

ST. ANNE'S PREPARATORY SCHOOL
POLICY FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Updated March 2022

This Policy also applies to the Early Years Foundation Stage

To be read in conjunction with 3-Year Accessibility Plan, Equal Opportunities Policy, EAL Policy and
More Able Gifted & Talented Policy

1 Introduction

At St. Anne's, we endeavour to create a happy environment in which every pupil feels welcomed, cared for and treated carefully. We offer a curriculum that is rich and varied, challenging and inspiring, with small classes and individual attention, making it possible to explore and develop every pupil's potential to the highest possible standard. Pupils at St. Anne's are valued equally, and their achievements given equal weight. In some cases, pupils will receive individual or group support, as appropriate.

We recognise that a pupil has Special Education Needs or Disabilities (SEND) if they have a learning difficulty or disability which calls for Special Educational Provision (SEP) to be made from them.

This is defined in Section 20 of the Pupils and Families Act (2014):

A pupil of compulsory school age or a young person has SEND if they have a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age,
- or**
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream school.

Special Educational Provision is defined as any educational or training provision which is **additional to** or **different from** that generally made for others of the same age at St. Anne's.

Provision at St. Anne's is made in accordance with the SEND Code of Practice: 0-25 Years (2014) and the Equality Act (2010).

We aim to identify special educational needs as early as possible so that evidence-based interventions can be put in place. Regular monitoring and review of progress is important to ensure that the support is adapted when necessary.

We endeavour to work in partnership with parents and pupils and where necessary, external agencies, to ensure that all parties are involved with the identification of, planning for and monitoring of a pupil's progress and that their specific needs are known to all who are likely to teach them.

In accordance with GDPR Regulations, all Pupil Records are kept electronically on the main Server or if on paper, securely in a cupboard under lock and key.

2 How we identify pupils with SEND

St. Anne's recognises the importance of early identification, assessment and provision for any pupil who has a special educational need.

There are four areas of need stated in the current SEND Code of Practice:

- Communication and Interaction (C&I)
- Cognition (Cog)
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical (S/P)

Whilst these four areas broadly identify the primary educational needs of a pupil, we also consider the needs of the whole pupil and recognise that other areas may impact upon a child's progress (eg. attendance and punctuality; health and welfare; EAL). The SEND department and the Pastoral Care Team work in collaboration to support the varying needs of individual pupils.

Provision of pupils with special educational needs is a matter for the school as a whole. The Headteacher, the SENCo, the Learning Support team, class and subject teachers and all other members of staff have important responsibilities. We acknowledge the 2015 Code of Practice's clear message that 'Every teacher is a teacher of SEND'.

Teacher Assessment and/or Standardised Testing are used to monitor all pupils' progress. When a teacher recognises in addition to Quality First Teaching (QFT) and in-class differentiation, a child may require additional/different support or extension to achieve his/her potential, they will initially record their observations and concerns and share this information with the SENCo via a concern form. The SENCo will advise the teacher and take action as appropriate. The SENCo's actions at this stage may vary according to the nature and severity of the initial concerns. In the first instance, the SENCo may:

- provide the teacher with strategies and resources to be trialled in class and ask the teacher to monitor responses and progress
- carry out observations of the child
- do some informal assessments/screening with the child

The purpose of these actions is to gather evidence to further consider whether a child may be experiencing a barrier to learning or demonstrating a particular gift or talent.

On entry to the Early Years Foundation Stage at St. Anne's (Kindergarten 1 and 2), parents will complete a health questionnaire to ascertain any significant concerns or health conditions since birth, including prematurity, hearing, sight or speech problems. Each pupil is assigned a 'Key Person' who will ensure that the child feels safe, secure and cared for. The Key Person takes responsibility for monitoring progress and keeping records of any initial concerns, regular observations, assessment of Early Learning Goals and any planned interventions. In some cases, the Key Person's role is 'Paired and Shared' due to some staff working part-time. The Key Person should make the Early Years SENCo aware of any concerns about delays in the child's development. We also encourage early and honest conversations with parents to address any observed concerns regarding a child's development.

At appropriate stages thereafter, pupils may also be screened for learning difficulties and in some cases, may be referred for more specialist assessment/advice.

Other strategies include:

- Liaison with previous settings where needs may have already been identified.

