410
Fax: 020 7251 2834
Email: info@afasic.org.uk

The **Afasic** helpline - 0845 3 55 55 77
(local call rate)

CYMRU TEAM

Cardiff Office

Clare Moyle, Director
Jeannette Carr, Administrator
Tel: 029 2046 5854
Fax: 02920 465861
Email: Clareafasic@aol.com
jeannetteafasic@aol.com

Association for Spina Bifida and Hydrocephalus

National office:

42 Park Road
Peterborough
PE1 2UQ
Tel: (01733) 555988
Fax: (01733) 555985
Email : info@asbah.org

Wales

4 Llys y Fedwen
Parc Menai
Bangor
Gwynedd LL57 4BL
Tel: 01248 67 1345
Fax: 01248 67 9141
Email: elini@asbah.org

British Council of Disabled People

National umbrella organisation for groups controlled by disabled people.

Litchurch Plaza
Litchurch Lane
Derby
DE24 8AA
Telephone: 01332 295551
Email: general@bcodp.org.uk
www.bcodp.org.uk

British Institute for Brain Injured Children

Knowle Hall,
Bridgwater,
Somerset,
TA7 8PJ
Tel: 01278 684060 Fax: 01278 685573
www.bibic.org.uk

British Institute of Learning Disabilities

Green Street,
Kidderminster,
Worcestershire,
DY10 1JL,
01562 723010

www.bild.org.uk

CLAPA (Cleft Lip and Palate Association)

First Floor
Green Man Tower
332B Goswell Road
London
EC1V 7LQ

Tel: 020 7833 4883
fax: 020 7833 5999

e-mail: info@clapa.com

National Children's Bureau (Council for Disabled Young People)

8 Wakley Street
London
EC1V 7QE
telephone: 20 7843 6000
fax: +44 (0)20 7278 9512

www.ncb.org.uk

Downs Syndrome Association

Langdon Down Centre
2a Langdon Park
Teddington
TW11 9PS
Tel: 0845 230 0372
Fax: 0845 230 0373
Email: info@downs-syndrome.org.uk

Dyspraxia Manchester

8 West Alley
Hitchin
Hertfordshire SG5 1EG
United Kingdom

www.dyspraxiafoundation.org.uk

KIDS West Midlands (Formally HAPA) Advice on play for Disabled Young

249 Birmingham Road

Wylde Green

Sutton Coldfield

West Midlands B72 1EA

Tel: 0121 355 2707 Fax: 0121 335 4520 Email: enquiries@kids-westmidlands.org.uk

IPSEA

6 Carlow Mews

Woodbridge

Suffolk IP12 1EA

General enquiries: 01394 380518

Advice line: 0800 0184016

Mon to Thu 10--4 and 7--9;

Fri 10--1 and 7--9

during school holidays times are reduced.

Consists of independent experts who give advice to carers/social workers who are uncertain about, or disagree with, the local education authority's interpretation of their young person's special educational needs.

www.ipsea.org.uk

Mencap

123 Golden Lane

London EC1Y 0RT

Telephone: 020 7454 0454

Fax: 020 7696 5540

Email: information@mencap.org.uk

Training and support for families with disabled Young People and associated Professionals

National Association for Special Educational Needs

4 Amber Business Village

Amber Clo,

Tamworth, B77 4RP

Tel: 01827 311500

www.nasen.org.uk

National Autistic Society

The National Autistic Society
393 City Road
London EC1V 1NG
Tel: 020 7833 2299
Fax: 020 7833 9666
Email: nas@nas.org.uk
www.oneworld.org/autism.uk

The National Deaf Children's Society

Address:
44 Stoke Road
Linslade
Leighton Buzzard LU7 7SP

Telephone:
01525 372344

Opening hours:
Freephone Line open Monday to Friday 1-5 p.m.
www.ndcs.org.uk

National Portage Association

Po Box 3075,
Yeovil,
BA21 3FB
Tel: 01935 471641
www.portage.org.uk

The British Dyslexia Association

98 London Road
Reading
RG1 5AU

Tel: 0118 966 2677
Fax: 0118 935 1927
Email: admin@bda-dyslexia.demon.co.uk

Websites

[Do You Have Dyslexia? - www.medranks.com](http://www.medranks.com)

Free resources and links to combat **dyslexia**.

[Dyslexia - www.getbestinfo.com](http://www.getbestinfo.com)

Excellent free info about **Dyslexia** and related treatments & services.

