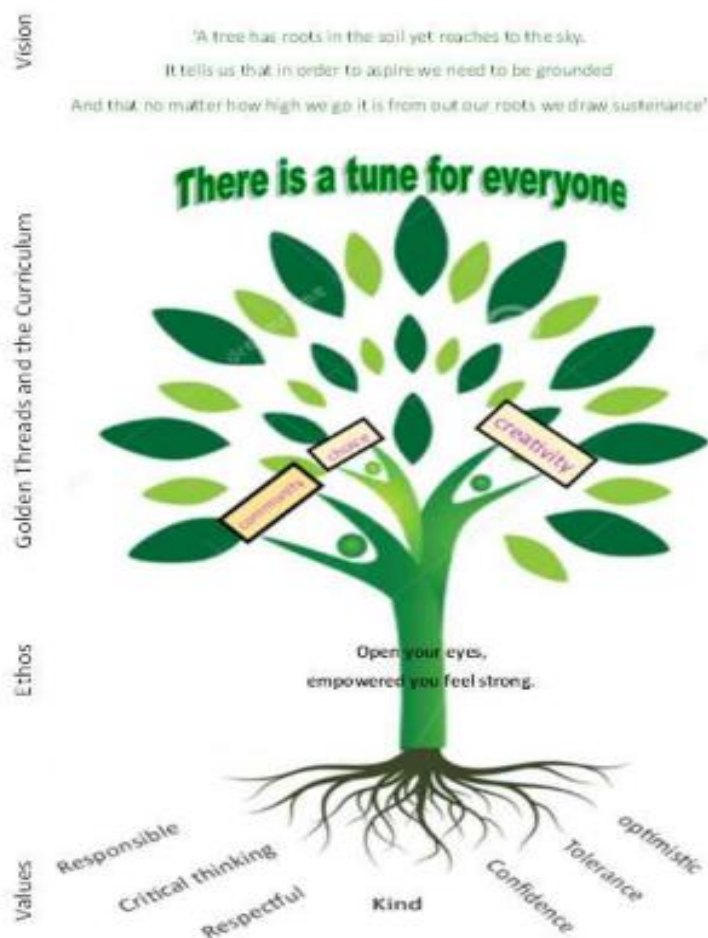


Harlands Special Educational Needs and Disability (SEND) Policy

June 2026



'Striving for excellence for everyone, valuing everyone and our world'



This policy will be reviewed by the Trustees as part of their cycle of policy review, or in response to additional guidance from the Department for Education. Legislation and Guidance:

Rationale:

We believe that the Harlands school community aspire to support and celebrate every child's learning journey and to promote understanding and recognition of the diversity of journeys our children experience throughout the school. Every child has the right to be challenged, to be successful and to achieve to their full potential, personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs) Our school vision is to 'Striving for Excellence and, valuing everyone and our world'.

At Harlands primary School we are committed to providing a high quality education to all children. We believe all children are entitled to a broad and balanced curriculum and to be fully included in all aspects of school life. We also believe that all children are entitled to an education that enables them to be confident, resilient, independent and creative so that they can achieve their best and live fulfilling lives. All children are valued at Harlands Primary School for their individual gifts and the contribution they make to our community. We strive to eliminate prejudice and discrimination to enable all children to flourish and feel safe.

Harlands Primary School recognises neurodiversity as a natural aspect of human variation. We seek to understand and celebrate individual strengths, differences and needs whilst promoting positive self-identity, belonging, participation and achievement for all pupils.

The Children and Families Act (2014) and the 0-25 Special Educational Needs and Disabilities Code of Practice (2014) is reflected in our policy. This policy outlines procedures used at Harlands Primary School in recognising and supporting children with Special Educational Needs and Disabilities (SEND).

