

Flookburgh CofE Primary School



Together, we believe, anything is possible

SEN and Disability Information for Parents and Carers

Flookburgh CE Primary School – Special Educational Needs and Disability Information

Approval responsibility - Headteacher

Date of review: January 2024

Review period: Annual

Next review date: January 2025

Flookburgh Church of England School is a fully inclusive school. We ensure that pupils are included in all aspects of learning and school life throughout their time at our school. We aim to build upon the outstanding inclusive practice first established when our children enter our school.

Some children will have special needs of some kind at some time during their education. The term '**special educational needs**' has a legal definition, referring to children who have learning difficulties or disabilities that make it harder for them to learn than most children of the same age.

Support will always be provided in school where appropriate, complemented and enhanced from the professional advice from specialists. If your child has special educational needs, they may require extra help, support or professional advice in a range of areas, for example:

- reading, writing, number work or understanding information
- expressing themselves or understanding what others are saying
- making friends or relating to adults
- behaving appropriately in school
- organising themselves
- some kind of sensory or physical needs which may affect them in school

Identification of such needs and the decision to organise extra help and support for a child, if not already identified and initiated on entry to the school system, is made through rigorous Pupil Progress meetings between the class teacher, SENDCo and Head teacher, if a different person. The following discussions with parents will be based on a variety of factors, including academic progress and/or assessments carried out by teaching staff or other professionals. It may also be based on ensuring children have a smooth transition into school or require support when going through significant change either at home or school. Parents/carers will always be informed when this happens and fully involved in the process.

Pupils identified may require support for a longer period of time to ensure they can access the curriculum effectively and be included fully in classroom learning and school events. Support will be planned by school staff and where appropriate by external professionals. Parents/carers will be kept informed about this support and provided with the opportunity to have regular input towards their children's learning.

Our Local Offer describes the wide range of provision available at Flookburgh CE School, to support identified children as and when appropriate. Our Local Offer can be found on the school website <http://www.flookburgh.cumbria.sch.uk>

Westmorland and Furness Council's Local Offer can be found by clicking this [link](#).

Our commitment to being a fully inclusive school means that your child will have the equal access and opportunities they require to fully access quality learning and development and equal the offer available to all similar schools. As and when required, children who are, or have been, 'Looked after Children' have the required Personal Education Plan (PEP) which is reviewed 3 times per year in line with National guidelines.

If you have any questions or concerns at any time or on any matter, then please do not hesitate to contact the school and make an appointment to see the **Head teacher, Mrs Gill Pett who is also our SENDCo.**

Question	Prompt	Answer
<p>How does the setting know if children/young people need extra help and what should I do if I think a child/young person may have special educational needs?</p>	<ul style="list-style-type: none"> • <i>How do you identify children with special educational needs?</i> • <i>How will I be able to raise any concerns I may have?</i> 	<p>We foster a close relationship with parents/ carers/ families and have an open-door policy where concerns can be raised.</p> <p>All staff are aware of expected development at different ages and have expertise in identifying additional /special educational needs or disabilities (SEND).</p> <p>Previous knowledge and or information from external services.</p> <p>Excellent tracking systems that feed into extensive Pupil Progress meetings where lack of progress and specific issues impacting upon progress are identified and discussed resulting in an agreed action which is quickly acted upon.</p> <p>If you have a concern about your child's development you may, if you wish, raise this in the first instance with the class teacher, then the Head teacher and SENDCo who will discuss your child's needs.</p> <p>Whilst we hope that this would never happen, if your concerns/issues are not fully addressed to your satisfaction then you do have the option to follow the school's complaints procedure.</p>
<p>How will the setting staff support my child/?</p>	<ul style="list-style-type: none"> • <i>Who will oversee and plan the education programme and who</i> 	<p>Class teachers are responsible for the education of all the children in their class. They plan the education programme for children who have or may</p>

