

APPLEDORE SCHOOL

Special Educational Needs Policy



SAFEGUARDING STATEMENT

The protection of children within our care is our first responsibility and will supersede all other considerations.

This policy should be read in conjunction with all Appledore Schools Safeguarding Policies.

The Safeguarding Policies are:

Statutory	Best Practice
Capability of Staff	E-Safety Policy
School Behaviour	Acceptable User
Sex Education	Intimate Care
SEN	Recruitment and Selection
Data Protection	Volunteers in Schools
Equality Information & Objectives	Misuse of Substances & Drugs Policy
Health and Safety	Education for Children in Care
Behaviour	Whistleblowing
Home-school agreement document	Anti-Bullying
Register of pupils' admission to school	Attendance
Register of pupils' attendance.	Confidentiality
Staff discipline, conduct and grievance	Exclusions
Child protection policy and procedures	Code of Conduct
Statement of procedures for dealing with allegations of abuse against staff	Administration medicines

Adopted by Governors:.....date:

Please sign and date appropriate box.

Review date	April 2015	April 2016	April 2017
Staff			
Governors			

Introduction

This document is a statement of our aims, principles and strategies for the educational provision of children with special educational needs attending Appledore School. This policy supports the school's ethos of high expectations for all children. It has been written in accordance with the **SEN Code of Practice** (2001) and is also informed by our **Teaching and Learning Policy, Behaviour Policy, Foundation Stage Policy, Differentiation Policy** and our **Equal Opportunities** and **Inclusion Policies**.

Aim

Our aim is to maximise levels of achievement for pupils with special educational needs through an enriching and rigorous education. We aim to support the children to become confident learners in life and to strive towards the greatest independence possible.

Objectives

- To provide continuous professional development for all staff in order to develop whole school expertise in recognising, identifying and educating pupils with SEN.
- To develop & implement school policies and practices which meet the needs of pupils with SEN.
- To communicate matters pertaining to SEN to all relevant parties effectively.
- To plan and carry out programmes of action, with defined time scales, to address SEN issues.
- To plan, assess and monitor the teaching and learning of pupils with SEN effectively.
- To meet the pastoral needs of pupils with SEN in order to maximise the potential for learning.
- To provide pupils with a range of learning strategies and life skills that reflects a positive attitude towards their special educational needs.
- To continue to develop professional network relationships with multi – disciplinary agencies.
- To build supportive & effective relationships with parents of children with SEN attending the school.
- To implement the requirements of the Code of Practice (2001) through our SEN provision.

PRINCIPLES FOR SEN PROVISION AT APPLIEDORE SCHOOL

A WHOLE SCHOOL COMMITMENT BY STAFF, GOVERNORS, PARENTS & PUPILS

- All children including those with SEN should be helped to realise their full educational potential.
- All children including those with SEN should have equal entitlement to a broad, balanced and appropriate curriculum and equal access to wider school events.
- Each individual child should be valued and respected regardless of their learning ability and that this principle applies to all school members and associated family members.
- The diverse achievements of all children should be equally recognised and celebrated.
- Pupils with SEN should experience opportunities to engage in socially inclusive activities alongside mainstream pupils.
- Staff should be advised and supported to expand their working knowledge and practice with regard to teaching pupils with SEN.
- Experiential learning and learning linked to real experiences is vital for children with SEN.
- Pupils with SEN should have access to the fullest range of appropriate resources, human and material, to meet identified needs.
- Pupils with SEN require differentiated activities and approaches to learning.
- Pupils with SEN at School Action Plus and Statutory Assessment should receive opportunities for individualised learning support (as described in their DAF2 My Plans or Individual Education Programmes).
- Parents of pupils with SEN should be involved as partners throughout the stages of SEN provision for their child.
- Parents of children with SEN should be supported to extend their own understanding of their child's needs in order to assist home learning as fully as possible.

1. DEFINITION OF SPECIAL EDUCATIONAL NEEDS

Our SEN policy is informed by the following definition of SEN as described in the Code of Practice (2001) Section 1:3.