Aims of this policy:

- To enable early identification of those children with SEND either by parents/carers, staff or outside agencies
- To outline procedures once children's needs have been identified and to promote and maintain effective communication between all those involved with children at all times
- To ensure that there are appropriate staffing, training, resourcing and funding arrangements as required
- To encourage close partnership with parents/carers at all times
- To monitor progress in all children's learning through the assess, plan, do and review model
- To see children as individuals, each with specific needs and requirements that need to be heard and met
- To build children's confidence and self-esteem, encouraging them to become independent learners
- To promote inclusive practice through high-quality adaptive teaching and ordinarily available provision.
- To ensure that children are supported to develop independence, self-advocacy and preparation for future learning and life.
- To promote emotional wellbeing, belonging and positive mental health for all children with SEND.
- To foster every child with a strong sense of self-belief and the 'I can' attitude to all they undertake in school in keeping with the ethos of the Growth Mindset

- To enable children to move on from us well-equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
- To encourage positive behaviour whilst making reasonable allowance for a child's protected characteristics in line with our behaviour policy.

Identification:

'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age' Special Educational

Needs and Disability code of practice 0 – 25: July 2014

How we support learning for all children:

- The early identification of individual need has the greatest impact, as it allows us to work collaboratively with parents and colleagues in health and learning support services. This ensures that the appropriate support intervention is identified and put in place at the earliest opportunity.
- Learning experiences are made accessible and are engaging. We ensure that all children are able to access appropriate opportunities that develop their life-long and learning skills.
- High-quality inclusive teaching is the first response to emerging need. Teachers are responsible for adapting teaching, resources, classroom environments and assessment approaches to reduce barriers to learning and maximise participation.
- Ordinarily Available Inclusive Practice forms the foundation of SEND provision and is regularly reviewed to ensure pupils can access the curriculum successfully.
- Progression is tracked through a range of assessment processes, including the EYFS Development Matters, Engagement Model, Pre-Key Stage Standards, the National Curriculum End of Year outcomes and Achievement Statements. This helps us to highlight any areas where additional support is needed. Termly Pupil Progress Meetings (PPMs) also support tracking of children's progress.
- Standardised screening and assessment tools we currently use Dyslexia Portfolio Assessment, British Picture Vocabulary Scale (BPVS), Memory Magic, Initial Speech Sounds Assessment, First Language Assessment and Dyscalculia Assessment.
- Observations of emotional and social development (and the impact of this on a child's behaviour)
- We recognise the importance of listening to children and ensuring their views inform decisions about their education. Children are encouraged to contribute to Pupil Passports, target setting, review meetings and transition planning using approaches appropriate to their age and communication needs.
- Through SEND Consultation Meetings and Pupil Passport Meetings we assess, plan, do, review and update individual targets for children to ensure identified outcomes are achieved. These targets include provision that is additional to or different from the progressive curriculum plan. Parents attend review meetings and contribute to this target-setting process.

- Children need to feel successful in what they do and be praised for their efforts. This raises their self-esteem. It is vital that all children are given positive feedback and that their successes are celebrated in a bespoke way.
- For children who join our settings mid-term, a settling-in period of six weeks is normally given, this is overseen by the class teacher and further support is given by Inclusion Manager, Inclusion Officer and Leadership Team. It is essential that any previous records and relevant information about the child are received and read by the Headteacher, Inclusion Manager/SENCO, Inclusion Officer, Class teacher and other members of staff as required.
- If we have prior notice of a child with SEND, we endeavour to ensure all necessary resources are available, so that the child can be supported and can participate fully in all activities from their first day. Continued Professional Development (CPD) is arranged to inform staff about SEND issues or a particular child's needs.
- Parents know their children best – a close working partnership between parents and the setting is vital. Parent's knowledge, experience and views must always be heard, their involvement has a crucial bearing on any child's educational progress and the effectiveness of any action taken by the setting. Parents need to feel confident about the setting and their views respected. They must be informed at every stage of development, invited to all meetings and if necessary, supported by a translator. All parents must feel valued.
- We ensure that parents are kept informed of all other agencies involved with their child: Health Services, Social Services, Educational Psychology, and Learning Support Services etc. All information needs to be collated so that Continued Professional Development can be arranged to inform staff about specific learning needs or medical conditions.

