



Devonshire House Preparatory School

Policy For Learning Support And Special Educational Needs And Disabilities

This policy is for the whole school including EYFS

This document details the educational provision for pupils with Special Educational Needs and Disabilities.

Written by: Mrs D Dixon	September 2023
This Policy is the responsibility of the Head of SEND and Learning Support, in consultation with the Headmaster and School Governance.	July 2019
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GENERAL AIMS AND PRINCIPLES

At Devonshire House we aim to create a curriculum and environment in which all children, including those with special educational needs or a disability, can develop physically, intellectually and emotionally at a pace, which is suited to their individual needs and where all children have equal opportunity to access the curriculum to realise their full potential.

In all members of the School, we encourage a code of positive behaviour that promotes consideration for and tolerance of the needs of others. To help develop self-confidence and self-esteem, we believe that every child should feel able to make a valued contribution to school life.

WORKING DEFINITIONS

The definition of special educational needs is set out in the Special Educational Needs and Disability Code of Practice: 0-25 years 2014. Reference should also be made to the Equality Act 2010, the Children and Families Act 2014 and the SEN and Disability Code (2015).

a. Special Educational Need or Disability (SEND)

A child has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

b. Learning Difficulty or Disability (LDD)

A child has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than most children of the same age.
- has a disability which either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in schools within the area of the local authority.
- A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in 'a' or 'b' above when they reach compulsory school age, or would do so if special educational provision was not made for them.
- A child must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which he or she is or will be taught.

ADMISSIONS

The school does not discriminate against the admission of pupils on the grounds of special educational need, where their needs can be met within our school setting.

All children are assessed when they join the school and it is our aim to identify a child's learning difficulties or special educational needs as early as possible. At the pre-entry stage, the school requests information from the child's parents of any learning difficulty/disability or special educational needs affecting their son or daughter of which the school should be aware. This includes reports from speech therapists, occupational therapists, educational psychologists or local authority referrals if a child is coming from the state sector and is currently being educated outside their normal school year.

A meeting may be arranged with the parents/carers of the child, the Head of Learning Support and the relevant SENDCO, so that, if necessary, reasonable adjustments can be made to accommodate the child well in advance of admission.

If a pupil is accepted into the school and their needs become identified at a later stage, the school will assess how best to meet those needs in consultation with the parents.

ROLES AND RESPONSIBILITIES

The Special Educational Needs Coordinator (SENCO)

There are three SENDCOs at Devonshire House

- Mrs Kathryn Albert, SENDCO for Early Years (Nursery and Reception) and Lower School Year 1
- Mr Alexander-Gabriel Harris, SENDCO for Middle School Years 3-5 and Upper School Year 7
- Mrs Debbie Dixon, SENDCO for Lower School Year 2 and Upper School Years 6 and 8 and Head of Learning Support for the whole school

All SENDCOs can be contacted through the school office.

The Special Educational Needs Coordinators each have a fundamental role to play in the process of providing for the needs of children on the Learning Support and SEND Registers and communicating as a team to ensure smooth transition through each stage.

The SENDCO will:

- Ensure the school's SEND Policy is monitored and reviewed annually, and if not sooner if there is a change in the law.
- Co-ordinate the provision for children with SEND as agreed with the appropriate line manager.
- Ensure Individual Education Plans (IEPs) are complete and that the School's SEND records are maintained.
- Ensure the Learning Support and SEND Registers are updated termly, or sooner if required, and are circulated to teachers at the start of each term.
- Ensure targets are reviewed termly (or sooner if appropriate) and reviewed with parents/carers and the child where appropriate each term. New IEPs should be circulated to parents/carers and teachers each term or sooner if required.
- Deliver programmes of work to groups of children, or individuals, who require additional support and to ensure that those that the SEND coordinator does not see personally have support from Classroom Assistants where appropriate.
- Support and liaise with class teachers and teaching assistants.
- Liaise with parents/carers on behalf of the Senior Leadership Team as appropriate.
- Provide advice and guidance for members of staff and parents/carers where required.
- Purchase, or liaise with subject co-ordinators in the purchasing of adequate resources to cater for special needs within the School. Resources required for individuals with SEND will be discussed with parents/carers.