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

Children have a *learning difficulty* if they:

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

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

Special educational provision means:

- a) for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area
- b) for children under two, educational provision of any kind

2. GOVERNOR'S GUIDING PRINCIPLES AND OBJECTIVES

The governors are committed to carrying out their responsibilities for SEN provision as described in the Code of Practice (2001), Section 1:21.

The governing body of a community, voluntary or foundation school must:

- do its best to ensure that the necessary provision is made for any pupil who has special educational needs
- ensure that, where the 'responsible person' - the head teacher or the appropriate governor - has been informed by the LEA that a pupil has special educational needs, those needs are made known to all who are likely to teach them
- ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs
- consult the LEA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of coordinated special educational provision in the area as a whole
- ensure that a pupil with special educational needs is enabled to join in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical. The child's safety must be the overriding consideration and the outcomes for non SEN pupils must also be considered when making any decision.
- report to parents on the implementation of the school's policy for pupils with special educational needs
- have regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs
- ensure that parents are notified of a decision by the school that SEN provision is being made for their child

More specifically, the governors' role with regard to SEN provision at Appledore School includes:

- Setting up appropriate staffing and funding levels to meet the needs of all the children.
- Ratifying the school's SEN policy.
- Setting performance management targets for the Head Teacher, some of which may include SEN matters.
- Appointing a governor [This role is currently undertaken by Mrs Kathryn Mitchell] who holds specific responsibility for SEN at the school who reports to the Governing Body on SEN matters.
- Identifying a 'responsible person' to oversee the effective management of SEN provision at the school. (This role is currently undertaken by Mrs Ruth Smale SENCo]
- Updating own knowledge and understanding about SEN provision at the school, including how funding, equipment and personnel resources are deployed.
- Updating own knowledge and understanding of special educational needs.
- Ensuring that the highest standards of teaching and learning are evident within the school and that the quality of SEN provision is continually monitored.

3. LEADING SEN

The head teacher is responsible for the management of the educational provision for all children within the school, including children with SEN. However, much of this work will be carried out by the SENCO Mrs Ruth Smale and the staff team. It is recognised that *all* staff play an important role in the identification, referral and teaching of children with SEN. We value the importance of all contributors working to meet the children's educational needs.

4. THE ROLE OF THE HEAD TEACHER

The Head Teacher is responsible for:

- Appointing and deploying staff to ensure all the children's educational needs are met.
- Ensuring the SEN policy reflects the ethos of the school and integrates well with other policies and the School Improvement Plan.
- Overseeing the curriculum and resources to ensure continuity and progression in learning throughout the school.
- Allocating the budget and resources available for SEN with a view to the present and future needs of individual children, classes and the whole school.
- Updating own knowledge and understanding of matters pertaining to SEN.
- Raising awareness among the whole staff of individual children's needs and advising members of staff on sources of information regarding SEN.
- Communicating policy and practice to the governing body in general and the nominated SEN governor.
- Supporting governors on preparing the SEN information and data for the School Profile.

- Analysing pupil learning outcomes to monitor progress and standards of attainment achieved by children with SEN.
- Liaising with multi - disciplinary agencies, overseeing their input and attending relevant meetings.
- Informing staff of relevant courses and making sure staff receive training.
- Chairing Annual Review meetings for pupils with statements of special need.
- Completing DAF/CAF paperwork in conjunction with the SENCo

5. THE ROLE OF THE SENCO

The SENCo is responsible for:

- Overseeing the day to day operation of the school's special educational needs policy.
- Updating the SEN policy in light of changes to school systems and staffing and National advice and requirements
- Leading the provision for children with SEN.
- Updating own knowledge and understanding of matters pertaining to SEN.
- Liaising with and advising colleagues.
- Organising and minuting Annual Review meetings for pupils with statements of special need/EHC plans.
- Overseeing the records of pupils with SEN.
- Liaising with parents of children with SEN.
- Contributing to the in - service training of staff.
- Liaising with external agencies including the LEA's support services, psychological service, health and social services and voluntary bodies.
- Developing the range of SEN resources and recommending /highlighting priorities regarding the SEN budget in partnership with the Head teacher.
- Advising governors of their responsibilities and regularly meeting the nominated SEN governor.
- Contributing to the cycle of self - evaluation by providing assessment evidence linked to the overall quality of SEN provision in the school.
- Reporting to governors orally and in writing on regarding SEN matters.
- Completing DAF paperwork in conjunction with the Head Teacher

6. THE ROLE OF CLASS TEACHERS

Class teachers are responsible for:

- Identifying and assessing children with SEN in their class using the SEN Thresholds identified in the Code of Practice and the LEA Audit Criteria.
- Maintaining records of children with SEN in their class e.g. DAF2 My Plan/I.E.P.'s / observations / assessment data (refer also to the **Assessment Policy**).
- Planning and teaching *differentiated* programmes of work for children with SEN.
- Using a variety of appropriate teaching resources with a particular emphasis on kinaesthetic and visual apparatus for work with children with SEN.
- Empowering children with SEN to become as independent as possible.
- Consulting with specialists / Head teacher / SENCo in order to build on a range of teaching strategies and approaches appropriate for pupils with SEN.
- Updating own knowledge and understanding of matters pertaining to SEN.
- Writing and reviewing with full involvement of parents of DAF2 My Plans/ I.E.P.'s.
- Liaising with the SENCo on the above responsibilities and seeking necessary advice.
- Deploying and monitoring additional support staff effectively to maximise *all* children's learning opportunities.
- Informing and assisting additional support staff working with children with SEN.
- Consulting and informing parents about the provision available for their child in the classroom and within the school.
- Actively involving parents/carers in setting and reviewing termly targets.

11. THE ROLE OF TEACHING ASSISTANTS

- Supporting children with SEN to achieve their individual targets.
- Working in partnership with the class teacher, SENCo and other related professionals.
- Supporting children with SEN to form friendships amongst their peers and generally raising their feeling of well being.
- Empowering children with SEN to become as independent as possible.
- Contributing to individual daily records reporting on children's work undertaken and attitude towards tasks in school.
- Contributing to the assessment of children with SEN and monitoring their progress in collaboration with the class teacher.
- Contributing to reviews of children with SEN where possible

- Updating own professional development particularly with regard to understanding special educational needs

12. THE ROLE OF LEARNING SUPPORT ASSISTANTS

In addition to the ways in which T.A.s support SEN pupils LSAs are responsible for:

- Working with statemented pupils on a 1:1 basis in the classroom, as part of a group of children or in the playground where it is specified in the child's statement.
- Contributing to the Annual Reviews of statemented children

13. THE ROLE OF LEAD PROFESSIONALS

Curriculum Subject Leaders are responsible for:

- Liaising with the SENCO in order to ensure the curricular provision meets the needs of children with SEN.
- Monitoring curriculum planning and delivery for appropriate differentiation to include children with SEN.
- Ordering SEN learning materials and equipment specific to their curriculum area.
- Writing curriculum policies that specifically state how children with SEN access a particular subject.

14. ADMISSIONS ARRANGEMENTS

Admission arrangements for children with SEN entering a mainstream class are the same for all pupils. For those children with a Statement of SEN/EHC Plan and a mainstream placement, it is the SENCo's responsibility to ensure that information relating to the child's special needs is made known to the new class teacher. Where a child experiences difficulty settling into school, the SENCo will support the transition by contacting the child's previous school/setting and acting on advice received.

15. SENCO TIMETABLE

In order to fulfill the administrative duties of the SENCO role the SENCO is entitled to dedicated SEN time. This will be at least 0.1, needs-led analysis of assessment data and individual cases is undertaken by the Head, SLT and the SENCO working collegiately.

For a comprehensive list of duties and responsibilities, please refer to the SENCO job description.