Strategies and support can be arranged with the help of the Local Authority's Learning Support Services.

Monitoring, evaluating, reviewing and record keeping is an on-going process. Staff communicate, meet, support and plan with each other, ensuring that they have range of strategies to cope with issues that arise.

By this whole setting approach, we ensure that there is continuity and progress leading to good achievement.

We believe that:

- All teachers are responsible for the planning and teaching of children with Special Educational Needs and Disabilities (SEND) within their class.
- Teachers will adapt and regularly adjust their practice to ensure all children have access to the teaching that is ordinarily available in mainstream schools.
- All children with SEND will be supported to reach their full potential through an adapted curriculum that is in line with their developmental needs.
- The SEND of children will normally be met in mainstream schools or settings.
- The views of children should be sought and taken into account.
- Parents/Carers and School work in partnership supporting their child's education and planning for the future.
- Children with SEND are viewed positively by all members of the School and local community and our inclusive provision is valued by all.

It is acknowledged that children with Special Educational Needs can find it harder to learn than other children their age, they can need extra help. It is through reasonable adjustment that all children are given access to meaningful curriculum experiences, thus ensuring continuity and progression. In order for this to be carried out successfully, all staff need to have detailed information about the child. This can be gathered by:

- Observation
- Planning
- Teaching
- Monitoring and Tracking
- Record keeping
- Identifying and assessing
- Partnership with parents and any other agencies involved with the child

The role of the Inclusion Manager

Inclusion Manager with the support of the Head teacher are responsible for:

- The day-to-day implementation of the SEND policy
- Co-ordinating provision for children with SEND
- Liaising with designated teachers where a Looked After Child (LAC) has SEND
- Advising on a graduated approach to SEND support
- Liaising with the Inclusion Team
- Liaising with and supporting parents of children with SEND
- Advising on the use of the SEND delegated budget
- Overseeing the records of all children with SEND and ensuring they are up to date
- Supporting teaching staff in the delivery of an adaptive curriculum
- The management of support staff and the co-ordination of their timetables
- Contributing to and leading on staff CPD
- Liaising with external agencies and representatives of the Local Authority
- Liaising with all relevant schools to aid transition
- Co-ordinating review procedures
- Giving feedback to the Trustees and liaising with the Inclusion Link Trustee
- Working with the Head teacher and Trustees on the Equality Act
- Disseminating information to school staff
- Applying for additional funding through an Education, Health and Care Plan (EHCP) for specific children with complex learning needs
- Liaising with class teachers/external agencies re. target setting
- Ensuring that the School's Offer is updated on an Annual basis

The role of the Class teacher

The class teacher is responsible for:

- The identification of a need
- Planning for reasonable adjustments of activities and tasks
- Providing lesson instruction, including learning outcomes for support staff
- Devising targets at initial stages
- Tracking progress by use of assessment documents

- Attending termly target-setting meetings and Annual reviews where children's progress is discussed

The class teacher will be supported throughout by the Inclusion Manager and Inclusion Officer

The role of Support Staff

Across Harlands we have a team of SEND Support Staff, their role is vital. They work with the class teacher to ensure children have full access to the curriculum. Support Staff are involved in reviewing targets and attend review meetings when possible.

Specific responsibilities of the SEND Support Staff are to support children's learning by:

- Explaining instructions
- Motivating them
- Assisting in areas of specific difficulty and supporting individuals with particular programmes set by the
- Speech and Language Therapy Service (SLT), The Learning and Behaviour Advisory Team (LBAT), Autism and Social Communication Team (ASCT), The Sensory Service, The Occupational Therapy Service, The Physiotherapy Service and following any other advice relevant to the child.
- Making and maintaining appropriate resources
- Keeping a record of progress related to specific targets
- Attending Team meetings which discuss children's progress and provide an opportunity to share ideas

Identification, Assessment and Review:

We use the graduated approach for the identification, assessment, monitoring and review of the SEND of children in our schools. By employing this approach - Assessing, Planning, Doing and Reviewing, we ensure that all children learn and make progress. Any concerns about a child may be raised by any member of staff, a parent or professional who is directly involved with the child. Following this, progress is monitored and a staged approach to identification and assessment may begin.