	<p><i>will be working with my child and how often?</i></p> <ul style="list-style-type: none"> • <i>What will be their roles?</i> • <i>How are the Settings' Governors involved and what are their responsibilities?</i> 	<p>have a SEND with support from the school's SENDCo including advice from a particular external specialist service.</p> <p>Your child's class teacher will work directly with your child as will other school staff. They may be supported in class; in a small group inside/outside of the class or one-to-one as appropriate.</p> <p>The SENDCo will liaise closely with any adult working with your child to develop targets and seek external support/advice when necessary.</p> <p>Depending on their need your child may also have access to external specialists for example, an Educational Psychologist; Speech and Language Therapist; Occupational Therapist, etc.</p> <p>Each adult will strive to ensure that an appropriate curriculum is delivered to your child at a differentiated level.</p> <p>Exact roles will vary for each child and be dependent on identified need.</p> <p>The school has a nominated governor for Special Educational Needs and/or Disabilities who is responsible for monitoring and evaluating policy and procedures. They receive information from the school's SENDCo and report to the Governing Body.</p>
<p>How will the curriculum be matched to my child's/young person's needs?</p>	<ul style="list-style-type: none"> • <i>What are the settings approaches to differentiation?</i> • <i>How will that help my child?</i> 	<p>High quality teaching, tailored and adapted for individual pupils, is the first step in responding to pupils who have or may have a SEND.</p> <p>All children's development is carefully monitored and plans are drawn together to meet their individual needs as the school recognises that all children have different needs throughout their school journey.</p> <p>All lessons are planned and pupils' needs are met in a variety of ways such as, scaffolding learning by breaking it down into smaller chunks which children can access more confidently to reach the intended outcomes; personalised and adapted curriculum, if this what the child's needs require, with an emphasis on personalised learning.</p>

Lessons may involve using specialist resources or equipment, alterations to the timetable, additional adult support, group or individual work. Learning objectives within the lesson are set appropriate to the child however, there is always challenge within the targets set to enable every child to continue to progress with their learning.

Your child will be working at an appropriate level and have targets for improvement. They may be working within the National Curriculum but not necessarily at the expected standard for their age or year group.

You will be regularly informed of your child's progress towards their targets via the school's annual report system and the review of their Individual Pupil Plan at planned parent's evenings (Team Around the Child meetings) and at EHCP meetings, if appropriate, where you will also be given targets to support your child's learning at home.

How will I know how my child is doing and how will you help me to support my child's learning?

- *In addition to the normal reporting arrangements what opportunities will there be for me to discuss his or her progress with the staff?*

The school has an open-door policy that encourages the full engagement of parents in the education of their child. All parents are welcome to make appointments with their child's class teacher, SENDCo and/or Headteacher outside normal parents' evenings.

Often parents will receive verbal updates before or after school as appropriate and when necessary, indeed we actively encourage parents to seek more informal and frequent conversations with us and your child.

In some cases, your child may require a more detailed individual pupil plan (IPP) which will be drawn up in consultation with you and your child and reviewed regularly. This may only need to be in place for a short time, to support your child with a particular area of learning or need.

In addition, parents are welcome to make appointments to discuss progress with the school's SENDCo.

- *How does the setting know how well my child/young person is doing?*

The progress of each child is carefully monitored and tracked on a regular basis and summative assessments are recorded on a half-termly basis for