- Listening to families' concerns and working with them to get a picture of how a pupil is progressing at home as well as school.
- In Kindergarten, the teachers complete an Early Years Profile for each pupil and from this, it is possible to track progress and identify potential special educational needs.
- Using targeted assessments to identify students who may not be reaching age-related expected milestones in understanding and using language.
- Observing students in class and in the playground to identify difficulties with attention and concentration; and/or social and emotional needs.
- Observing any delays in a child's physical development (both gross and fine motor coordination and ability to develop independent feeding/dressing skills, etc.).
- Using The Engagement Model to monitor progress in Personal and Social development (PSD).
- Using a range of screening tools to assess/monitor phonological awareness, visual discrimination, auditory memory, gross and fine motor skills, etc.
- Seeking and following advice from external agencies, including medical and social care professionals, Educational Psychologists, Speech and Language Therapists, Occupational Therapists, etc.
- Working together between primary and secondary school to exchange information to support transition.

More Able, Gifted or Talented (MAGT) Pupils (See also MAGT Policy)

It is essential that children with a special aptitude or ability are given the opportunity to develop their talents. As with other children, their needs will be met largely through High Quality Teaching and adapted tasks within the class situation. Extension work, incorporating High Order Thinking Skills, will be provided in order to continually challenge the able child and provide an opportunity for him/her to study in depth. It is important that these children are encouraged to celebrate their own special talents, whilst valuing the talents of the less able.

Pupils will be recognised as 'gifted' if their cognitive ability places them in the top 10% of pupils of the same age group, and as 'talented' if their abilities in art, design, music, dance or sport are significantly above average for their year group. By identifying these pupils, we will ensure that they are challenged to reach their full potential and able to make the greatest possible progress. As with SEND pupils, parents or carers will be fully updated about the provision being made and be treated as partners in their child's education.

Pupils will be placed on the MAGT Register so that all staff teaching them are aware and can ensure that extension opportunities are offered within the curriculum.

At St. Anne's, we value the importance of enrichment activities for pupils of all abilities.

English as an Additional Language (See also EAL Policy)

Pupils for whom English is not their first or main language at home may have certain difficulties in the school environment. This may concern their use of language, or understanding of vocabulary. However, these pupils must not be regarded as having a learning difficulty. All staff are made aware through the EAL Register; and support with vocabulary and language skills may be offered. Such pupils are monitored so that if they should be experiencing a learning difficulty we will identify and support them in the same way as other pupils.

Partnership with Parents/Carers

At St. Anne's, we recognise the importance of effective communication between teachers and parents/carers of all pupils. This is achieved through twice-yearly Parent Consultation Evenings and Pupil Progress Reports mid-year and at the year end. There are also opportunities for parents/carers to share information with teachers by e-mail, by letter or a note in their child's reading record, a meeting before or after school by appointment or, for an inform quick chat regarding minor issues, as they collect their child from school.

Parents' preferred method of contact is noted and they are kept fully informed and consulted at all stages when there is a concern about a child's progress, so that they understand the purpose of any intervention or programme of action. Their support and contribution to decision making is valued. For all children with individual targets tracked via a Personal Learning Plan, the SENCo aims to meet with parents/carers once per term to discuss progress and review targets.

Parental Concerns

All staff at St. Anne's listen to and respond to any concerns brought to our attention. We are committed to taking all concerns seriously and endeavour to be open and accessible so that any parent/carer will feel their concerns can be raised and dealt with professionally.

If parents/carers have any concerns they wish to address regarding the provision for a pupil with SEND, they should contact the class teacher or SENCo, in the first instance. If they continue to feel their child's needs are not being effectively met, they should contact the Head Teacher, Mrs. Valerie Eveleigh, or the Proprietor, Mrs. Sheila Robson.