The trigger is the 'expression of concern' made by the class teacher, the parent or any other professional involved with the child. The class teacher will experiment with a variety of strategies, they also complete an initial concern form in order to ensure all necessary information is gathered and that all relevant personnel are informed. Strategies used to support the child will be discussed with the parents and a review date will be set to monitor progress. It is very important to involve parents in this initial concern period; they should be able to contribute information about their child at any time. Ideal opportunities are Parent's Evenings, at the beginning or the end of the school day or by attending pre-arranged meetings.

If targets have not been achieved then at the review meeting a decision is made by all involved to move to SEND Support (according to the new SEN Code of Practice).

The Department for Education and Skills SEN code of practice (2014) has identified four areas of need:

- Communication and interaction

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

While the four broad areas identify aspects of primary areas of need for children and young people, at Harlands Primary school we also identify the needs of pupils by considering the whole child, which will include not just the special educational needs of the child or young person.

We recognise that there may be other factors (other than a SEND) which may have a direct impact on a child or young person not making expected progress, including:

- disability
- attendance and punctuality
- health and welfare
- English as an additional language
- being in receipt of pupil premium funding
- low socio-economic background
- being a looked after child
- being a child of serviceman/woman

Attendance and Wellbeing

The school recognises that attendance difficulties may sometimes indicate unmet special educational needs, emotional wellbeing concerns or barriers to inclusion. Attendance information will therefore be considered alongside academic, social and emotional information when assessing support requirements.

Children who are identified as having special educational needs will go on school support. School support may be for a short period of time, or longer depending on the needs of each individual child.

At this stage, a need for intervention is discussed with parents and targets are set within an Individual Learning Plan (Pupil Passports). A review date is set to monitor progress.

Roles and Responsibilities:

The class teacher, Inclusion Manager/ SENCO, and Inclusion Officer work together to:

- Gather evidence about the needs of the child
- Have continued discussions with parents about support at school
- Keep the child involved throughout the whole process
- Review Pupil Passports giving copies to parents and Support Staff working with the child
- Monitor progress made toward achieving targets
- Set a date for further review

At the review meeting with parents and all staff working with the child the focus should be on:

- The child's views and aspirations

- Participation in wider school life
- Attendance and wellbeing
- Progress towards personal outcomes and independence
- Academic progress made by the child
- The effectiveness of the Pupil Passport – have achievable targets been met
- Any further action required. At this point there will be a discussion about the involvement of external specialists, as appropriate, in order to seek advice to support further progress. Parental consent has to be given for any specialists to work with their child.
- If a child needs 1:1 support then a meeting will be arranged with parents with regards to the School applying for an EHCP

Parents will be fully informed at all stages of the review process and informed of any outcomes. Throughout this process of assessment and review, the child's self-esteem is of crucial importance if progress is to be made and maintained.

Statutory Assessment:

When a more specific definition of a child's needs is required, or when a child's needs appear profound or complex, the Local Authority (LA) may undertake an Education, Health and Care Needs assessment, in order to determine whether it is necessary to provide an Education, Health and Care Plan (EHCP).