	<ul style="list-style-type: none"> • <i>How will I know what progress my child should be making?</i> • <i>What opportunities will there be for regular contact about things that have happened at the setting?</i> • <i>How will you explain to me how his or her learning is planned and how I can help support this outside of the setting?</i> 	<p>English Writing and termly for all other core subjects. This, along with other information gathered informs staff of the next steps for your child.</p> <p>Assessments made by specialists will also be shared with you. Targets from these assessments are clearly identified and written into the pupil profile in order to ensure that teachers are aware of these targets and are built into the day-to-day planning for progress for your child.</p> <p>Expectations of progress will be set by the class teacher including guidance from other specialists, if appropriate. In some cases, your child may require a behaviour management plan which will be drawn up in consultation with you and your child and reviewed regularly.</p> <p>For some children with profound and sometimes lifelong needs an Education Health and Care Assessment may be requested with advice and support from external agencies.</p> <p>In addition to informal meetings some children may have a home/school book where a written dialogue can take place. Where there is a need for ongoing dialogue the SENDCo or Safeguarding lead may set up regular 'Team around the child' (TAC) and/or 'Team around the family' (TAF) meetings.</p> <p>The school hosts a curriculum evening at the start of the year to explain the curriculum studied.</p> <p>Curriculum plans are shared with parents via our web site and termly curriculum year group newsletters.</p> <p>'Evidence Me' is used for the Early Years to provide an ongoing picture of how your child is progressing against the Early Years Foundation Stage profile in conjunction with the non-statutory document, 'Birth to 5 Matters'. IPP's and work planned are shared with parents as appropriate. Homework is sent home weekly which is related to in-class learning and used to enhance the pupil's work in school.</p>
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<p>What support will there be for my child's overall well-being?</p>	<ul style="list-style-type: none"> • <i>How and when will I be involved in planning my child's education?</i> • <i>Do you offer any parent training or learning events?</i> • <i>What is the pastoral, medical and social support available in the setting for children with SEND?</i> 	<p>We believe that the involvement of parents in the educational development of their child is crucial and key to short and long term progress therefore, we welcome and encourage as much involvement in the planning process as the parent wishes to be involved in and contribute to.</p> <p>You will be consulted at all the various meeting points as described above.</p> <p>Parental input is part of the IPP process</p> <p>Involvement in the planning may take place during annual parents' meetings or specifically arranged meetings.</p> <p>There are curriculum events at the start of the school year to which all parents are invited and encouraged to attend</p> <p>We source, if requested, support groups and networks for parents to join.</p> <p>Parents are invited to an introduction to the use of 'Evidence Me' in the Early Years and how this is used to support their child's initial school-life journey</p> <p>Phonics and Reading evenings are held during the school year.</p> <p>Maths workshops are held to support work in this area.</p> <p>Within the Christian ethos of our Church of England school, it is our aim, in partnership with parents, staff and governors, for our children to be happy, secure and prepared for life.</p> <p>We achieve this through enabling all pupils who may or may not have a SEND to access a curriculum which is driven by our commitment to developing the whole child, including their physical and mental health and spirituality.</p> <p>Our school has strengths in its provision of a wide variety of outdoor, environmental, adventurous and sporting activities; school sessions often take place in our beautiful wildlife area and extensive grounds.</p>
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Our small size means that every child is known as an individual by all within our supportive school family; pupils take care of each other. We hold 'Learn Together' sessions periodically throughout the year, where family groups work across and between, classes, working and learning together supportively and collaboratively.

The well-being of all pupils is supported through our core Christian Values, which are promoted by all in everything we do: Respect, Hope, Compassion, Forgiveness, Courage and Endurance.

The school's focus on social and moral aspects of learning happens throughout our curriculum, but often most specifically in teaching and learning as part of class PSHE (personal, social, health and citizenship education) lessons and activities.

A wide range of small group interventions are used to further support the wellbeing of children and to promote positive behaviour, including weekly Circle Time, Nurture and Social Interaction groups such as 'Time to Talk' and 1:1 sessions with our ELSA's (Emotional Literacy Support Assistants).

We access support for children and families, as appropriate, through our strong links and connection with 'Action for Children' who are based, part-time, in the Children's Centre attached to our school. We also access additional social and emotional support as deemed required through the Local Authority's Behaviour and Emotional Well-being Officer.

The school follows statutory guidance for the administration of medicines and provision of personal care.

All statutory requirements are met in terms of ensuring that every child is safeguarded in school.

In our most recent reports, Ofsted and SIAMS, inspectors have graded the school as 'good' for the quality of care, guidance and support which we provide for all pupils.

Further information can be found in the relevant policies and reports on the school's website.

- *How does the setting manage the administration of medicines and providing personal care?*

The school strives to provide excellent pastoral support.

The staff are highly trained and all have a minimum of Safeguarding Level 1 training, as well as relevant first aid certificates. The Headteacher is the Designated Safeguarding Lead and both Senior Teachers are Deputy Safeguarding Leads.

The school is also a Mental Health Champion School working as part of a Cumbrian wide network of schools to provide high-quality mental health provision for our pupils and to share best practice.

The school has a Senior Mental Health lead within the staff team who has completed the DfE approved Senior Mental Health Training.