- Assist with the collation of evidence and information for outside agencies.
- Liaise with Speech and Language Therapists and Occupational Therapists, and other therapists including Place2Be where appropriate, that work with children at the school.
- Ensure that reports from external agencies such as educational psychologists are updated every two years in accordance with the guidelines set out by ISEB and JCQ.
- Make appropriate referrals for support or assessment to relevant agencies.
- Apply for EHCPs for relevant children where progress is not made despite intervention, and needs remain high.
- Organising and holding Termly Reviews for children and parents of children with an EHCP, one of which will be a formal Annual Review.
- Attend termly Pupil Progress Meetings with Heads of Years and the Senior Leadership Team to discuss the progress of all pupils, including those with SEND.
- Develop and produce a SEND Development Plan on an annual basis.

Senior Leadership Team

The Senior Leadership Team has responsibility for the day-to-day management of educational provision for all children, including children with SEND. The Senior Leadership Team will also:

- Ensure that the school's policy is put into practise
- Act as an intermediary in the communication of information between parties involved with the child (although for practical purposes this may be delegated to the Head of Learning Support)
- Be involved in the induction of new staff to inform them of the School's SEND processes (although for practical purposes this may be delegated to the Head of Learning Support)
- Contribute to the in-service training of staff to develop understanding and whole school approaches (although for practical purposes this may be delegated to the Head of Learning Support)

The pastoral well-being of children is also the responsibility of the Senior Leadership Team, and they should have concern for the social integration of children with SEND.

Class and Subject Teachers

A whole-school-approach is fundamental to our policy for children with SEND. Regular liaison, both formal and informal, serves to support procedures and provision for pupils with SEND. Careful attention should be given to ensuring that relevant activities that promote the learning of pupils with SEND are undertaken within the classroom setting, and appropriate expectations are always set.

Staff must ensure that they have obtained full information from the SENDCO of any child that they teach who is on the Learning Support or SEND Register and must be prepared to offer their individual assessment of the child's learning and progress at any time. Staff are expected to differentiate lessons to ensure every activity is suitable for a child on the Learning Support or SEND Registers.

Class and Form teachers must also pay attention to the social wellbeing of all children under their care, but with particular concern for SEND children, who may be targets for bullying or other unpleasantness. They should be proactive in ensuring that they are socially integrated with their peers.

Teachers are supported in their teaching of pupils with SEND in the following ways:

- Specialist learning support teachers in key departments – English and Maths
- Staff INSET (at regular intervals as part of the cycle of compulsory training; all new staff receive an induction session on SEND from the Head of Learning Support early in their first term in the school)
- Information contained in the Learning Support and SEND Registers which are available on SharePoint. Paper copies are also provided at the start of each term or sooner if appropriate
- Information on strategies for teaching pupils with SEND shared in staff meetings or individually if more appropriate
- Advice given during staff meetings when there are issues relating to a child
- In class observations of pupils with SEND and subsequent feedback to staff when learning or behavioural issues are identified
- SENDCOs will liaise with teachers, teaching assistants and external agencies as and when required

Learning Support Staff and Classroom Assistants

In the Lower and Middle Schools, Classroom Assistants also have a crucial role to play in SEND provision within the school. They will deliver programmes of work, generally in Literacy or Numeracy, to groups of children who require additional support. They may also deliver a more extended programme to exceptionally able children. The children may be taught within the class setting or withdrawn for certain activities. Class teachers should involve classroom assistants in the

planning process. They should be informed of learning objectives for each activity, the needs of individual children in the group and their targets as identified in their IEPs.

Parents/Carers

A child's parents/carers have a wealth of knowledge and information about their child. They can also provide a valuable source of support for their child's learning at home.

It is important that parents/carers are informed of the concerns that the school has about the child's difficulties as early as possible. The nature of the child's needs should be discussed sensitively with the parents/carers and they should be given the opportunity to provide any (confidential) background information, or information regarding external influences, which may be affecting their child.

Children

All children should be involved in every stage of the SEND procedure including review meetings, setting targets and reviewing targets. At Devonshire House School we recognise that some children's involvement will be limited, particularly in the Early Years and Lower School. We also understand that this involvement may be confusing and upsetting for some children however, we will endeavour to seek their views in an age-appropriate way. The level of a child's involvement in the review meeting will vary from pupil to pupil. In all cases, the child's view will be sought in advance of the review by the SENDCO via the completion of a child-friendly form.