[Dyslexia: Learn to Read - www.hop.com](http://www.hop.com)

Hooked on Phonics - Proven program for children with **dyslexia**

The National Society for Epilepsy

Chesham Lane

Chalfont St Peter

Bucks SL9 0RJ

UKTel: 01494 601300

Helpline: 01494 601400

www.epilepsynse.org.uk

Royal National Institute of the Blind

105 Judd Street

London

WC1H 9NE

Tel: 020 7388 1266

Fax: 020 7388 2034

helpline@rnib.org.uk

Royal National Institution for Deaf People.

RNID Information Line

19-23 Featherstone Street

London EC1Y 8SL.

Tel: 0808 808 0123. Textphone: 0808 808 9000. Fax: 020 7296 8199.

E-mail: informationline@rnid.org.uk

RNID Cymru

Tudor House,

16 Cathedral Road,

Cardiff CF11 9LJ.

Tel: 029 2033 3034. Textphone: 029 2033 3036. Fax: 029 2033 3035.

E-mail: rnidcymru@rnid.org.uk

Scope

6 Market Road,
London N7 9PW,
Telephone 020 7619 7100.

www.scope.org.uk/

SENSE

National deaf/Blind and Rubella Association

11-13 Clifton Terrace

London

N4 3SR

Tel: 0207 272 7774

E-Mail: enquiries@sense.org.uk

www.sense.org.uk

SECTION 3.

Procedures for identification, assessment, provision and review

Introduction

The SEN Code of Practice does not assume that there are hard and fast categories of special educational need. Young People will have needs, which may fall into at least one of four areas; many Young People will have inter-related needs. The SEN Code of Practice gives four main areas of need:

- Communication and interaction
- Cognition and learning
- Behaviour, emotional and social development
- Sensory and/or physical

Communication and interaction

Most children with special educational needs have strengths and difficulties in one, some or all the areas of speech, language and communication. Their communication needs may be both diverse and complex. They will need to continue to develop their linguistic competence to support their thinking as well as their communication. The range of difficulties will encompass children and young people with speech and language delay, impairments or disorders, specific learning difficulties, such as dyslexia and dyspraxia, hearing impairment and those who demonstrate features within the autistic spectrum; they may also apply to some children and young people with moderate, severe or profound learning difficulties. The range of need will include those for whom language and communication difficulties are the result of permanent sensory or physical impairment.

These children may require some, or all, of the following:

- _ flexible teaching arrangements
- _ help in acquiring, comprehending and using language
- _ help in articulation
- _ help in acquiring literacy skills
- _ help in using augmentative and alternative means of communication
- _ help to use different means of communication confidently and competently for a range of purposes, including formal situations
- _ help in organising and coordinating oral and written language
- _ support to compensate for the impact of a communication difficulty on learning in English as an additional language
- _ help in expressing, comprehending and using their own language, where English is not the first language.

The school and any necessary support services will provide these interventions which will be identified and agreed in PEP / LAC reviews and EHCP reviews and the child will be closely monitored to ensure acceptable progress is being made.

Cognition and learning

Children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties, such as dyslexia or dyspraxia, require specific programmes to aid progress in cognition and learning. Such requirements may also apply to some extent to children with physical and sensory impairments and those on the autistic spectrum. Some of these children may have associated sensory, physical and behavioural difficulties that compound their needs. These children may require some, or all, of the following:

- _ flexible teaching arrangements
- _ help with processing language, memory and reasoning skills
- _ help and support in acquiring literacy skills
- _ help in organising and coordinating spoken and written English to aid cognition
- _ help with sequencing and organisational skills
- _ help with problem solving and developing concepts
- _ programmes to aid improvement of fine and motor competencies
- _ support in the use of technical terms and abstract ideas
- _ help in understanding ideas, concepts and experiences when information cannot be gained through first hand sensory or physical experiences.

Whether these programmes can be provided through intervention identified by teaching staff or whether a statutory assessment needs to be undertaken; a request would then be made to the LEA by The Beeches. This decision may depend on the severity of the child's cognitive ability and any associated needs that compound the child's difficulties in accessing the curriculum. If solutions for a child have moved beyond ordinary differentiation to a solution where specific input is necessary not just to provide access to learning but more importantly to secure learning or to develop strategies to overcome particular areas of weakness, then it may be necessary to request an assessment.