THE DIFFERENT SEN STAGES

The Code of Practice suggests a graduated intervention response. **School Action** and **School Action Plus** are school-based interventions offering increasing support. School Action Plus continues during DAF 2&3/Statutory Assessment, if that is deemed necessary. The school follows the LA SEN Criteria to decide which stage of the Code of Practice a child should be on.

From April 2013 the Devon Assessment Framework (DAF) is used for all children identified as having an additional need. As a result of the DAF process, the LA may decide to support the school financially if the child's needs are deemed to be great enough. In line with current guidance to OfSTED Inspectors and SEN & Disability Green Paper [March 2011] it is key not to over identify SEN as this may lead to specialised support being spread too thinly.

School Action

Children may be identified as having a special educational need if they have lower levels of attainment than expected for their age group and/or assessments show they have a specific learning difficulty.

When concerns about a child are first identified, the class teacher will discuss them with the child's parents. If differentiated activities and additional support fail to help the child to make adequate progress, then a child will be put on the SEN Register at School Action, following discussion and agreement between the parents, class teacher and SENCo. Targets will be set, interventions and support will be recorded on the provision map/IEP/DAF2 as appropriate.

School Action Plus

If a child still fails to make 'adequate progress' on School Action, this is the trigger for School Action Plus. A DAF 1 & 2 will be completed, (For children already on SAP Individual Education Plans IEP's will continue to be used and phased out gradually as appropriate. IEP's will list approximately three SMART targets (i.e. specific, measurable, achievable, realistic and time-limited) for which the strategies and resources to achieve them will be listed.) the DAF 2 will also have SMART targets that the child, parents and school have agreed. The child and parent will be invited to share and contribute to the new DAF/ IEP and review the old one at the parents' evenings held termly. A copy will be sent home to parent/carers. School Action Plus involves advice or support from outside agencies such as the educational psychologist, who can assess the child's learning, the speech and language therapy service, occupational therapy, QE2 Special Schools Outreach Service etc, who can advise the school on strategies to help the child.

Devon Assessment Form (DAF) and Statutory Assessment

The DAF can be used for all children from 0-25 years. It will be started by the Health Visitor at birth and will follow the child as they develop, including those with low level special educational needs right up to the most complex children. The information collected can be stored centrally and accessed by all professionals who are working with a child so that families don't have to tell the same story again and again.

The special needs of the great majority of children should be met effectively within mainstream schools through School Action and School Action Plus. However, if the child's needs are more severe it may be necessary to refer the child for additional funding through the DAF process, or for the most complex cases Statutory Assessment. The **parent**, school or outside agency can make this referral. The school will need to show that despite interventions the child is still not making 'adequate' progress and will provide evidence, including DAF 1 & 2, progress and attainment data, details of and outcomes for all interventions, observations, action plans and reports from other professional.

Where the provision required to meet a child's needs cannot reasonably be provided from the resources available to Appledore School, and where there is sufficient evidence that actions/interventions to date

have not been successful, the lead professional will be able to complete a 'Request for Additional Resources' (DAF 3).

For more complex children, a request for a statutory assessment may be submitted with evidence of the actions/interventions already taken to date, this may result in a statutory Education and Health Care plan. (EHC)

Existing Statements Of Special Educational Need remain in place and continue to be reviewed annually.

Recording and Reporting

The SENCo keeps a record of all children on the SEN Register. Children may move up and down the stages according to the progress they make. For children at School Action Plus and above, DAF2 My Plan/IEPs are written and reviewed by the class teacher (assisted by the SENCo if the teacher is inexperienced). DAF2 My Plan/ I.E.P's are reviewed and new ones written in collaboration with parents and carers. A copy of these is kept in the classroom. Master copies and records of formal meetings are kept by the SENCo and can be referred to by any member of staff working with the child. The Head Teacher and SENCo keeps the SEN Governor informed and SEN data is included in the Head's Report to Governors 3 times a year.

Parent-teacher meetings, to review and set targets, are held in the first week of the Spring and Summer terms. Parents/carers are invited to attend these at the end of previous term.