In this case the Inclusion Manager and Inclusion Team will:

- Co-ordinate and implement provision based on specification written in the EHCP
- Formulate a Support Plan and set a review date to monitor targets
- Support the Class teacher and Support Staff in delivering the Support Plan
- Liaise with external support agencies as appropriate
- Invite parents, external agencies and relevant staff at school to termly reviews
- Co-ordinate an annual review, inviting parents/carers and all professionals involved in the child's education

Training:

Our experienced SEND staff regularly update their skills and knowledge by attending relevant training courses run at school and by the Local Authority's Learning Support Services. Recent training has included:

- Team Teach
- First Aid
- Specialist training for specific medical conditions as required.
- Specific Speech and Language Strategies
- Practical strategies to aid communication in the classroom
- Annual Child Protection and Health & Safety training
- Neurodiversity
- Autism Awareness
- Sensory Processing
- Masking in Autism

- Therapeutic training
- Trauma-informed and relational approaches
- Deaf Awareness

Future SEND professional development may include:

- Adaptive teaching and inclusive classroom practice
- Speech, language and communication needs
- Executive functioning
- Assistive technology
- Emotional wellbeing and mental health

The Inclusion Team work closely with Speech and Language Therapist to support Speech & Language throughout the school. Support for staff is given in the delivery of weekly specific Speech and Language interventions. Further support is provided to class teachers with strategies to promote language development.

All staff, but specifically those supporting individual/groups of children have the opportunity to attend training and attend CPD within our setting.

Agencies:

We work closely with a range of outside agencies including:

- The Educational Psychology Service
- The Speech and Language Therapy Service
- Autism and Social Communication Team (ASCT)
- The Learning and Behaviour Advisory Team (LBAT),
- The Sensory Service
- The Occupational Therapy Service
- The Physiotherapy Service
- The Child Development Centre (CDC)
- The School Nursing & Health Visiting Team
- Family support or Outreach Workers through Early Help
- Your Space Therapies
- Mental Health Liaison Team
- Child and Adolescent Mental Health Service (CAMHS)
- Fair Access
- Meeds Alliance
- Early Years Advisory Service
- WSAPC – Alternative Provision College
- Reaching Families

If parents are having difficulty supporting their child at home, we can discuss their needs with the Early Help Family Support Worker, where we can highlight areas of concern. With parental consent a referral can be made into Early Help for support.

Tracking:

Children's progress is tracked using EYFS Developmental Matters, Engagement Model, National Curriculum End of Year Outcomes, Pre-Key Stage standards and Achievement Statements. Records are updated regularly to ensure that children's needs are met by:

- Reviewing and updating targets each term with Parents, Class teacher, Inclusion Manager, Inclusion Officer, Support Staff and outside agencies
- Termly assessments
- Observation
- Reports and recommendations from external agencies
- Use of Arbor software to create the SEND register

The school also evaluates the impact of SEND provision through wider outcomes including:

- Attendance
- Emotional wellbeing
- Independence
- Participation in school life
- Personalised outcomes identified through Pupil Passports
- Parent and pupil feedback

An Annual Review is held for those children who receive High Needs Funding or have an EHCP. Parents and all relevant staff and agencies are invited to contribute enabling us to provide a holistic overview of progress and next steps. Annual Reviews are person centred; children can attend, contribute and celebrate their achievements.

Transition:

Prior to children starting EYFS a school visit is organised with the local pre-school settings, where children have the opportunity to meet their new class teacher and EYFS team. If a child has been identified as having additional needs a member of the SEND team and class teacher will visit the child in their pre-school and consult with the pre-school staff. This allows us to put in place any programmes and resources needed for a smooth transition.

During the admissions procedure, staff note names of children who exhibit behaviours which suggest possible additional learning needs. These children are then discussed with the Early Years Advisor to see if they are already known to services and if any support is in place.

During the summer term transition meetings are held in school between school staff to ensure all information is shared and any specific/individual resources or medical needs are in place in readiness for the transition to the next year group.

Visits are planned for each year group to meet their new class team during the summer term with visual aids where necessary, to support this change. Key staff and parents meet during this time to share information regarding children.

Individual transition documents/programmes are formulated when transitioning from Key Stage 2 to Key Stage 3. The Inclusion Manager liaises with the receiving Secondary school to implement the strategies/programme. We ensure that the secondary school is invited to the annual reviews of children with Education Healthcare Plans in Year 6. Additional visits are arranged as part of the transition process.