The school also has a Sensory Processing Lead to advise teaching and teaching assistant staff how best to support children with specific sensory needs within the classroom including, specific adaptations to the physical environment if this is needed to support the child.

The Safeguarding Lead professional provides support to children and families to support them pastorally and medically and liaises closely with a wide range of external agencies to ensure needs are met.

A wide range of small group interventions are used to support the wellbeing of children with SEN and to promote positive behaviour.

The school follows statutory guidance in the administration of medicines and provision of personal care.

The school regularly reviews its medicine and intimate care policies

Where there are distinct medical needs your child will be subject to a 'Individual Health Care Plan' drawn up by school, health professionals and parents.

If medicine is required to be administered agreements are made through the 'Individual Health Care Plan' for the delivery of the medicine. Medicine can

	<ul style="list-style-type: none"> • <i>What support is there for behaviour, avoiding exclusions and increasing attendance?</i> • <i>How will my child be able to contribute his or her views?</i> • <i>How will the setting support my child to do this?</i> 	<p>only be administered if directed by a doctor and require administration four times a day.</p> <p>The school has been awarded the Asthma Friendly School Award in recognition of meeting the required standards in support of pupils with Asthma. If your child has asthma you will be required to ensure inhalers are in date and your child's asthma is regularly reviewed with their GP.</p> <p>The school has an agreed and effective behaviour management policy. Where there are concerns, the school intervenes early and action plans/behaviour management plans are drawn up, together with the involvement of parents/carers, the Safeguarding Lead and Head-teacher.</p> <p>In extreme cases the school operates an internal exclusion policy prior to school exclusion, you will be informed if this affects your child.</p> <p>Attendance and punctuality is closely monitored and reported on termly. Where attendance is becoming a concern the school intervenes early and you will be called to a meeting to agree actions for improvement.</p> <p>The school celebrates all pupils who display positive and appropriate behaviour as well as good levels of attendance. Pupils receive rewards, stickers and certificates which are shared with parents/carers and families.</p> <p>The school readily seeks the views of its pupils through: Pupil Questionnaires Circle times Head teacher and Lead teacher surveys and interviews. Regular Governor/pupil meetings and discussions</p> <p>A well planned and coherent PSHE and RSE Curriculum is in place</p> <p>By providing the opportunities described above</p> <p>By providing adult or peer support to ensure access to these where necessary</p>
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<p>What specialist services and expertise are available at or accessed by the setting?</p>	<ul style="list-style-type: none"> • <i>Are there specialist staff working at the setting and what are their qualifications?</i> • <i>What other services does this setting access including: health, therapy and social care?</i> 	<p>There is a wealth of experience and expertise in the school staff including those specifically trained in, SEN, Autism Awareness, Paediatric First Aid, Safeguarding, Emotional Literacy Support; Sensory Lead Practitioner, Mental Health Lead, etc</p> <p>This is not an exhaustive list of expertise and staff are trained and developed continually.</p> <p>The school has very close links with health with the Public Health 5-19 Team and undertakes a Health and Wellbeing review annually to ensure any current issues are picked up early and actions implemented quickly. In addition, Speech Therapists visit regularly and the Safeguarding Lead and SENDCo are in regular contact with GP's, health visitors and paediatric consultants when appropriate.</p> <p>There is access to counselling and family support services through referral to the Child and Adolescent Mental Health Service (CAMHS), the Educational Psychologist and the Specialist Advisory Teacher Service. The school is also part of the Cumbria Mental Health Champions Network and works with a variety of external agencies, including but not exclusively, 'Action for Children'.</p> <p>The school also liaises closely with Social Care and hosts TAC/TAF meetings, Core Group meetings and also refers into Triage wherever and whenever there is a concern.</p>
<p>What training is the staff receiving or have completed to support children with SEND?</p>	<ul style="list-style-type: none"> • <i>Detail staff development and access to training and when this is reviewed and refreshed</i> 	<p>All staff have taken part in the recent Cumbria Whole School SEND Training</p> <p>DfE funded schemes to train members of staff in specific interventions have taken place eg Nuffield Early Literacy Intervention (NELI); WellComm Early Language and Communication Screen; Reciprocal Reading Project; EEF 1st Class@Number 1 Programme; Senior Mental Health Lead Programme; Sensory Lead Practitioner; Emotional Literacy Support Assitants;</p> <p>Whole school CPD is monitored continuously and relevant CPD opportunities are actively sought and put in place which reflects the needs of our children</p>