IDENTIFICATION OF LEARNING SUPPORT NEEDS OR SPECIAL EDUCATIONAL NEED/DISABILITY

Teachers use their professional judgement to identify whether a child requires support, which is additional to or different from that provided by the school's usual differentiated curriculum and strategies. A member of staff's concerns will be discussed with the relevant SENDCO and/or Head of Learning Support.

In the Early Years, the two-year-old progress check is carried out by Nursery staff when a child is aged between two and three. A written report focusing mainly on the Prime Areas is provided for parents. The report highlights strengths and identifies areas that may need support. Children who are not making expected progress in these assessments are discussed with the SENDCO.

In the Lower, Middle and Upper Schools, a range of standardised assessment opportunities are scheduled within the academic year (SEE TEACHING AND LEARNING POLICY). These assessments will highlight a child's strengths, weaknesses and, in cases of exceptionally low attainment, may indicate learning difficulties. Children who are not making the expected progress are discussed with the SENDCO.

It is important to recognise other factors that may adversely affect a child's performance. These may include family upsets, a new school setting, absence due to illness etc. If these factors are having an impact on the child's educational performance, then the child will require monitoring. Should it be agreed by the school and the parents/carers that the child requires additional support, the child may be added to either the Learning Support Register or the SEND Register.

LEARNING SUPPORT REGISTER

The Learning Support Register records the children in the school who have been identified as having a learning difficulty/disability.

The Learning Support Register may include children who have missed significant amounts of the curriculum. For example, if a child has gaps in their knowledge because of transferring from another educational system, but where no specific educational difficulty has been identified, or where the first language is not English, it may be beneficial to give support lessons for a limited amount of time (see EAL POLICY). Parents will be informed in writing, or in person, that their child will be receiving support.

The Register is reviewed regularly and contains the following information for each child; name, form, current area of concern and any SENDCO or external agency involvement. The list is circulated to staff at the beginning of the academic year and following any updates.

SPECIAL EDUCATIONAL NEEDS/DISABILITY REGISTER

The Special Educational Needs/Disability Register records the status of the children in the school who have been identified as having a special educational need/disability.

The four areas of SEND (see SEN Code of Practice: 0 – 25 years) are:

- Communication and Interaction – including autism spectrum disorders
- Cognition and Learning – including specific learning difficulties such as dyslexia and dyspraxia
- Sensory and/or physical needs – including visual and/or hearing impairments
- Social, emotional and mental health difficulties

A child is added to the Special Educational Needs and Disability (SEND) Register if they have been identified as having a particular special educational need or disability, or if they continue to display a significantly greater difficulty in learning than most children of the same age. These children will have an Individual Education Plan (IEP) written by the SENDCO, which details the support they will

receive. The SENDCO will inform parents if their child is to have an IEP and will arrange to meet with the child's class teacher/s and parents to discuss.

The Learning Support and SEND Registers are reviewed regularly and contain the following information for each child; name, form, current area of concern and SENDCO and/or external agency involvement. Both registers are circulated to staff at the beginning of the academic year and following any updates.

STAGES OF PROVISION

The Devonshire House Learning Support and Special Educational Needs and Disabilities Policy adopts a graduated approach in assessing and providing support for children with special educational needs and/or disabilities (see SEN Code of Practice: 0 – 25 years). The four stages of this approach are: Assess, Plan, Do and Review.

ASSESS

Staff use the identification procedure detailed above to identify those for whom learning, or SEN support would be valuable. Depending on the age of the child, the relevant SENDCO will observe the child in the classroom to obtain further evidence of their difficulties. The SENDCO may use some diagnostic testing or informal assessment, depending on the nature of the child's difficulties. The results are shared and discussed with the child's class teacher/s and parents/carers.

PLAN

- Learning Support Register

If it is decided that the child has learning needs, which are additional to or different from that provided by the School's usual differentiated curriculum and strategies, the child will be placed on the Learning Support Register. The SENDCO will liaise with the class teacher/s to plan support and identify strategies which can be implemented in class. These may include differentiated teaching strategies, additional resources (e.g. word banks) or physical aids such as a pencil grip or sloping board. The child may be added to a small group who will work once-a-week with the SENDCO.

