



OUR SCHOOL MOTTO IS:

Growing in Faith and Knowledge

OUR SCHOOL MISSION STATEMENT

St Joseph's Preparatory School is a Catholic School, which was founded by the Christian Brothers and is a place where the staff and governors work to bring the Gospel values into all areas of School life and where prayer, worship and liturgy are seen as meaningful experiences.

Each child is encouraged to strive for the highest possible standards of work and behaviour, whilst learning to live as a well-mannered, self-disciplined and tolerant individual both inside and outside the classroom. The children learn to live as happy and caring members of a School community, which values their unique individual talents, and also the needs of others.

St Joseph's Preparatory School values and nurtures a close partnership with parents and encourages the forming of meaningful links with the wider community. The children are encouraged to take part in extra curricular activities in order to develop an interest in sporting, cultural and recreational activities.

St Joseph's Preparatory School recognises its legal duty to work with Local Safeguarding Children's Board acting on behalf of children in need or enquiring into allegations of abuse.

We recognise that pupils have a fundamental right to be protected from harm and require a secure environment in order to learn effectively.

St. Joseph's Preparatory School's Safeguarding Children Policy follows the guidelines laid down by the City of Stoke on Trent Safeguarding Children's Procedures and "Working Together to Safeguard Children".

Our motto 'Growing in Faith and Knowledge' encapsulates the School's Aims:

- To provide a caring, Christian community, in which individuals can develop fully.
- To strive for excellence in all areas – academic, sporting, musical etc.
- To provide an ethos which brings the Gospel message alive.
- To develop strong community links.
- St. Joseph's Preparatory School has achieved International School Status and is an Eco School.
- We are a Dyslexia Friendly School.

St Joseph's Preparatory School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

INDIVIDUAL EDUCATIONAL NEEDS POLICY

St Joseph's Preparatory School
Individual Education Needs Policy

Introduction

This document is a statement of the aims, principles and strategies for provision for children with Individual Educational Needs (IEN) at St Joseph's Preparatory School.

The DfES Special Educational Needs Code of Practice has been taken into consideration in the formulation of this policy.

This policy will be reviewed in the

Purpose of the Policy

This document provides a framework for the identification of and provision for children with Individual Educational Needs. It is written for the benefit of all members of the school community, to ensure that all are aware of the principles underlying identification and provision, and confidently committed to the agreed strategies.

Educational Inclusion

Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations.
- Require different strategies for learning.
- Acquire, assimilate and communicate information at different rates.
- Need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- Providing support for children who need help with communication, language and literacy.
- Planning to develop children's understanding through the use of all available senses and experiences.
- Planning for children's full participation in learning, and in physical and practical activities.
- Helping children to manage their behaviour and to take part in learning effectively and safely.
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Aims

A child has an Individual Educational Need if his or her problem impacts on educational progress.

Our Aims for IEN are to:

- Identify all children who need special consideration to support their 4 areas of need
 1. Communication and interaction
 2. Cognition and learning

3. Behavioural, emotional and social development
4. Sensory and physical
 - Ensure that these children are given appropriate support to allow every child from the age of 3 years full access to the National Curriculum.
 - Ensure that these children are fully included in all activities of the school i.e. that they are educated alongside mainstream peers.
 - Involve parents in developing a partnership, enabling them to have full confidence in the strategy adopted by the school.
 - Carefully monitor the progress of children with Special Needs with the upkeep of records.
 - Involve the child in their target setting and monitoring process.