	<ul style="list-style-type: none"> • <i>Do you have any specialist staff and what do they specialise in?</i> • <i>Do any other services work closely or in conjunction with your service?</i> 	<p>Staff share expertise through collaborative training opportunities organised by the school as well as local and national training. Individual staff development needs are identified and met as part of the formal appraisal process at least annually.</p> <p>There is a wealth of experience and training held by staff and this is continually updated. Furthermore, our SENDCo receives regularly updated training.</p> <p>Under the effective management of our Safeguarding Leadss (DSL/Deputy DSLs) the school ensures children and their families receive the most appropriate and effective support. To do this the DSLs are required to work closely with agencies representing health, police, social care, mental health, welfare, children’s centre and many others. Again this is not an exhaustive list and links with other agencies are continually being developed dependent on need.</p>
<p>How accessible is the settings environment?</p>	<ul style="list-style-type: none"> • <i>Is the building fully wheelchair accessible?</i> • <i>Have there been improvements in the auditory and visual environment?</i> • <i>Are there disabled changing and toilet facilities?</i> • <i>How does the setting communicate with parents/carers whose first language is not English?</i> 	<p>As detailed in our accessibility plan (available on our website or via the school office) the majority of our school buildings and grounds are fully accessible to most users. Adaptations are made wherever possible to meet any special needs ie a ramps; handrails, etc</p> <p>The school has high visibility paint markings on playground steps to cater for children with a visual impairment.</p> <p>The school has a disabled toilet and changing facilities for younger children, including a medical bed and is equipped with a disabled shower.</p> <p>Expertise and advice is sourced from the Local Authority to offer advice, support and signposting to specific areas to overcome a specific language need.</p>
<p>How will the setting prepare and support my child to join school or</p>	<ul style="list-style-type: none"> • <i>What preparation will there be for both the school and my</i> 	<p>As a 3-11 school, the initial move into Nursery for all our youngest pupils is supported through a programme of home visits and shared activities.</p>

<p>to transfer to a new school or the next stage of education and life?</p>	<p><i>child before he or she joins the school?</i></p> <ul style="list-style-type: none"> • <i>How will he or she be prepared to move onto the next stage (transition)?</i> • <i>What information will be provided to his or her new school?</i> 	<p>The Head teacher would ensure that there was a detailed plan in place to contact the school your child is transferring from in order to share the most current and relevant information.</p> <p>The school would follow the transfer policy and procedures which ensures that all information is passed to the new school or collected from the transfer school to ensure that we have immediate detailed information of the child.</p> <p>If required, meetings may be arranged to discuss the needs and provision being offered.</p> <p>The SENDCo would meet/liaise with the SENDCos/Head of the feeder Infant or transfer school to discuss arrangements for your child and also attend the EHCP meeting. If appropriate your child can make a visit either individually or as part of a small group with staff from their school.</p> <p>You will receive a pack of useful information, a prospectus and an invitation to 'taster' sessions and a parents' meeting The learning environment will be planned to ensure your child's needs are met</p> <p>When necessary a multi-agency meeting may be called to ensure your child's needs will be met prior to starting the school</p> <p>The school works closely with the Secondary sector, particularly the catchment school, Cartmel Priory School but schools further afield as appropriate</p> <p>A range of transition strategies are put in place to support children at the end of the Primary phase e.g. transition plans, extra visits, holiday activities.</p> <p>In all cases there will be liaison and communication between the schools.</p> <p>All reports, assessments, targets and needs are shared at transition</p> <p>Transfer of information</p>
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	<ul style="list-style-type: none"> • <i>How will you support a new school to prepare for my child?</i> 	<p>Parent/ carers and pupil visits to new school environment</p> <p>Full parental involvement in transition process</p> <p>The process undertaken to support the transition of your child to a new school mirrors the process outlined above however in reverse.</p>
<p>How are the settings' resources allocated and matched to children's special educational needs?</p>	<ul style="list-style-type: none"> • <i>How are the settings' special educational needs budget allocated?</i> 	<p>Flookburgh CE School is an inclusive school and all pupils with SEND are included in all aspects of school life.</p> <p>We aim to allocate resources appropriately to meet the needs of all children with special educational needs.</p> <p>This is already in place with the high level of teaching assistants who are directed to support the needs of all our pupils and specifically if required.</p> <p>The school has a financial responsibility to provide a specific proportion of the funding to support pupils with an EHCP (Education, Health and /care Plan)</p> <p>Expenditure is driven by need with resources being earmarked by the head teacher, class teacher, and SENDCo for additional staffing, resources, specific items or IT equipment</p> <p>Reports regarding SEN spend are shared with the Governing Body.</p>
<p>How is the decision made about what type and how much support my child will receive?</p>	<ul style="list-style-type: none"> • <i>In the decision-making process who will make the decision and on what basis?</i> • <i>Who will be involved?</i> • <i>How will I be involved?</i> • <i>How does the setting judge whether the support has had an impact?</i> 	<p>The decisions about the type of support your child needs will be based on discussions between all interested parties including you as a parent.</p> <p>All relevant parties e.g. yourselves (& your child), school staff and the SENDCo and any relevant outside agencies</p> <p>The support will be reviewed consistently to ensure it is appropriate and effective. Your input will be valued at the wide range of meetings detailed above to ensure your child is receiving the best support possible.</p> <p>The school evaluates the impact of all its actions on a regular basis. Impact will be measured against progress to targets be they academic &/or social, health or pastoral on</p>