Preparation for Adulthood

Preparation for adulthood begins throughout primary education. Opportunities are provided to develop independence, communication, self-regulation, social interaction, resilience and participation in the wider community.

Disability and Discrimination Act:

The school complies fully with all requirements of the Disability and Discrimination – See Equality and Diversity at Harlands Primary School document.

Please see below names and designations of members of Staff

- Headteacher: David McKeown-Webster has overall responsibility for SEND provision across the School
- The SEN Inclusion Link Trustee: Will Durham
- Inclusion Manager and Special Educational Needs Co-ordinators (SENCOs): Olivia Kerse

Impact – Evaluating the effectiveness of SEND provision:

The success of our policy is judged by the extent to which pupils:

- make academic progress;
- achieve personalised outcomes;
- develop independence and self-advocacy;
- attend regularly;
- participate fully in school life;
- experience positive wellbeing and belonging.

The Inclusion Manager/SENCO, Inclusion Officer, Head teacher and SEND Trustee hold termly meetings to review the work of the school in this area.

Complaint Procedures:

Should there be a query or complaint about SEND provision for an individual child it should first be discussed with the class teacher and/ or the Inclusion Manager, then referred to the Head teacher and Trustees as appropriate, following the school's normal complaints procedure.

Updated June 2026

Review date June 2027

Appendix 1 – PROCEDURES FOR MONITORING AND EVALUATING SEN PROVISION**1. Evaluating of the effectiveness of daily provision for SEND in school**

- Inclusion Manager checks setting and content of Pupil Passports with teachers, termly for every child in SEND register. An assessment of the number of targets achieved leads to the setting of the next Pupil Passport targets.
- Inclusion Manager supports class teachers in the assessment and learning of SEND children and monitors results.
- The Class Teacher with the support of the Inclusion Manager regularly reviews Pupil Passports with parents. This review should include the views of the child, the parents and all adults supporting the child.
- Inclusion Manager monitors teaching and input of all SEN support staff:
- a) work is planned at the beginning of each term with all learning support staff as a result of the previous term's Pupil Passports.
- b) a timetable for all learning support staff is drawn up identifying their teaching slots and the children they are to support.
- c) all learning support staff keep records of their teaching and an evaluation of its effectiveness. These are checked by the Inclusion Manager.

2. Evaluating of the effectiveness and value for money of the overall staffing and provision of SEND in school.

- The school SEND files are available to be viewed by the Head Teacher every term.
- Under the school's Staff Development and Performance Management Policy, the Inclusion Manager is directly responsible to the Head Teacher who will also act as an 'informal' mentor. The Inclusion Manager has an 'Action plan' as part of the School Development Plan (SDP), and progress against this will be discussed in the termly meeting in the Spring term. This will lead to the next year's SDP for SEN.
- As a result of the termly meeting, the SEND report for the main Board meeting will be written by the SEND trustee in consultation with the Inclusion Manager.
- External benchmarks will also be used to check that the school's expenditure on SEND is largely in line with schools of a similar size.
- Staff development for learning support staff is run by the Inclusion Manager and teaching staff and is underpinned by Performance Management. The school ensures that its learning support staff are well trained, up-to-date with new initiatives and re-developing particular areas of expertise in SEND.
- The SEND Trustee and Inclusion Manager will annually review:
 - pupil outcomes
 - attendance trends
 - parent and pupil feedback
 - inclusion measures
 - effectiveness of SEND expenditure
 - priorities for future SEND development