Behaviour, emotional and social development

Children and young people who demonstrate features of emotional and behavioural difficulties, who are withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration; those with immature social skills; and those presenting challenging behaviours arising from other complex special needs may require help or counselling for some, or all, of the following:

- _ flexible teaching arrangements
- _ help with development of social competence and emotional maturity
- _ help in adjusting to school expectations and routines
- _ help in acquiring the skills of positive interaction with peers and adults
- _ specialised behavioural and cognitive approaches
- _ re-channelling or re-focusing to diminish repetitive and self-injurious behaviours
- _ provision of class and school systems which control or censure negative or difficult behaviours and encourage positive behaviour
- _ provision of a safe and supportive environment.

The Beeches will need to consider, on an individual basis, whether these interventions can be provided through individualised curriculum content or whether the school needs to request a statutory assessment by the LEA.

Sensory and/or physical needs

There is a wide spectrum of sensory, multi-sensory and physical difficulties. The sensory range extends from profound and permanent deafness or visual impairment through to lesser levels of loss, which may only be temporary. Physical impairments may arise from physical, neurological or metabolic causes that only require appropriate access to educational facilities and equipment; others may lead to more complex learning and social needs; a few children will have multi-sensory difficulties some with associated physical difficulties. For some children the inability to take part fully in school life causes significant emotional stress or physical fatigue. Many of these children and young people will require some of the following:

- _ flexible teaching arrangements
- _ appropriate seating, acoustic conditioning and lighting
- _ adaptations to the physical environment of the school
- _ adaptations to school policies and procedures
- _ access to alternative or augmented forms of communication
- _ provision of tactile and kinaesthetic materials
- _ access to different amplification systems
- _ access to low vision aids
- _ access in all areas of the curriculum through specialist aids, equipment or furniture
- _ regular and frequent access to specialist support.

For the children with the most complex physical needs and the most severe sensory losses it is likely that The Beeches will consider a statutory assessment to be necessary. The governing factors are probably the extent of specialist teaching or aids and adaptations which are required. However, for many children with a lesser level of sensory or physical needs, interventions introduced by teaching staff may be appropriate.

Medical conditions

A medical diagnosis or a disability does not necessarily imply SEN. It may not be necessary for a child or young person with any diagnosis or medical condition to have an EHCP, or to need any form of additional educational provision at any phase of education. It is the child's educational needs rather than a medical diagnosis that must be considered. Some pupils may not require EHCPs or school-based SEN provision, but they have medical conditions that, if not properly managed, could hinder their access to education.

Medical conditions may have a significant impact on a child's experiences and the way they function in school. The impact may be direct in that the condition may affect cognitive or physical abilities, behaviour or emotional state. The impact may also be indirect, perhaps disrupting access to education through unwanted effects of treatments or through the psychological effects that serious or chronic illness or disability can have on a child and their family. The Beeches would in such circumstances consider the need for assessment in line with the government guidance. The effects of a medical condition may be intermittent and their impact on the child's function in school can vary at different stages of their school career.

This may reflect changes in the school curriculum, changes in the individual child and changes in the peer group, for example, with the onset of puberty.

Consultation and open discussion between the child's parents/carers, the school, the child's general practitioner, the community paediatrician and any specialist services providing treatment for the child will be essential to ensure that the child makes maximum progress. Such collaboration should also ensure that the child is not unnecessarily excluded from any part of the curriculum or school activity because of anxiety about their care and treatment.

The Beeches will ensure that pastoral care and PSHE curriculum arrangements allow children and young people to discuss any health related and other problems with a relevant health professional, educational

psychologist, education welfare officer, counsellor or other professional. The Beeches education and care staff would liaise in providing maximum support for the child.

Deciding that a statutory assessment is necessary

Within six weeks of notifying parents that a statutory assessment is being considered or within six weeks of parents, schools and settings requesting an assessment, the LEA **must** tell the parents and the school or setting (if they made the request) whether or not they will make a statutory assessment. The 29-day period within which parents or carers may make representations is part of the six weeks.

Decision not to make a statutory assessment: if the LEA decides it is not necessary to carry out a statutory assessment they **must** write to the parents or carers and explain the reasons; they should also set out the provision that they consider would meet the child's needs appropriately.