3 How we Plan and Monitor Provision

The purpose of the Learning Support at St. Anne's is to remove barriers to thus:

- Close the attainment gap between the pupil and his/her peers
- Prevent the attainment gap from growing wider
- Match or better the pupil's previous rate of progress
- Ensure independent access to the full curriculum and activities
- Demonstrate an improvement in self-help, social and personal skills
- Demonstrate an improvement in the child's behaviour or attitude to learning

Our SEND provision is via different waves of intervention. (*See Appendix A for an overview: 'SEND Provision at St. Anne's Preparatory School'). The vast majority of differentiation takes place in the classroom, via inclusive Quality First Teaching, in which teachers make reasonable adjustments to teaching and learning to remove barriers and therefore accommodate the differing needs of all children. Within this first level of support, we routinely provide: differentiated tasks in class, targeted booster groups for Phonics/Maths/SPaG, differentiated spellings, additional reading support, etc. to ensure that all pupils are given the opportunity to progress at their own level, with an appropriate level of support and challenge. This first wave of support is sufficient for the majority of our pupils at St. Anne's to make expected or better than expected progress.

When a pupil requires individual interventions that are *additional to or different from* those provided as part of the first wave of provision, a *graduated response* is implemented. This is a four-step action process which the SEND Code of Practice describes as *Assess-Plan-Do-Review*.

Assess

The teacher usually identifies pupils with learning needs in the class. The teacher monitors each child's progress via: informal observations of a child's responses and behaviour in class; standard of class work and homework produced; analysis of attainment, with reference to prior attainment and in comparison to peers and national data; views and experience of parents/carers. The pupil's views and where relevant, advice from external support services are also considered. Any parental concerns are recorded and compared with the school's information and assessment data to give an overall picture of a child's progress to inform the likelihood of a specific barrier to learning.

Plan

Planning additional interventions involves consultation between the teacher, SENCo, parents/carers, the pupil and, where relevant, should also take into consideration advice from specialists/external agencies (eg. Educational Psychologist, Speech and Language Therapist, Paediatrician, Specialist Dyslexia Assessor, Occupational Therapist, etc.). We decide on action required to help the pupil to progress. Actions may include:

- Different learning materials or special equipment
- Different strategies within the classroom
- Withdrawal from some mainstream lessons for group/individual support with SENCo and/or TA
- Staff development and training to introduce more effective strategies
- Access to independent support services for advice on strategies, resources, equipment

We consider the learning objectives and expected outcomes of any support programme. SMART (specific, measurable, achievable, relevant, time-related) targets for the child are discussed and agreed. Parental involvement is encouraged, to reinforce or contribute to progress at home. Pupils are involved in age-appropriate discussions to reflect upon their strengths as a person and as a learner and to consider the support that will help them to work towards their desired outcomes. We are beginning to record pupils' views about their support and progress on a **One Page Profile**, which we aim to have in place for every child on the SEND register by September 2022. This will be reviewed regularly with the child and updated as necessary by the SENCo. A copy of the One Page Profile (and any subsequent updates) will be shared with parents/carers and the class teacher. Our aim is for short-term targets to evidence small steps of progress towards bigger goals. Targets are reviewed at least once per term, sometimes more often, and edited regularly to reflect a child's progress and changing needs. These SMART targets, along with details of adjustments, interventions and support arrangements, form the basis of the child's Personal Learning Plan (PLP).

Personal Learning Plan (PLP)

The purpose of the PLP is to record and monitor progress and to share the information about a child's individual additional interventions with all parties involved. Parents/carers receive a copy of the PLP and are kept informed of any updates. Teaching staff and support staff will be kept updated about a child's needs and can access PLPs electronically in a secure Teacher Shared Area. It is the responsibility of all teaching staff and support staff who work with the child to familiarise themselves with the updated details provided on the PLP. The SENCo stores paper copies of PLPs in each child's SEN file in a locked cupboard in the SEND office. Any paper copies printed off by teaching/support staff for their reference should be kept in school in a secure, locked cupboard/filing cabinet.

To track the pupil's long-term progress and level of intervention, he/she will be included on the SEND Register by the SENCo.

Do

The class teacher remains responsible for working with the pupil on a day-to-day basis. They retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They work closely with teaching assistants and/or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. The pupil response to the support can help identify their particular need. The impact on progress, development and/or behaviour is recorded by the class teacher and other staff and summarised on the PLP in preparation for the termly progress review.

Review

Before beginning any new intervention, the student's baseline attainment is recorded so that progress can be monitored. Reviews are usually termly, in line with agreed dates, and are arranged by the SENCo with relevant staff and the pupil's parents/carers. The review process evaluates the impact and quality of the support and interventions against the pupil's SMART targets. It also takes into account the views of the pupil and their parents/carers.