Principles Underpinning the School's IEN policy

- We value all the children in our school equally and all children are entitled to experience success.
- It is the aim of the school that each child should realise his or her maximum potential in a caring supportive environment which provides equal opportunities.
- All pupils have individual needs and any pupil may encounter difficulties at School at some stage.
- All children are entitled to be given access to a broad and balanced curriculum.
- Many of these needs can be met within the normal environment of the classroom through a differentiated curriculum. These are to:
 - Understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that brings feelings of success and achievement.
 - Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.
- However, the needs of some pupils cannot be met fully without special support.
- Pupils requiring special support include those of exceptional ability and talent as well as those who learn slowly and those who have learning difficulties. (Refer also to the Gifted and Talented Policy).
- Pupils with emotional and behavioural difficulties have IEN. They need the same staged approach that pupils with other sorts of difficulties will receive.
- IEN arises from an interaction between what the pupil brings to the situation and the curriculum offered by the School.
- All children with IEN should be taught together with their peers for as much time as possible
- Any special provision made should relate to the individual needs of the pupils.
- Consideration of IEN crosses all curriculum areas and all aspects of teaching and learning.
- The best approach to meeting pupils' IEN is a problem solving approach e.g. solution focussed learning; emotional literacy skills developed collaboratively with colleagues.
- It is the responsibility of all teachers to identify and meet the IEN of pupils. In this they can draw on the resources of the whole school.
- Individual Education Plans (I.E.P.'s), which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success.

- We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. To maximise learning, children work in small groups, or on a one-to-one basis situation outside the classroom.
- All special educational provision is more effective if pupils and parents are fully involved.
- The views of parents should be sought and taken into account.
- The identified budget for IEN will facilitate effective teaching and learning by providing appropriate resources including appropriate access arrangements for children who experience IEN.

Access to the Curriculum for Children with Specific Learning Difficulties (Dyslexia)

The following guidelines support staff in meeting the needs of children with Specific Learning Difficulties (Dyslexia):

1. The British Dyslexia Association definition of Dyslexia – “Dyslexia is a learning difference, a combination of strengths and weaknesses which affects the learning process in reading, spelling, writing and sometimes Numeracy. Dyslexic learners may also have accompanying weaknesses in short term memory, sequencing and the speed at which they process information”.
2. Deliver quality first teaching. This means that it is not essential for children to be on the IEN Register to benefit from Dyslexia Friendly Strategies e.g. S.O.S. spelling can be used as a class strategy, pencil grips can be used to support handwriting.
3. Be ware that not all learning may be affected. Provide children with strategies and resources that they need to cope with their dyslexic tendencies.
4. Be aware of and sensitive of linking conditions e.g. Dyslexia with A.S.D. and Dyspraxia.
5. Make supply staff aware of children with SPLD and children with I.E.N. in the classes they are expected to teach.

Each member of staff has a copy of the above guidelines in their classroom.

We support the learning of children with SPLD by using a variety of resources including:

- Daily Diaries
- S.O.S.
- Spelling, Visual Timetables and Multi-Sensory Resources (Wooden Letters, Toe by Toe, Launch the Lifeboat Pack, Alphabet Strips).
- A Specialist Teacher working for the Indirect Dyslexia Learning Centre is employed to support children with SPLD where appropriate.
- During examinations and tests adjustments / arrangements (e.g. scribe or reader) will be made where necessary for children with SPLD.

Responsibilities

Members of the school staff and Governors work towards the schools aim by

- Helping in the development of this policy
- Being fully aware of the school’s procedures for identifying, assessing and making provision for pupils with Individual Educational Needs
- A commitment to a partnership approach to provision

The Management Team (Governors, Headteacher and Senior staff) work towards the school's aims by

Determining the school's general policy and approach

- Taking responsibility for devising and implementing this IEN policy through widespread consultation
- Monitoring and evaluating the success of this policy and ensuring that necessary revisions are undertaken
- Establishing staffing and funding arrangements
- Reporting back to the Curriculum and Personnel Committee and the whole Governing Body concerning the IEN policy
- Informing parents about the success of the policy and any significant changes to it.
- Designating a specific Governor as having special responsibility for IEN.

The Headteacher works towards the school's aims by

- Management of provision for children with IEN
- Keeping the Governing Body fully informed
- Working closely with the IENCO to co-ordinate provision
- Ensuring resources are available including appropriate access arrangements

The IENCO (Individual Educational Needs Co-ordinator) works towards the school's aims by

- Overseeing the day to day operation of the School's IEN policy.
- Liaising with and advising fellow class teachers and support teachers.
- Co-ordinating provision for children with IEN.
- Overseeing the records of pupils with IEN.
- Ensuring I.E.P.'s are in place for all children on the IEN register.
- Liaising with and advising parents of children with IEN.
- Contributing to the in-service training of staff.
- Liaising with external agencies, including Indirect Dyslexia Learning Centre and other support agencies, medical and social care services. Educational Psychologists are accessible only if the school buys in or a child is known to the Early Years Assessment Forum and other support agencies, medical and social services.
- Request that the pupil fill in a 'My Targets' sheet or adapted sheet for younger children, which will act as an informal contract between teacher and pupil.