The LEA should endeavour to ensure that the parents/carers fully understand the school-based provision and their monitoring and review arrangements. The LEA may consider it appropriate for the child's head teacher or SENCO to be present at such a meeting. A meeting of this kind will be particularly useful where it is clear that there is disagreement between the parents/carers and the school about the child's progress and attainments at school, the appropriateness of school-based provision or about the need for a statutory assessment. Where parents have formally requested a statutory assessment under section 328 or 329, or where their child's school or setting has made a request under section 329(A), the parents may appeal to the SEN Tribunal against a decision not to make an assessment.

All young people are expected to make progress; however, it should not be assumed that all young people would progress at the same rate. The rate of progress may vary depending on individual learning styles and ability.

All young people at The Beeches will have an IEP which will be reviewed every half term by their identified keyworker.

Inadequate progress is the trigger for intervention and identifies a need for special educational needs provision.

The Sen code of practice defines adequate progress as progress in relation to reasonable expectations for a Young person.

Adequate Progress

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

Inadequate Progress is when a Young Person;

- Shows little or no progress despite receiving differentiated learning opportunities, and:
- Makes little or no progress even when teaching approaches are targeted particularly in an identified area of weakness
- Shows signs of difficulty in developing literacy or numeracy skills which result in poor attainment in some curriculum areas
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the company
- Has sensory or physical problems and continues to make little or no progress despite the provision of a differentiated curriculum.

Identification

A Young Person may be identified as giving cause for concern in the following ways:

- Through Education, Health, Social or Psychology Services on entry
- Through a carer or social worker's expression of concern
- As a result of an analysis of whole company assessment procedures, e.g. following baseline assessment or tests
- Following concerns regarding ongoing progress and development by the Head teacher.

Or through records provided by a previous School or the placing authority of identification and special educational needs provision. In this situation The Beeches will provide continuity of special educational provision and review the situation at the first review of the Young Person's *individual education plan*.

Following the identification of a cause for concern:

- It will be passed over to senior management who will liaise with the young person's teachers.
- If necessary advice will be sought from an Additional Needs Personal Adviser (ANPA) within Peterborough City Council to decide the most appropriate course of action.
- If required appropriate tests will be administered to gather further information and results forwarded to the young person's Manager and social worker, Educational Psychologist and LACES team if involved.
- Any teaching strategies that test results indicate will help, will become part of normal teaching practice for that young person and will be recorded in their IEP.
- Any additional support required from outside agencies will be sought, for example a speech and language specialist.

Access arrangements

Below is a list of English standardised tests that are used when applying for access arrangements for Qualifications and exams. These tests may also be used to establish a baseline when young people begin education at The Beeches, they will be retested periodically to track progression.

- Comprehension: Access reading test (graded word and reading comprehension)
- Spelling: Graded word spelling test (P.E Vernon)
- Speed writing: Individual assessment of handwriting speed (PATOSS)
- Speed reading: Reading assessment Kirklees (accuracy and speed)
- Dyslexia screening test

Notes on reviewing IEPs

- IEPs are reviewed six times a year, usually at the end of each half term.
- The IEPs include EHCP targets
- Progress against each target will be monitored on the IEP and a new target will be set once a current target is met
- IEPs are sent to Social workers once they have been reviewed (six times per year)

A request for Statutory Assessment

In the case of a Young Person demonstrating significant cause for concern The Beeches may consider requesting a statutory assessment. All LEAs have established criteria for a request for statutory assessment and the identified member of senior management and the Head of Education will consider the criteria when considering further action for a Young Person continuing to cause significant concern. The Registered Manager and the Head of Education will take lead responsibility for submitting a request for statutory assessment

Young People with EHCPs

All Young People with EHCPs have an IEP, recorded on an IEP form. The IEP targets will be based upon the long-term objectives set out in sub-section 1 of the Young Person's EHCP. The IEP will be reviewed six times per year and will be fully considered at the annual review of the EHCP. The keyworker is responsible for completing the IEP form and ensuring that a copy is placed in the Young Person's file and a copy is sent to social workers.

Annual EHCP reviews

The LEA provides guidance for provision relating to the annual review of the EHCP. The Head of Education takes lead responsibility for organising and preparing for Annual Reviews and will work closely with the Young Person's teachers, Registered Manager and carers.

- EHCP reviews are carried out annually by the Head of Education
- Every effort will be made for the young person's designated Keyworker to attend the EHCP review
- The Head of Education will take to the review the IEP with information about the progress that has been made against each EHCP target.