If necessary, external assessments may be considered at the progress review with parents/carers. Advice can be sought from external specialists at any point: to advise on early identification of SEND, where little or no progress is made over a sustained period, where the pupil is working at levels substantially below those of their peers, or when teaching staff and/or parents observe behaviours which may indicate difficulties to be further investigated by a specialist.

Advice as to whether support needs to be maintained, increased or ceased is incorporated into the pupil's individual planning and targets. Provision may cease if a pupil is able to work independently in class in the targeted area, but monitoring will continue and future interventions may be implemented further up the school. Movement between waves of support is fluid to reflect changing needs of children; our SEND Register and Class Provision Maps are updated at least once per term to reflect this.

Statutory Assessment Service

If a child is not making any progress in targeted areas, despite intervention from the school (usually at least 3 cycles of APDR at Wave 2 intervention, except in very severe cases) and after advice from an Educational Psychologist and/or other professionals, we may consider the need to apply to the local authority for an Education and Health Care needs assessment. If a child's needs are so complex or so severe that help required is beyond the school's resources, we would discuss next steps with parents/carers in the best interests of the child, which is likely to include the SENCo completing a form and providing evidence to request an assessment from the Statutory Assessment Service. Parents also have the right to apply themselves, in which case the school would still be asked to provide information about the child and evidence of the impact of intervention. This assessment process for some children **may** lead to an Education, Health and Care Plan (EHCP). This is a legal document that describes a child or young person's special educational, health and social care needs. It explains the extra help that will be given to meet those needs and how that help will support the child or young person to achieve what they want

to in their life. The plan is drawn up by the local authority after an EHC needs assessment. An EHCP can be issued to a child or young person between the ages of 0 and 25 years and requires an Annual Review to take place, in the presence of parents/carers, SENCo, relevant staff and external agencies. Staff and parents should be aware that if a LA is satisfied that the provision set out in an EHCP can be made more economically in the State sector, it may decline to name an independent school in an EHCP. This does not prevent parents from making their own arrangements to pay for a place at an independent school of their choice, as long as the LA is satisfied that the arrangements are suitable. During a consultation period, the school would be sent a copy of the child's proposed EHCP and would be required to confirm whether or not the school would be able to meet the child's needs, as outlined in the proposed document. In rare, extreme cases (ordinarily on medical grounds) the LA has the discretion to make payments to assist parents to make their chosen independent school suitable.

It is not necessary for the school to obtain consent of the Department for Education to accept a pupil with an EHCP.

The EHC Plans of all pupils in this category must be reviewed annually. The provision specified in the EHCP must be made. It is the responsibility of the LA, not the school, to review the plan but the school should prompt the LA if necessary.

Further information is available at: <http://www.essexlocaloffer.org.uk/asking-ehc-needs-assessment/>

4 How We Facilitate Transition between Schools

Early Years staff collect information about a child entering Kindergarten 1 in liaison with the parents and any previous nursery or pre-school setting and obtain a copy of their 2-year check. Parents complete a pre-entry form which gives useful or important details about their child and the seven areas of learning, as well as giving parents the opportunity to discuss any queries. A 'Meet the Parents' afternoon is arranged towards the end of the term prior to starting, where both parents and children are able to meet with the Early Years staff. During the term before entering Kindergarten 2, the Kindergarten 1 class have opportunities to interact with activities therefore becoming familiar with the staff. The children visit their new class and meet the teachers.

Prior to joining St. Anne's in the Pre-Prep or Prep departments, pupils will have visited the school with their parents/carers and spent a day with their new class. Records are requested from the previous school and further contact made if necessary.

Similarly, for St. Anne's pupils moving to a new school or to secondary school, as much information as possible is passed on to enable a speedy settling process. This includes, where appropriate, liaison between SENCos. The children are fully prepared for the new challenges ahead and all records are passed on so that the transition is as smooth as possible.