Teachers work towards the schools aims by

- Providing a challenging and stimulating programme of study designed to enable all children to reach the highest standards of personal achievement
- Recognising and being constantly aware of the needs of each individual child according to ability and aptitude.
- In order to achieve these aims, the role of the class teacher is:
 1. to be responsible for the initial identification of a pupil's needs through observation of classroom practice and of assessment.

2. to inform the IENCO of their concern and decide, with the IENCO, if the school needs to help the pupil through the introduction of School Action.
3. to supply the IENCO with all the information necessary in order to assist her in devising an effective IEP for the pupil, which will be in addition to an already differentiated curriculum.
4. to be responsible for informing the parents of any concerns. Please refer to the IEN Procedures.
5. agreeing with parents on the best way for them to contribute to their child's achieving the targets on the IEP.
6. to inform the IENCO of any problems that may arise between reviews.
7. to support whenever possible the implementation of the targets of the IEP.
8. to read through the agreed targets on the IEP.

IEN pupils work toward the school's aims by

- Being aware that the school is making special provision to meet their needs.
- Co-operating with teachers.
- Developing a growing understanding of their own needs.
- Taking growing responsibility for their own learning.
- The pupil's role is as follows: He/She
 1. is shown the targets and, before they are set in stone, is asked, 'these are your targets, but what do you think? Do you think these are achievable? Are there any you would like to change?'
 2. is invited to attend the reviews – or part of the review, if this is advisable.
 3. completes a 'My Targets' sheet recording the IEP targets – the sheet will act as a contract between the teacher and pupil.

Parents work toward the school's aim by

- Ensuring that children attend school in good health, punctually, and regularly (this involves taking holidays only out of term time)
- Being realistic about their children's abilities and offering encouragement and praise.
- Participating in their child's efforts to meet their targets.
- Participating in discussions concerning their children's progress and attainments.
- Ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour
- Taking an active interest in children's learning by giving due importance to homework, hearing reading, and assisting in learning of tables and spellings
- Allowing children to take increasing personal and social responsibility as they progress throughout the school.
- Supervising the child at home when doing any work which will help the child to achieve the set targets, as agreed at the review meeting.

Procedures

Co-ordinating educational provision include

- Non-contact time for each class teacher to provide time for liaison with IENCO and completion of data
- A regular staff INSET meeting with an IEN focus

Identification, assessment and review include

- See Appendix One

For evaluating success - the school's IEN policy will be achieving its aims if

- All Individual Educational Needs are identified promptly and addressed appropriately.
- The targets set for IEPs are achieved in at least 80% of cases
- There are increasing strands of action (graduated response) to meet the needs of individual children.
- Parents have full confidence in the school's procedures and express satisfaction with the outcome for their children.
- All staff are fully committed to the school policy.

For IEN INSET include

- The IENCO attending appropriate courses and conferences as they arise
- The IENCO attending regular meetings with other IENCOs within Stoke-on-Trent LEA.
- Other teachers and Classroom Assistants attending IEN courses which interest them and have a particular bearing on children they are supporting
- Staff meetings held to address IEN issues
- INSET led by outside agencies.

For Partnership with Parents include

- Ensuring that parents are aware of the school's arrangements for IEN, including the opportunities for meetings between parents and teachers.
- Informing parents immediately when a child is placed on School Action and offering an opportunity for discussion and exchange of information. Ensuring no information is exchanged without parents' permission.
- Termly consultation with all parents of children with IEN
- Valuing the parents' wishes for the child as paramount unless they are directly contradictory to the advice of other experts. In such circumstances the school would work to achieve a compromise position acceptable to all.
- Ensuring that parents are aware of the Parent Partnership Service which provides information about complaints and procedures and independent advice and support for parents/carers who have children with IEN. The Parent Partnership can be contacted on 01782 234701.
- Providing leaflets guiding parents on the SEN Code of Practice.