SEND Reform 2014 - Frequently Asked Questions

What happens to current statements with a value of less than 6,000 e.g. 4 hours per week?

A statement of 4 hours would be funded at £3,000. It is likely that we will move these to a non-statutory plan which will identify how the schools resource will be utilised to support. This will be particularly significant for deaf children where there are specific requirements to be met.

Do provision maps need to include funding? Do we need to prove funding at early help level before applying for EHC Plan – Or – is it enough to prove that you have offered/carried out intervention with assessments?

School will need to evidence how they are utilising funding when they apply for a statutory EHCP assessment. Prior to that point the School will need to ensure that funding is utilised appropriately to meet needs under the framework outlined in the revised Chapter 1 of the SEN handbook.

What happens with IEP's for old SA/SA+ what should be provided now?

IEP's should continue to be used as now.

What will SA/SAT be called. Will this be a SEND Early support?

The Code of Practice doesn't give specific title or other than a single category of SEN, however there will be a differentiation in Cumbria as we would expect a SEND Early Help Assessment to be completed when a school is bringing external specialist advice and support into support a child's learning.

Sensory Needs – As I see it, children who have multiple sensory needs will still not have their needs met e.g a child who has a degree of hearing loss, plus visual impairment the DHI an VI are not on their own severed enough to meet criteria – but together they put the child at a huge advantage – What are you doing for these children?

These children currently may well meet criteria for statutory assessment if the impact on their learning is significant enough. This will not change. The focus of assessment is on the impact that the child's Sen or disability has and the support needed to achieve required outcomes.

How does mediation work when we're dealing with children looking at a school place?

Mediation will always be the first step prior to Tribunal when a local resolution to a disagreement between parents and the local authority. In the case of School places a disagreement and hence mediation is likely to arise if the local authority refuses to name the school preferred by the parents. The mediation process would take a view on the suitability of the school named in the Ehcp and the school preferred by the parents. The issue of the impact on the efficient education of others would also be raised.

+3K – Does that just apply to statemented students?

Schools are required to make provision up to £6000 for children with SEN. This is for statemented (EHCP) and non statemented pupils.

When will we get the Early Help Assessment Form?

By the end of this academic year.

How do the new duties for health fit in with Health Services new way of working (episodic care)?

The fit is a good one. The EHCP will focus on outcomes in the same way as the Care Aims process does. Therefore the concept fixed term involvement which ceases when the outcomes are met is embedded in the EHCP process.

How will children who are not fit enough to be in school be assessed? At current time EP will not assess students who are not fit enough to be in School? The assessment of a child's health in relation to school attendance rightly sits with clinicians rather than educationalists. This will not change with the new procedures. However there will be a requirement to ensure that the special educational needs of children too unwell to attend school are being met.