5 Staff Expertise in SEND

The Roles and Qualifications of Key SEND Staff

The SENCo at St. Anne's Preparatory School is: Mrs. Kay Beardsworth

From September 2021, the SENCo is also Acting Lead for Pastoral Care (supported by Miss Liyah Emerson and Mrs. Amanda McClymont).

kbeardsworth@stannesprep.essex.sch.uk

BA(Hons) 1996, PGCE 1997, OCR Level 5 Specialist Teacher (Dyslexia, SpLD) 2018

Recent training includes:

- Speech Sounds Development (December 2021) – Speech and Language Garden
- Epilepsy for Teachers (September 2021) – Epilepsy Action
- Understanding Dyspraxia & Sensory Processing (June 2021) – PATOSS
- Psychological First Aid for Children (March 2021) – Future Learn
- Principles of Assessment for Dyslexia and Literacy (first module towards Level 7 dyslexia assessor course) (Passed with merit – July 2020) – Dyslexia Action
- Strategies to support Reading Comprehension (July 2020)
- Lego Therapy Intervention (June 2020)
- Speech and Language Difficulties in EYFS (January 2020)
- SENCo Management Training (September 2019) – Finborough School
- Emergency Aid in Schools (January 2019) – St. John's Ambulance
- The curious case of ADHD and ASD (November 2018) – PATOSS
- OCR Level 5 Teaching Learners with Dyslexia and SpLD (Dyslexia/SpLD) (April 2017 – June 2018) – Dyslexia Matters, Cambridge
- Independent School SENCo (April 2018) – RTA
- Making Sense of Autism level 1 (July 2017) – Autism Education Trust
- Good Autism Practice level 2 (July 2017) – Autism Education Trust

The SENCo has responsibility for:

- Reviewing and revising the school's SEND Policy
- Reviewing and revising an Action Plan for SEND provision within the school
- Updating SEND Register termly
- Updating Class Provision Maps termly
- Coordinating provision for pupils with Special Educational Needs and Disabilities
- Contributing to record-keeping and assessment
- Liaising with and advising fellow staff
- Liaising with and advising parents of pupils with SEND/MAGT
- Assisting teachers with the preparation, implementation and review of Personal Learning Plans
- Updating One Page Profiles of children on SEN Register
- Liaising with external agencies as necessary (Educational Psychologists, Speech and Language Therapists, Specialist SpLD Assessors, LA/Statutory Assessment Service, healthy and social services, paediatricians, GPs, other schools, etc.)
- Keeping abreast of current developments nationally and locally and disseminate information to staff (and parents when appropriate)
- Undertaking SEN-related Professional Development, as required
- Organising and distributing SEN resources; monitor usage
- Working towards targets outlined in the school development plan

The Assistant SENCo is Mrs. Pamela Baker, who is an experienced Kindergarten 1 teacher and Head of EYFS. She is also the school's Equality Named Coordinator (ENCo).

pbaker@stannesprep.essex.sch.uk

NNEB Certificate 1971

Mrs. Baker has attended workshops and courses for EYFS relating to:

- Psychological First Aid for Children
- EYFS Code of Practice
- EYFS Phase Leaders
- ISA Inspections
- Profile Moderation
- Child Development
- Parents as Partners
- Tracking Children's Progress
- Inclusion
- The Role of the ENCo
- Autistic Spectrum Disorder Awareness
- Promoting Positive Behaviour
- Dealing with Feelings
- Power of Puppets
- Letters & Sounds
- Rhythm & Rhyme

The SENCo and the Assistant SENCo liaise regularly to aid a smooth transition of children from EYFS into the Pre-Prep department.

The Designated Safeguarding Lead is Mr. Tim Clark, who is part of the Senior Management Team.

tclark@stannesprep.essex.sch.uk

The SENCo and Assistant SENCo liaise regularly with Mr. Clark

The Deputy Safeguarding Lead is the Headteacher, Mrs. Valerie Eveleigh, who offers support and advice as required.

veveleigh@stannesprep.essex.sch.uk

All teachers and support staff at St. Anne's are committed to meeting the needs of children's individual needs and we seek ongoing opportunities for professional development. Our team of teaching staff have a wide range of expertise in working with children with SEND, via training and personal experience. Amongst our teachers and TAs, areas of training covered via workshops and courses attended include:

- Speech Sounds Development
- Epilepsy
- ADHD
- Autistic Spectrum Disorder
- Sensory Processing Difficulties
- Epilepsy
- Restraint Training
- Specific Learning Difficulties in Mathematics, Reading and Writing
- Teaching the Partially- Sighted
- Brain Gym
- Encouraging Boys to Read
- Handwriting with Spelling (Ruth Miskin)
- Identifying Gifted and Talented Children
- Extending Writers

Our Early Years staff have undertaken the 'Good Beginnings' Autism Friendly Settings Bronze Award Scheme.