Links with other organisations include

- Visits from the school nurse who is in contact with the Health Services.
- Visits from the Educational Psychologist as needed.
- Contact with the Educational Welfare Officer, Children's and Young People's Services and Social Care Services as needed.
- In School lessons from the Indirect Dyslexia Learning Centre.
- Visits from the Early Years Consultant who offers advice and support relating chiefly to the Foundation Stage.
- N.B. External Support Services will not be involved without parental consent.

Admission Arrangements

(Refer to Admissions / Induction Policy)

- The school will work in partnership with parents to ensure a successful induction of children who have already been identified as having Individual Educational Needs. Similarly the school will work with parents to ensure a smooth transition for children to new schools.
- Admission arrangements are flexible and can be adapted to each situation in order to improve inclusion. Reasonable adjustments will be discussed and implemented when preparing to admit a child with additional needs. Any risk factors will be jointly considered between parents and practitioners but at the same time ensuring that the development of children's confidence and independence is not restricted.

Staffing Provision for the Academic Year 2011 - 2012

Headteacher:	Mrs S D Hutchinson
Named Governor:	Mrs J. Collis
IENCO:	Mrs R Macdonald
Outside Agencies:	Indirect Dyslexia Learning (IDL) Educational Psychologists School Nurse Early Years Consultant Speech & Language Therapists

IEN Learning Support Teachers:

Victoria Kent

Stacey Kirk

Hannah Short

Pauline Clarke

Classroom Assistants:

Azlina Suhaimi
Emma Gerrard
Stephanie Tomkinson

Higher Level Teaching Assistant:

Ruth Harper
Working in Prep Department

APPENDIX ONE

Identification, Assessment and Review

Procedure for children identified as having an Individual Educational Need

The class teacher makes the initial identification of a pupil with possible IEN. He/she differentiates the curriculum for the pupil in all subject areas. He/she keeps a diary of the child's progress during this time.

If there follows no improvement the class teacher begins careful scrutiny of the child's performance and records this on the form 'RECORD OF CONCERN'. These records are kept by the teacher in their class IEN ring binder and copied by the IENCO.

If the teacher is still concerned then the pupil must be identified for school action. The matter will be discussed by the IENCO and class teacher and a mutual decision made to put the child on the IEN register, and then intervention through SCHOOL ACTION OR EARLY YEARS ACTION begins.

The triggers for Early Years Action are:

- The child makes little or no progress even when teaching approaches are particularly targeted to improve the child's identified area of weakness.
- The child continues working at levels significantly below those expected for children of a similar age in certain area.
- Present persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the setting.
- Has sensory or physical problems, and continued to make little progress despite the provision of personal aids and equipment.
- Has communication and/or interaction difficulties and require specific individual intervention in order to access learning.

(Ref: SEN Code of Practice).

The triggers for School Action are:

- The child makes little or no progress even when teaching approaches are targeted, particularly in a child's identified areas of weakness.
- The child shows signs of difficulty in developing Literacy or Numeracy skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed by the school.
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

(Ref: SEN Code of Practice).

The IENCO takes the lead in acquiring all relevant information to complete assessments, plan for the future support of the child and monitor and review the action the school has decided to take. Strategies and targets to assist the child should be recorded on an IEP for which the class teacher will be responsible. In some cases it may also be advisable to contact outside professionals for advice on an informal basis.

Parents must be informed of this decision and the most sensitive way is to invite them into school to discuss the progress of their child. The role of the parent is important in the IEN process and begins with the parent being informed of the school decision to initiate SCHOOL ACTION or earlier during the process of differentiation. The possible impact of this must be considered, and it is a matter that must be handled with extreme sensitivity and confidentiality. Informing the parent is the first step in achieving parental support and the way this is carried out is important. Issuing a written invitation to come into school to discuss the matter sets the process in motion.

The full co-operation of the parent is vital for the smooth running of the process.