SEN/D (Special Educational Needs/Disability) Register

If it is decided that a child needs SEN/D support, the child will be placed on the SEND Register. The SENDCO will meet with the child's class teacher/s and parents to agree the support to be put into place. The SENDCO will write an IEP for any children receiving SEN support, which outlines clear, specific targets for the children to work towards and details how the support is provided (see an example IEP in Appendix 2). A copy of this is shared with class teachers and parents.

If any outside agencies, such as speech therapists, are involved with the child, the SENDCO will try to contact these to ensure that all adults are working together to meet the needs of the child. The school will make every effort to provide the support (specialist teaching or strategies) recommended for schools in the report. Recommendations outlined in the report will be discussed with parents and class teachers and will be used to inform the child's IEP.

If the SENDCO feels it necessary to refer the child to an outside agency, this will be discussed with parents first.

DO

Learning Support Register

Support for those on the Learning Support Register may be in the form of small groups that are taught separately to the class, or by a Teaching Assistant providing support within the class. Sessions run by the SENDCO are tailored to the needs of the cohort, and can include Phonics, Literacy, Numeracy, motor skills, speech and language, friendship and social skills, emotional and behavioural support. Progress in these groups is recorded on a regular basis and available to share with parents/carers and class teachers.

- SEN/D (Special Educational Needs/Disability) Register

Support for children on the SEN/D Register is tailored to the needs of the individual child. Some children may be best supported in a group setting working with other children who have similar needs, or 1:1 support with the SENDCO may be more appropriate. The SENDCO will work on targets from the child's IEP and record progress to share with parents/carers and class teachers.

REVIEW

- Learning Support Register

For all children on the Learning Support Register a review of provision is carried out termly in consultation with class teachers/s. Parents may arrange an appointment to see the SENDCO at parents' evening or at any other time during the academic year if more appropriate.

If, despite interventions provided, a child is unable to make adequate progress within a reasonable time frame, the child may be moved to the SEN/D (Special Educational Needs/Disability) Register. Parents/carers will be informed if any changes are made to their child's level of support.

- SEN/D (Special Educational Needs/Disability) Register

For all children on the SEND Register a review of the child's IEP is carried out termly in consultation with class teachers/s and parents/carers. The SENDCO will try to meet with parents/carers and review the previous IEP, or a copy of the IEP will be

sent electronically for parents to review and send feedback. In the Upper School, the child may be invited to discussions. At these meetings, new targets will be set as necessary and strategies for support will be agreed upon. The IEP will contain strategies for both home and school and in the case of children in the Middle and Upper Schools, home strategies will be child-led to encourage them to develop their independent learning and organisational skills.

If, at any point, there is enough concern either amongst staff or from the child's family to call on external help, or if it has been noted at a review that the child continues to have significant difficulties or is making insufficient progress, despite receiving additional support, then external advice will be sought. This may take the form of a recommendation to parents to arrange for a full report conducted by an educational psychologist, speech therapist or occupational therapist. It may also be necessary for the child to undergo a multidisciplinary assessment with a paediatrician. Parents/carers are usually responsible for the payment of these assessments. Parents/carers are also informed that they may visit their child's GP to request an assessment. In the Early Years, the SENDCO may contact the Camden Early Years Intervention Team to request an assessment.

EDUCATION, HEALTH AND CARE PLAN (EHCP)

If, at any point, there is significant concern about a child who is not making the expected progress and is performing at a level significantly below his/her peers or has been identified as having a special educational need, an application may be made to the child's Local Authority for an Education, Health and Care Plan. Applications can be made by parents/carers, GPs, Health Visitors and school staff. Following an application, the Local Authority may carry out a statutory assessment. As a result of this assessment, the child may be placed on an EHC Plan. An EHC Plan describes children's additional needs, the support they should be provided with in school to meet those needs, and any additional resources the local authority has agreed to provide to enable the school to put that support in place.