The teachers in the EYFS, the Pre-Prep and the Prep departments are supported by a team of 8 Teaching Assistants:

- Miss Gabriella Bruns (EYFS) – QTS
- Mrs. Carlie Griggs (KG2 and Y1) - CACHE Level 3
- Mrs. Rhonda Makins (Y3/4) – CACHE Level 2
- Mrs. Amanda McClymont (Y4/5/6) – CACHE Level 2
- Mrs. Louise Pirrie (Y1 1:1 SEN TA and Y2) – CACHE Level 2
- Miss Ruby Smith (KG2) – CACHE Level 3
- Mrs. Sarah Vincent (EYFS) – NNEB, GCSE Child Development & Psychology
- (current vacancy for part-time 1:1 SEN TA for Y1 child)

APPENDIX A: SEND Provision at St. Anne's Preparatory School

Children with Special Educational Needs and Disabilities are supported via a **graduated approach**, as laid out in the SEND Code of Practice (2015).

Wave 1

The vast majority of children at St. Anne's make expected progress via inclusive **Quality First Teaching**, planned and delivered by the class teacher. Pupils benefit from a variety of adapted tasks and in-class support from teachers and Teaching Assistants.

Within Wave 1 teaching, we may provide: booster groups (support/extension) for Maths/SPaG/Phonics; additional reading support; differentiated spellings; Barrington Stokes reading books; additional times tables practice, etc. to accommodate the differing needs of all children.

Class Provision Maps make teachers aware of particular children to be monitored in each class; it is the teacher's responsibility to monitor pupil progress. Concerns/observations should be logged via a referral form and shared with the SENCo, who offers advice and may subsequently observe and/or informally assess/screen a child to decide if any further action may be required.

Wave 2

A small number of our pupils benefit from individual intervention, **in addition to Wave 1 input from class teacher**, to enable them to work at/towards age related expectations. This may or may not be following advice from an external agency, eg. Educational Psychologist, Specialist Dyslexia Assessor, Speech and Language Therapist, Paediatrician, etc. **We accommodate a child's needs in school, with or without a formal diagnosis of SEND.** Some children may only require this level of support for a limited period; other pupils benefit from this level of support on a more long-term basis.

Examples of individual interventions (delivered by TA or SENCo): Hornet Literacy Primer/Word Wasp, Toe by Toe, Power of 2, Beat Dyslexia, individual targeted spelling/handwriting/memory/social skills interventions, 1:1 regular sessions with SENCo/Pastoral Care Lead.

Targeted interventions follow a cycle of **Assess-Plan-Do-Review** (APDR) to enable us to review impact and ensure that targeted work meets a child's changing needs. Parents/carers are kept well informed as our goal is for the child and family to be at the heart of this process. Pupils are encouraged to reflect upon their strengths and goals as a learner and preferred methods of support. By September 2022, every child on the SEN Register will have a **One Page Profile**, which will be updated as required to reflect the child's and parents'/carers' views.

All pupils identified with this level of need have a **Personalised Learning Plan** (PLP) with SMART targets which are reviewed by the SENCo and class teacher at least once per term, in order to recognise small steps of progress towards bigger goals. Parents/carers are invited to meet at least once per term with the SENCo and class teacher to discuss their child's progress in their targeted areas. At this level of need, the SENCo closely monitors the child's progress in their specific areas of need.

Wave 3

A child whose barriers to learning prevent them from accessing the same curriculum as their peers may require **'different'** provision, tailored to their individual needs for a significant proportion of the school day. **We currently have only 1 pupil with this level of significant need on our SEN register at St. Anne's.** QFT and in-class support at Wave 1 and our early intervention to support a child at Wave 2 are usually successful in supporting every pupil to achieve their potential at St. Anne's. In the case of a child with severe/complex needs and/or failure to progress towards age related expectations after at least three cycles of ADPR at Wave 2, it may be appropriate to apply for a needs assessment from the LA, which may lead to an Educational Health and Care Plan (EHCP). The decision to apply for a needs assessment would be discussed with parents or carers. We currently have no children with an Educational Health Care Plan (EHCP). If a child has an EHCP, the school has to consider whether or not our setting is able to meet a child's needs, as laid out in the plan, which is a legal document.