The Individual Education / Behaviour Plan (IEP / IBP)

The IENCO and the class teacher should decide as a result of careful scrutiny of all the information collected on a child's special needs just what the most appropriate SCHOOL ACTION should be and **an IEP should be drawn up** .

An IEP will contain:

- The short term targets for the child
- The strategies to be used
- Parental contribution
- A section for evaluation and review.

Parents and children will be consulted and involved in the writing of the IEP. They will also be involved in the review process and in setting further targets.

A 'My Targets' sheet will be issued to pupils with IEP's as an incentive to achieving their goals and pupils can tick the targets on the sheet as they are achieved. This activity will keep the targets clearly in view and keep the pupils on task. A sheet will also be issued adapted for younger children.

A further 'My Week' sheet will be used occasionally to give the pupils time to reflect on their approaches and attitudes to their work or relationships.

Following a good length of time on SCHOOL ACTION or EARLY YEARS ACTION most pupils' difficulties will be addressed. However, if School Action or Early Years Action has been applied for **at least** one term and at least two IEP's have been evaluated but the pupil is not making anticipated progress, the people involved, the Headteacher, the class teacher, parent, child and IENCO may need to consider moving the child onto the next phase.

SCHOOL ACTION PLUS / EARLY YEARS ACTION PLUS

The triggers for Early Years Action Plus are as follows, the pupil:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at an early years curriculum substantially below that expected of children of a similar age.
- Have emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the group, despite having an individualized behaviour management programme.
- Has sensory or physical needs, and requires additional equipment or regular visits for direct intervention or advice by practitioners from a specialist service.
- Has an ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

(Ref: SEN Code of Practice)

The triggers for School Action Plus are as follows: the pupil

- Continues to make little or no progress in specific areas for a long period of time.
- Continues to work at National Curriculum levels substantially below those expected of children of a similar age.
- Continues to have difficulty developing literacy and numeracy skills.
- Have emotional and behavioural difficulties which substantially and regularly interfere with their own learning or that of the class group, despite having an individualised behaviour management programme.
- Has sensory or physical needs and requires additional special equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

(Ref: SEN Code of Practice)

SCHOOL ACTION PLUS / EARLY YEARS ACTION PLUS

This is the time when the school and family decide to call in the aid of external agencies.

These may act in an advisory capacity, provide assessment or give teaching support. The main external agency used by St Joseph's Preparatory School is the Indirect Dyslexia Learning Centre. Many parents opt for a teacher assessment by the IDL or a fuller educational psychologist's assessment, carried out by the staff of, or, attached to the Dyslexia Institute. A request for advice/assessment via the GB may also be made, for example to the Child and Adolescent Mental Health Services (CAMHS). Speech and Language Therapy Department, Occupational Therapy Department, Paediatric Consultant, School Health Service or other outside agencies. A private Educational Psychologist's assessment may also be sought by parents.

IEP's will continue to be written, negotiated with pupils, discussed and reviewed with parents and pupils. The external agencies advise on new and appropriate targets for the child's IEP and on accompanying strategies, usually implemented, at least in part and as far as possible, in the normal classroom setting.

The school and family may also wish to elect for a statement from their LEA. Parents can make a request for statutory assessment at any time direct to the LEA. If School Action Plus / Early Years Action Plus is not effective over a period of time. Stoke on Trent Parent Partnership Service offers independent advice. Before referring a pupil for the next stage of statutory assessment, the Headteacher will be able to provide evidence which the IENCO has collated. This would include evidence to show that Early Years Action Plus or School Action Plus had been applied for and evaluated over a suitable period (in most cases **at least** one term and that at least two IEP's are evaluated. The evidence will also include all previous information regarding the progress of the child. This paperwork will be forwarded to the LEA.

Pupils with statements

Once a pupil has a statement there are additional responsibilities for the class teacher and the IENCO as noted below:

The class teacher's responsibility is:

- To follow the procedure for the school based provision, supervising the pupil's timetable to accommodate the hours allocated to the pupil from an LSA.

