

# How will we be Kept Informed of our Child's Progress?

- ❖ Parent Meetings
- ❖ Specially arranged meetings with the class teacher/SENDCO
- ❖ PLPs (Personal Education Plans) and/or Pupil Passports
- ❖ Annual Reviews (For children with an Education Health and Care Plan)
- ❖ EHA (Early Help Assessment) and TAF (Team Around the Family) Meetings
- ❖ Small group and individual interventions will be carefully targeted to address your child's needs and his/her progress will be closely monitored and evaluated by the Class Teacher and TAs.
- ❖ Sometimes the School may decide to involve some external professionals or agencies to provide them with more specialist advice and guidance in order to support them to remove the barriers to your child's learning. This external support might be from an Educational Psychologist; Speech and Language Therapist; Occupational / Physiotherapist; Specialist Advisory Teacher; or a medical professional. If your child's needs are wide ranging or more complex, then it may involve several of these people who will need to work in a co-ordinated way.
- ❖ As more people become involved in helping the School to meet your child's needs, your child's class teacher or the SENCO, or Head teacher in School may decide an Early Help Assessment (EHA) meeting is required. Once established, the EHA will help the School to organise Team Around the Family Meetings where everyone involved (including yourself) can sit down together and discuss the best way forward to help the School help your child to make progress.
- ❖ The School may decide to draw up an Personal Education Plan. This will record the additional, more specialist strategies and interventions that will be required to help remove the barriers to your child's learning. You will be kept informed all the way through the process and will be able to make suggestions as to how you can help at home to ensure all round support for your child.
- ❖ Only a very small percentage of children require support of an additional nature beyond this. If this is the case, then the SENCO may discuss with you the possibility of asking the Local Authority to undertake a statutory assessment of your child's needs. If this is considered appropriate, then the School will collect together all your child's information and evidence of all the carefully evaluated additional strategies and interventions that have been put place and with your permission send it off to the Local Authority for them to consider the information at a panel meeting and make a decision whether or not to carry out a statutory assessment of your child's needs. Whilst this is taking place the School will continue to meet your child's needs with the support that is already in place.
- ❖ Once the Local Authority receives a request to consider whether to make a statutory assessment or not, a legal timescale begins. The process of statutory assessment is carefully bound by the legislation and guidance within the SEND Code of Practice. The SENCO will be able to explain the process and timescales to you or alternatively you would find this in the SEND Code of Practice. If the decision is made to go ahead with a statutory assessment then the Local Authority will signpost you to guidance and support that will assist you through the process for example from the SENDIASS Service.