Teachers outline progress and appropriate targets for children with SEN in July each year, this information is passed on to the teacher who will be taking the class in the following September. In week 2 of the Autumn term parent teacher meetings will be held to review and set targets based on this information. Parents and carers will be invited to this meeting by phone, on the first day back for staff, after the Summer holidays.

When a child leaves the school, the SEN records are passed on to the new school.

- At secondary transfer the pupil's SEN records including IEPs are sent to the new school, along with additional information about their progress, preferred learning style, their views on their strengths and challenges etc.
- A transition programme to Secondary school is negotiated each year to meet the needs of all pupils.
- The school organise a secondary transfer programme for vulnerable children. This may be supported by the School Learning Mentor.

Strategies and the Use of Resources

At Appledore School every class has a Teaching Assistant whose role is to support pupils with SEN in particular. Most of the time they work in the classroom supporting individuals and small groups, but they may also withdraw groups at the request of the class teacher to run individualised support and intervention programmes. The groups identified for additional support are chosen following discussion between the SENCo/Lead Professional for Literacy/Lead Professional for Maths and the class teacher as appropriate.

Learning Support Assistants work in a similar way except that they are funded largely by external funding to meet the needs of individual Statemented children. They work supporting these children to meet the targets that are set out in the Statement of last Annual Review.

The SENCo/ Senior Leadership Team monitors the work of support staff closely with the class teacher in planning and reviewing the learning programmes.

The SENCo may work with groups of children with SEN. Largely these will be the children at School Action Plus but the SENCO will prioritise based on the overall needs in each class and may not be able personally to support every child at School Action Plus. In addition, non -class based teachers include children with SEN in their groups.

For 2013 14 academic year, Appledore School has bought into the Educational Psychologist support package from Babcock Education, which equates to 3 half day visits per term plus additional admin/prep time. They provide assessment and advice on children at School Action Plus and DAF/statutory assessment report writing. The Head teacher is the named person for child protection and safeguarding, she liaises with CYPs-Social Care if there is a concern for a child's safety or welfare and the school receives regular visits from the Education Welfare Service to discuss attendance and any children causing Concern.

APPENDICES

1. Job Description for the SENCO

2. Complaints Procedure Note

3. DAF 1 (Please note all proformas are available on the schools intranet S drive)

4. Risk assessment format

5. IEP format (available on s drive).

APPENDIX 1

Job Description for the SENCO

Job Description: **Lead Professional :Special Educational Needs**
 Appledore School

Responsible to: **Head Teacher**

Main Duties and Responsibilities:

Raising standards for pupils with Special Educational Needs

- To lead the development of Special Education Needs work across the school in line with school, local and national policy
- To support class teachers and other relevant staff to develop, review and update Individual Education Plans
- To regularly review and update the register of pupils with Special Educational Needs
- To co-ordinate the work of referrals for DAF/statutory assessment, and to organise and minute the annual review process for pupils with statements of Special Educational Needs
- To liaise with a range of education and health professionals involved in supporting pupils with special needs
- To plan, lead and effectively lead INSET relating to special needs issues, drawing on outside expertise where relevant
- To ensure the effective deployment of resources for pupils with special educational needs

General

- Support the development of SEN resources, recommending /highlighting priorities regarding the SEN budget including the development of new initiatives, in partnership with the Head teacher and Senior Leadership Team.
- To contribute to the annual school development plan, setting out targets and strategies for work in relating to Special Educational Needs, and to help monitor and evaluate the impact of the plan

Community Links

- To ensure regular meetings are held with parents of pupils at the School Action and School Action Plus stages of the Code of Practice.
- To regularly communicate with parents / carers about issues and developments in special needs through a range of mechanisms
- To organise and co-ordinate Annual Statement Reviews.

Complaints Procedure

Parents are asked to discuss any problems with the class teacher in the first instance. If difficulties cannot be resolved with the class teacher, the SENCO and then the Head teacher should be involved. It is hoped that any difficulties or complaints can be resolved informally, but if a parent wishes to make a formal complaint, they should write to the Chair of Governors.