For any request to be successful, the School must demonstrate that they have followed the 'Assess, Plan, Do, Review cycle in respect of the individual pupil. The following evidence is collated to support this request:

- The school's SEN support to date
- Intervention Plans for the child and assessment of their impact
- Records of review meetings and their outcomes, including any changes made to the provision
- Progress data
- Educational and other assessments, for example from an Educational Psychologist and/or Speech and Language Therapist
- Views of the parents/carers and of the child

- Any involvement by the social services or Education Welfare Service
- The child's medical history where relevant

The LA has a period of six weeks from submission of the Request to inform parents whether they intend to proceed with the Needs Assessment. If proceeding, they have a period to collate the evidence to inform their final decision. If they decide to issue an EHCP, they have a total of 20 weeks from the date of submission of the Request in which to issue the Plan. Once the EHCP has been finalised this becomes a legal document and specifies the nature of the child's SEND and the provision to be provided to support the child from the Local Authority and the School. The progress of children with an EHCP is reviewed at least termly. The School and other parties will also hold a more in-depth annual review of the EHCP, and at this meeting the views of the child, parents, the school and other relevant professionals will be discussed. Requests for amendments and/or changes will be forwarded to the LA. EHCPs can be amended or cease to be maintained.

For further information about this parents/carers should talk to the appropriate SENDCO/Head of Learning Support, or visit their local authority website and search under 'local offer'.

1:1 SUPPORT

Not all children will receive an EHCP, and many parents do not wish to apply for such a plan – this is very much on a case-by-case basis. However, if a child is presenting with additional needs and is not making progress despite a range of interventions, and still requires additional support in the classroom then the appropriate SENDCO, along with the Head of Learning Support, will recommend a 1:1 teaching/SEN assistant to support the child in class should the parents wish their child to remain at Devonshire House School. The school is not able to provide 1:1 support with a dedicated teaching/SEN assistant unless funding has been secured from a local authority via an EHCP.

If the parents would like their child to remain at Devonshire House School and the SEND Department feels they would benefit from 1:1 support in the classroom this cost must be met by the parents in addition to the school fees. If the parents do not want a 1:1 teaching assistant to support their child, and all other options have been exhausted, the school reserves the right to ask the parents to withdraw their child. One term's notice will be given.

ASSISTANCE FROM EXTERNAL AGENCIES

Devonshire House School has links with many Educational Psychologists, Speech and Language Therapists, Occupational Therapists and other agencies that can assist, when required, to provide additional support for pupils with SEND. It is the responsibility of parents/carers that engage the services of an external Psychologist or other professional to cover all costs relating to the consultation

and report. The School will not automatically accept a report, or the recommendations therein, of an Educational Psychologist when there is no evidence from the School to substantiate the report.

The Learning Support Department will carry out diagnostic assessments if the SENDCO feels this is appropriate. Feedback on any assessments will be provided to the parents/carers and class teachers. This feedback may indicate that a pupil is experiencing a specific learning difficulty and the appropriate SENDCO may recommend further investigation with an Educational Psychologist. The SENDCOs cannot diagnosis a specific learning difficulty. The Learning Support Department is happy to provide a list of recommended Educational Psychologists.

PROVISION OF AUXILIARY AIDS FOR PUPILS WITH SEND

By employing a range of teaching strategies, approaches and equipment, SEND pupils will be provided with a differentiated curriculum matched to their strengths and needs. A range of multi-sensory resources will be used to engage, motivate and support the different learning styles of pupils. Opportunities should be provided which recognise the pupils' strengths and enable them to build upon these or to learn in areas of need by employing these strengths. For this reason, we use a wide variety of teaching methods and groupings.

Further information on provision within specific subject areas can be found in the Departmental Handbooks. Heads of Department and subject co-ordinators should be approached for further help in providing differentiated work in subject areas.

Meanwhile, some pupils may require the use of auxiliary aids, such as a reading pen, noise cancellation headphones, an induction loop or other specialist equipment to enable them to fully access the curriculum. When a request is made for the School to provide a pupil with such items, it will consider the request on a case by case basis, in accordance with what is reasonable having regard to all the relevant factors, such as the means of the pupils' parents or carers, the benefit of the equipment to the pupil and the corresponding disadvantage of not having it, the allocation of the School's resources, and to the extent to which the equipment can be funded elsewhere i.e. local authority.

PUPIL USE OF LAPTOPS

The school recognises that it is in some pupils' best interests to be permitted to use a laptop in school (SEE LAPTOP POLICY). This will only be granted if it is recommended by an Educational Psychologist's Assessment (EPA). The Head of Learning Support, will examine each case on an individual basis. Permission will be given to pupils subject to the following conditions but is unlikely to be given to pupils below Year 3.

The Senior Leadership Team and the Head of Learning Support will review each pupil's progress on a termly basis to ensure that the pupil is continuing to benefit from the facility. The pupil and his or her parents/carers will sign an agreement (SEE APPENDIX 1) so that the situation is clear on all sides.