Appendix 2 – STRANDS OF ACTION TO MEET SPECIAL EDUCATIONAL NEEDS

Assessment and planning	Grouping for teaching purposes	Human resources	Curriculum and teaching methods
Assessment by class or specialist teacher and Inclusion Manager: continuous assessment and curriculum assessments may be supplemented by standardised and/or diagnostic tests. Pupil Passport setting “SMART” targets (some may be shared with other pupils in a Group Pupil Passport). Regular reviews. Parents informed & may be involved in supporting targets in the home. School specialist teachers, external services (specialist support service, education psychologist) undertake specialist assessment leading to a more specifically focused Pupil Passport. Parents involved in supporting targets in the home. Involvement of both education and non-educational professionals in assessment planning. Longer-term plan for provision supported by shorter-term Pupil Passports. Parents involved in both long and short-term planning.	Pupil based in the ordinary classroom. Grouping strategies used flexibly within the classroom. Pupil based predominantly in the ordinary classroom, supported through flexible grouping strategies. Access to individual or small group tuition to support Pupil Passport targets, delivered within the classroom through limited periods of withdrawal and/or through out-of-hours provision. Pupil works predominantly in small groups or on an individual basis in the ordinary classroom, in a withdrawal situation in a resource base and/or through out-of-hours provision.	Main provision is by class or subject teacher with Inclusion Manager involved in assessment and planning rather than teaching. Pupil support used routinely and some adult support may be provided on an ad hoc basis, (e.g. if Learning Support Assistant or parent helper already working in the classroom). Specialist teachers or educational psychologist may be involved in providing advice on strategies. Main provision is by class or subject teacher. Pupil support used routinely in the classroom, with some limited targeted adult support provided by Learning Support Assistant (LSA) or other adult. Individual or small group tuition provided by Learning Support Assistant (under guidance), specialist teacher (or other specialist) and /or Inclusion Manager. Pupil support used routinely in the ordinary classroom with sustained targeted support provided by LSA or other adult. Individual or small group tuition is provided by Teaching assistant (under guidance), specialist teacher or other specialist) and/or Inclusion Manager.	Emphasis on adaptation for curriculum access. Possibly some specific reinforcement or skill-development activities in support of Pupil Passport targets. Emphasis adaptation of activities and materials. Some individual programming to support specific targets. Access to ICT and to specialist equipment and materials as necessary. Increasingly individualised programme (though within the context of an inclusive curriculum). May involve the use of specialist teaching and/or communication techniques, supported by appropriate equipment and materials *

Pupils may be at different points on each Strand at different times, in different contexts or during different lessons.

* “Curriculum guidelines for pupils with learning difficulties”.

Appendix 3 – INDICATORS FOR SEND PROVISION:

“Early Years Support” and “School Support” describes the process within which the class teacher and Learning Support Assistant provides interventions that are additional to or different from those provided as part of the school’s usual adapted curriculum and strategies

Indicators for intervention for Early Years and School Support:

- a child has made little or no progress even when teaching approaches are targeted particularly in a child’s identified area of weakness
- a child shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- a child presents persistent Emotional Behavioural Difficulties needs which are not supported by the behaviour management techniques usually employed in the school
- a child has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- a child has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum

Next steps:

For further concern and intervention involving outside agencies for Early Years Support and School Support: This describes the process within which external support agencies will usually be involved with specialist assessments, advice and support to inform planning.

- a child continues to make little or no progress in specific areas over a long period
- a child continues working at NC levels substantially below that expected of pupils of a similar age
- a child continues to have difficulty in developing literacy and numeracy skills
- a child has behaviour, emotional and social development needs which substantially and regularly interfere with their own learning or that of the class group, despite having an individualised behaviour management programme
- a child has sensory or physical needs and requires additional specialist equipment or regular advice or visits, providing direct intervention to the pupil or advice to the staff, by a specialist service
- a child has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

Request for EHCNA describes the process by which the Local Education Authority responds to a request for a child who has demonstrated significant and/or complex cause for concern. Parents or school may make this request, during which the child is supported at the School Support level. The school will provide written information about:

- school’s action through School Support (Ordinarily Available Practice)
- individual learning plans/Pupil Passports for the child
- records of reviews and outcomes
- school details of the child’s health and/or medical history

- attainments in literacy and mathematics
- any specialist or external assessments
- the views of parent and child
- involvement of any other professionals or services

If an EHCP is then written, resources are targeted to the child and annual reviews of the EHCP take place in school.