Devon Assessment Framework

DAF 1 Family Information and Assessment

Incorporating
Family Health Needs Assessment

Common Assessment Framework

Links to Special Educational Needs & Disabilities
Pathway (0-25yrs)

APPROVED FOR USE BY ALL DEVON AGENCIES

Family Information

A. Children or young people in household

Surname	Forename	AKA or previous names	Date of Birth or Expected Delivery Date	Gender	Ethnicity	First language/ Preferred Communication	Communication or access support required?	Religion/ Belief	Pre-school/ School/ College/ Work setting	NHS ID: UPN:	Legal Status (Child in Care)	Main child or young person for this contact
												<input type="checkbox"/>
												<input type="checkbox"/>
												<input type="checkbox"/>
												<input type="checkbox"/>
												<input type="checkbox"/>
												<input type="checkbox"/>
												<input type="checkbox"/>

Reason for Contact:

Comments:

Young persons contact details:

Mobile Phone Number:

Email Address:

B. Parents/Carers									
Name:					Name:				
Date of Birth:					Date of Birth:				
Relationship:					Relationship:				
Address:					Address:				
Postcode:					Postcode:				
Telephone:					Telephone:				
Mobile:					Mobile:				
Email:					Email:				
First Language:					First Language:				
Member of the armed forces?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Member of the armed forces?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Communication or access support required?					Communication or access support required?				
Ethnicity:					Ethnicity:				
Religion/Belief					Religion/Belief				
Disability?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Disability?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Specify:					Specify:				
Parental responsibility	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Parental responsibility	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Employment: Full Time	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Employment: Full time	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Part Time	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Part Time	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Temporary/Fixed Term	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Temporary/Fixed Term	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
C. Parents' details if not main carers:									
Mother:					Father:				
Name:					Name:				
Date of Birth:					Date of Birth:				
Address:					Address:				
Postcode:					Postcode:				
Telephone:					Telephone:				
Mobile:					Mobile:				
Email:					Email:				
First Language:					First Language:				
Member of the armed forces?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Member of the armed forces?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Communication or access support required?					Communication or access support required?				
Ethnicity:					Ethnicity:				
Religion/Belief					Religion/Belief				
Disability?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Disability?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Specify:					Specify:				
Parental responsibility:	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Parental responsibility:	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

D. Other household members (including non-family members)

Surname	Forename	Date of Birth	Identification Number (if known)	Relationship to child/young person

E. Carers

Are there additional carers in the family, including young carers?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Are these known to agencies and services? Comment below:	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Details of any relevant assessments or interventions undertaken for the above:				

F. Significant others/key contacts to the family

					Permission to Contact?		
Name		Telephone		Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Relationship							
Name		Telephone		Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Relationship							
Name		Telephone		Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Relationship							
Name		Telephone		Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Relationship							

G. Services working with the Family / Child / Young Person

Child or young person's name	Service	Contact Name	Address, Telephone & Email	Date last involved

H. FAMILY TREE

Key: GENOGRAM KEY IS CURRENTLY UNDER REVIEW IN THE CONTEXT OF THE WIDER LOCAL AUTHORITY

<input type="checkbox"/>	Father	<input type="triangle"/>	Unborn / Gender Unknown	<input type="checkbox"/> — <input type="circle"/>	Married/Long term relationship	<input type="checkbox"/> —/ <input type="circle"/>	Marital Separation			
<input type="circle"/>	Mother	<input checked="" type="checkbox"/>	Deceased	<input type="checkbox"/> --- <input type="circle"/>	Unmarried	<input type="checkbox"/> // <input type="circle"/>	Divorced			

Completed by:

Date:

PHOTOCOPY THIS SHEET WHEN REMOVING INDIVIDUAL RECORDS FROM FILE

I. Does the Child/Young person listed have a disability?			
Name:			
DISABILITY LIVING ALLOWANCE (DLA)			
Care Component:	Lower Rate <input type="checkbox"/>	Middle Rate <input type="checkbox"/>	Higher Rate <input type="checkbox"/>
Mobility Component:	Lower Rate <input type="checkbox"/>	Middle Rate <input type="checkbox"/>	Higher Rate <input type="checkbox"/>
PERSONAL INDEPENDENCE PAYMENT (PIP)			
Daily Living Component:	Standard <input type="checkbox"/>	Enhanced <input type="checkbox"/>	
Mobility Component:	Standard <input type="checkbox"/>	Enhanced <input type="checkbox"/>	
DISABILITY REGISTER (JOINT AGENCY RECORD)			
Disability – Use the Joint Agency Record Classification referring to the ‘Joint Agency record Descriptors – April 2011’. Enter the type and level of difficulty (M for moderate, S for severe or P for profound) in the relevant areas if applicable.			
Mobility		Hand Function	
Personal Care		Incontinence	
Communication		Learning	
Hearing		Vision	
Behaviour		Other DDA	
	C/L		C/L
	C/L		C/L
Confirmed by:			Date:

Assessment / Review	
Children / Young People / Family members being considered as part of this assessment	
Name:	Relationship in Family

ASSESSMENT COORDINATOR DETAILS						
Name:		Role:				
Organisation:		Telephone Number:				
Base Address:		Mobile Number				
		Email Address:				
Date Devon Assessment Framework (DAF) started:						
Date of Team Around the Child (TAC) meeting:						
A. Reason for doing Devon Assessment Framework (DAF)						
(i) For Healthy Child Programme (for Health Visitors & School Nurses only)						
Care Plan for Antenatal Contact	Care Plan for a New Baby	6 – 8 week review	1 year	2 .5 year	School Entry	School Transition year 6-7
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Child / Young person’s Health, Learning and Development Needs						
C. Parenting Capacity / Parents and Carers						

D. Child / Young Person's Home and Community	
E. Child / Young Person's View	
F. Parent / Carer's View	
G. Describe what you think the child's life is like from their perspective?	
H. Analysis	
What are your conclusions? For example, risks, strengths, no additional needs, additional need	
FAMILY STRENGTHS (Positive resources in the family)	RESILIENCY FACTORS (Support networks and family skills)
DANGER / RISKS (What we are worried about)	SAFETY (Things that keep the child / family safe)
I. What needs to change?	
What outcomes, solutions and goals do the child or young person, parent or carer and you want to achieve?	

Next Steps

		Tick	Reason
a	Service Request to MASH (I have safeguarding concerns)	<input type="checkbox"/>	
b	Proceed to DAF 2a 'My Plan'	<input type="checkbox"/>	
c	No further action at this time (Case closure)	<input type="checkbox"/>	
d	Service Request to Family Group Conferencing (family led decision making process)	<input type="checkbox"/>	
f	Other – please describe	<input type="checkbox"/>	
For Health Visitors & School Nurses only:			
g	Universal services agreed	<input type="checkbox"/>	
h	Universal Plus agreed (DAF 2a)	<input type="checkbox"/>	
i	Universal Partnership Plus agreed (DAF 2a)	<input type="checkbox"/>	
Completed By:			
Name::			Date:
Lead Professional agreed? (if yes please complete section below)		Yes <input type="checkbox"/>	No <input type="checkbox"/>
Name:			Role:
Next Review Date:			

APPLEDORE SCHOOL

Individual Action Plan for:

(SA) (SA+) (Statement)

Year group:

date started:

date for review:

Concerns: (Please underline as appropriate)

Cognition and learning / Communication and interaction /

Emotional, Behavioural and Social / Physical and medical

Each target should be: SMART: Specific, Measurable, Achievable, Relevant, Time bound

Short-term targets set by or for the child	Teaching strategies to be used:	Provision to be put in place (include personnel):	Success criteria:	Outcomes (record when the IEP is reviewed)
Parents / carers need to:				
Child needs to:				
Parent/carers signature:				

Please note this is a sample only. IEP is normally completed as a landscape document.