The role of the IENCO is to:

- Follow the same procedures for the school based stages, but in addition to ensuring regular IEPs are prepared and review meetings take place, must also submit written reports regarding the pupil's progress for the annual review meetings specified by the LEA.
- Ensure that review meetings are held within the time specified by the LEA.
- Request, on behalf of the Headteacher, prior to the date of the review, written advice from the child's parents and any other person who has some involvement with the child.
- Circulate, two weeks before the meeting, copies of all the written advice received, to all parties to the annual review.
- Monitor the progress of the pupil (making use of the IEN ring binder) and support class teachers and LSAs with advice and resource suggestions.
- Request that all LSAs fill in monitoring sheets in order to record the progress of the pupil towards their IEP.
- Ensure that the LSA is provided with adequate training and information to carry out their role effectively.
- Records must be kept of the work carried out by the child for the written report on the pupil's progress required annually by the LEA.

APPENDIX TWO

Individual Educational Needs Procedures for pupils at St Joseph's Preparatory School (in note form)

Class teacher

- To check all records relating to the child – medical and educational.
- To initiate classroom based strategies and monitor progress. Keep a diary of child's progress and liaise with the IENCO.
- Fill in record of concern if differentiation of the curriculum does not enable the child's difficulties to be resolved. If child's needs are met he/she reverts to the school curriculum.
- The class teacher has initial meeting with parents, if child's needs are not met, the child moves onto School Action or Early Years School Action.

School Action / Early Years Action

- Class teacher discusses the concern with IENCO.
- Class teacher and IENCO meet parents.
- Class teacher, IENCO, parents/carers and child involved in writing the IEP. Presented to the parents and child.
- Class teacher runs the IEP with IENCO and Support Teacher to monitor and offer small group support lessons, if appropriate.
- Child's progress monitored, recorded and reviewed.
- Child is placed on IEN Register.

At this point either

- Needs of pupil met so Early Years Action / School Action discontinued and child returns to class curriculum. **OR**
- IENCO continues strategies and monitoring of IEPs. **OR**
- Move to Early Years Action Plus / School Action Plus and decision made by the school and parents to involve the I.D.L. in assessment and maybe in teaching. **OR**
- Discussion between IENCO/Class teacher/Headteacher/Parents and decision to move to Early Years Action Plus / School Action Plus requesting advice/assessment from the GP route (e.g. to CAMHS or other external agencies) or from a Private Educational Psychologist.

Procedure for School Action Plus / Early Years Action Plus

- Meeting with the IENCO/Headteacher/Parents to discuss an Education Assessment.
- Child assessed by external agencies
- Child continues with IEP's, (incorporating specialist advice) targets and review meetings with parents, IENCO and Class teacher.
- If a child demonstrating significant cause for concern, the IENCO collects and collates a report to be sent to the child's LEA requesting a statutory assessment.

Application to Local Authority

- Parents to be kept informed throughout.
- IENCO collects evidence, including reports by appropriate agencies having school based involvement.
- All data and requests, including parental consent, to be sent to the LEA.

On receipt of request,

- LEA must make a decision regarding assessment (usually within 6 weeks).
- LEA notified all concerned of the decision and gathers further information.
- LEA makes a decision whether or not to carry out an assessment.
- There is also an appeals procedure. (Ref: SEN Code of Practice).

Statement issued by the LEA

- LEA issued a proposed statement
- IENCO consults with parents, class teacher and Headteacher regarding the proposed IEP and provision within a statement. If proposed statement contains any apparent discrepancies or if parents or school are not happy with the content, the IENCO will liaise with the LEA, and parents will be kept informed.
- IENCO sends proposed IEP to LEA and, in consultation with the Headteacher, arranges extra staffing provision as set out in the IEP.
- Statement finalised by LEA. The statement procedure, from the date on which school/parents make requests to the issuing of the final statement, should not take more than 6 months.
- IEP to be carried out by the class teacher and supporting adults, as specified.
- IEP to be monitored and recorded as above.
- Internal reviews to be carried out at the end of each term.
- Statutory review to be carried out annually or earlier, if appropriate. IENCO to collect data from all relevant persons, co-ordinate and arrange meeting, send review papers to the LEA.