EHCP Plan – Where do school's comment on the plan. – can I just e-mail comments to assessment officer e.g. about provision/funding?

Schools will see the draft plan prior to the meeting and will be able to comment then. They will also be able to comment at the TAC Meeting when the plan is finalised.

We are currently preparing for statutory assessment request – what shall we do? Time? Paperwork?

At this point in the cycle a statutory request for assessment under the current framework will deliver a statement/plan in mid-January 2015 (this includes the exceptions for the summer break). A request in September for an EHCP assessment which has a shorter timescale will deliver a Plan in January 2015. It seems beneficial therefore to defer until September and to complete the process under the new framework.

CLA – Can the EHCP also be the PEP (with some additional info)?

They cannot be the same document; however we are exploring how the two processes can work together.

Are more EP's going to be employed? I have waited 12 months for updates I have requested – the child is now moving to secondary without an updated report!

The available budget to the Local Authority remains under acute pressure and therefore there will be no additional staffing. However the EHCP process requires a different approach to working which will make more capacity for face to face work available.

Do we need CAF/PEP if we have EHCP?

The EHCP will be triggered by the outcome of an Early Help Assessment. The CAF and PEP cannot be the same document but the process to complete the two can be streamlined and merged.

Will the boxes in the EHCP be expandable and will the index relate to this, as the pages will alter as the boxes expand.

All the documents will be online with expandable boxes.

Where will any information be recorded regarding CLA; Child Protection plans; MAM; etc?

We will incorporate the suggested change in the EHCP and EH Assessment.

There are examples of EHA plans (simple plans). Why is Cumbria using a process that is not presently working and adds or increases the length of process (CAF)?

The Simpler plans developed in the Pathfinders were deemed not to meet legal requirements by the DfE. The Cumbria plan presented is consistent with the Code of Practice which specifies the sections that must be included in the plan.

The use of an Early help assessment to provide a clear description of needs and outcomes and as a tool to bring in specialist advice and support services is consistent with the EHCP and enables information already available to be dropped directly into the plan. The Early Help assessment also meets the need to consider the child's education, health and care needs.

Secure electronic portal system to share EHCP? (Data Protection)

This is the preferred model and work is currently underway to review the operation of the portal.

What plans are being put in place to ensure that the Authority have the capacity to manage a needs-led approach to SEND? (I imagine that the multi-agency approach that will mean more work).

Additional Statementing Officer capacity has been recruited for September 2014. In addition to, all staff have access to training on person centred planning. Concurrently we are ensuring that there is a clear understanding that there will be a reduction in time spent writing reports and a greater focus on face to face interaction with schools and families

Can you clarify when a student gets an IEP or do they?

IEP's will operate in just the same way as they do now.

When a student is getting additional and different, this can be delivered in class through IEP. How is this to be done? When do you start Early Help Assessment?

An Early Help assessment could be started as soon as the school identifies that a child may have SEN. However the assessment will have to be completed whenever the school is seeking external specialist advice. The early help assessment will have to be completed whenever the school is seeking external specialist advice. The early help assessment will be add to by the external specialist and os will be able to feed into the statutory Education Health Care Plan. Individual schools will need to make the decision as to the point at which they wish to initiate the early help assessment.

Is Cumbria producing a handbook with criteria?

There is no change to the criteria. We will be producing a slimmed down and simplified version of the handbook which we expect to be more accessible.

Clarification MLD was now low achiever? However, it was on list for cognitive?

The point made about MLD being referred to as low achiever was reflection of some of the language being used by DfE about this group of learners. MLD has historically attracted small amounts of non-statutory funding from the LA group of learners. MLD has historically attracted small amounts of non-statutory funding from the LA in Cumbria. The new funding regulations mean that the funding for MLD will reach criteria for statutory assessment under the new system.

How will moves from County to County be supported?

The EHCP is intended to be transportable across LA boundaries. Although there may be differences in funding arrangements between local authorities, the EHCP specifies outcomes, activity and professional involvement. It will therefore be clearer to a receiving LA exactly what provision is required.