ACCESS ARRANGEMENTS FOR PUBLIC AND INTERNAL EXAMINATIONS

The Head of Learning Support will review the needs of identified pupils for access arrangements in both public and internal examinations. The Head of Learning Support works closely with the Senior Leadership Team to ensure that such needs are met whenever possible. For public examinations, access arrangements will be made in accordance with the regulations set out by the Joint Council for Qualifications (www.jcq.org.uk). To benefit from access arrangements for public and internal examinations, parents/carers must ensure their child has an updated Educational Psychologist report for access arrangements to be considered. An Educational Psychologist report that is older than two years will not be considered by Devonshire House School, or other schools, as set out in the new Jcq guidelines which were updated in September 2021.

TRANSITION

At the end of each academic year, the transition process is carefully planned. The SENDCO will meet with each child's new teacher/s to pass on any relevant SEND information and IEP's. Meetings will also take place between the SENDCOs to transfer information regarding children moving up to a new phase of the school. With parental permission, children who are leaving the school will have their SEND information sent on to their new school.

COMPLAINTS

Devonshire House responds to complaints in line with our general complaints' procedure.

If the parents/carers of a child with special educational needs have a complaint, they should arrange a meeting in the first instance with the appropriate SENDCO and the appropriate member of the Senior Leadership Team. If further concerns persist, a meeting should be arranged with the Headteacher.

MONITORING AND EVALUATION OF POLICY AND PROVISION

The success of this policy will be judged by:

- The early and accurate identification of children's learning difficulties and needs
- Children achieving the targets set on IEPs that indicates that targets are specific, achievable and appropriate

- Appropriate progress of children
- Close working links with outside agencies when appropriate
- Positive involvement and feedback from children and parents/carers

APPENDIX 1: PUPIL'S USE OF A LAPTOP AGREEMENT

The school recognises that it is in some pupils' best interests to be permitted to use a laptop in school. No pupil will be given permission to use a laptop unless a Certified Educational Psychologist states that it will, in appropriate subjects, enhance the pupil's ability to communicate his/her knowledge by reducing the amount of handwriting and enabling the pupil to edit work produced.

The Head of Learning Support will examine each case on an individual basis. Permission will be given to pupils subject to the following conditions but is unlikely to be given to pupils below Year 3 except in individually assessed cases.

1. The objective of using a laptop is to encourage the pupil to become an independent confident learner. While the pupil may/will need some parental home support at first this should be decreased as soon as possible.
2. The pupils must be able to type accurately at a speed of at least 20 w.p.m.
3. The pupil must be able to save, edit and print their work, and generally manage the use of their laptop, including battery charging, without assistance. The pupil must demonstrate independence, competence and discretion when working.
4. The pupil will download and/or print work in school when requested. They should also be able to upload homework to the school via Firefly where appropriate.
5. The pupil must be able to demonstrate that the spelling and grammar checks are turned off. This will ensure that teachers are able to assess the quality of work produced in terms of content and standard.
6. The pupil will present work produced on the laptop to the subject teacher in a file, clearly marked and dated (i.e. not on loose pieces of paper).
7. Handwritten work will continue to be done when appropriate, at the discretion of the class teacher, and the pupil will continue to do handwriting practise.
8. When the laptop is not being used it should be stored in the pupil's locked locker, or if one is not available in the child's form room.
9. The pupil will be responsible for the safety, security and maintenance of their personal laptop and parents should insure the machine. The school takes no responsibility for the laptop. It should be taken home at the end of each day and used for homework, as appropriate.
10. Parents must ensure that the Senior School for which their child sits examinations allows the use of laptops.
11. Pupils may only bring in and use laptops with a maximum value of £500.
12. Parents must insure laptops for their use here at school and be able to provide evidence of insurance if asked.

APPENDIX 2: EXAMPLE OF AN IEP

Individual Education Plan



My name is		My birthday is	
I am in		I am	
Date		Review Date	

Provision per week	
Outside Agency	

It's important that you know that ..

.....

This means that ..

.....

XX's Targets	Strategies		Outcome		
	My school will	My parents will	M	PM	NM
	•				
		•			
	•	•			

SENCO.....Class Teacher.....Parent/s.....