



## **The Rosedale Hewens Academy Trust**

### **Special Educational Needs & Disabilities (SEND) Information Report**

#### ***Important information for Parents, guardians and carers***

For the purpose of this report, pupils (meaning primary phase pupils) and students (meaning secondary phase students) will be referred to as 'pupils' and schools (meaning the three primary schools) and colleges (meaning the four secondary colleges) will be referred to as 'schools'. The Rosedale Hewens Academy Trust will be referred to as 'the Trust'.

#### **Introduction**

The Rosedale Hewens Academy Trust is a fully inclusive group of schools and colleges serving the London Borough of Hillingdon. In the Trust, all pupils are valued equally, regardless of where their abilities lie, with the Trust being committed to developing and providing the best possible education for all the learners in its care. The Trust aims to make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all. All pupils are entitled to have access to a broad, balanced and relevant curriculum which is adapted to meet individual needs. Within its aims, the Trust is committed to equal opportunities, with pupils being encouraged to achieve their full potential, whatever their academic or physical ability through the provision of a balanced and challenging curriculum in both content and styles of learning.

#### ***Pupils of all ages and all abilities will:***

- Be treated as individuals where their individual needs interest and aptitudes are recognised;
- Be entitled to have an emerging or evident special education need identified and assessed;
- Be provided with opportunities for continued growth and development so that they can increase their self-esteem and become confident;
- Receive a balanced curriculum in both content and style of delivery which allow them to make informed choices as they progress beyond school;
- Be encouraged to achieve their full potential whatever their abilities;
- Be encouraged to learn through a range of enjoyable and stimulating experiences in an atmosphere where pupils feel valued, encouraged, and safe;
- Learn to take an increasing responsibility for their own learning and actions so that they will be equipped to deal with life after school;
- Be encouraged to see education as a lifelong process to the benefit of all aspects of their life.

#### ***The broad areas of SEND need are:***

- Communication and Interaction;
- Cognition and Learning;
- Social, Emotional and Mental Health Difficulties;
- Sensory and/or Physical.

## **What is the Local Authority (LA) Local Offer?**

The Children and Families Act was enacted in September 2014. From this date Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEN) aged 0-25. The LA refers to this as the 'Local Offer'. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents, guardians and carers in understanding the range of services and provision locally.

## **What is the Special Education Needs Information Report?**

Schools utilise the LA Local Offer to meet the needs of SEND pupils as determined by school policy and the provision that the school is able to provide. Schools refer to this as "The Special Education Needs Information Report". The support which can be offered in school is part of the wider Local Authority Offer, details of which can be found at <https://hillingdon.gov.uk/send>

**The 13 questions and answers below provide for more information about SEND at The Rosedale Hewens Academy Trust.**

### **Question 1**

#### **What kinds of Special Educational Needs (SEN) are provided for in each school?**

The Rosedale Hewens Academy Trust is inclusive where we aim to address children's needs and support their development in the most appropriate way possible, and celebrate effort as much as achievement.

In our Trust we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

- **Special Educational Needs:** A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England
- **Disability:** Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Our Trust's SEND policy document is available on this website, detailing our philosophy in relation to SEND.

Additional and/ or different provision is currently being made in our schools for children with a range of needs, including:

- **Cognition and learning-** Moderate Learning Difficulties; Specific Learning Difficulties- dyslexia, dyspraxia, dyscalculia;
- **Sensory and/ or Physical-** hearing impairment, sensory processing difficulties, epilepsy;
- **Communication and Interaction-** Autistic Spectrum Disorder, Asperger's Syndrome, selective mutism, speech and language difficulties;
- **Social Emotional and Mental Health-** Attention Deficit Hyperactive Disorder.

All our staff are trained each year on the needs of new pupils joining the Trust- this can include training from specialist agencies or consultants, as well as from our Lead SEND Officers or other staff with relevant

expertise. SEND training forms part of the continuing professional development of all teachers and support staff and is organised in accordance with the needs of the pupils. All the schools within the Trust work closely sharing training opportunities including INSET days, internal and external training. The Lead SEND Officers meet with the senior leadership teams of each school regularly to review and plan the training, guidance and advice that staff across the Trust need to ensure that they meet the additional learning requirements of our pupils.

## **Question 2**

### **What is the Trust's policy with regard to the identification and assessment of children with SEND?**

We know when a pupil needs help if:

- Concerns are raised by parents/carers, external agencies, teachers, the pupil's previous school or the pupil themselves, regarding concerns relating to inadequate levels of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected rate of progress.
- Observation of the pupil indicates that they have additional needs

Each school's marking and assessment policy outlines the range of assessments throughout the Trust. Additional and different assessment tools may be required when pupils are making less than expected progress, which can be characterised by progress which:

- Is significantly lower than that of their peers starting at the same baseline;
- Fails to match or better the student's previous rate of progress;
- Fails to close that attainment gap between the student and their peers;
- Widens the attainment gap.

Progress in areas other than attainment is also considered, for example, where a pupil needs to make additional progress with social needs in order to be fully integrated into school life or make a successful transition to secondary school or adult learning. If behaviour is causing concern, it is always considered whether there are any underlying difficulties; if there are none, the class teacher/ SENCO would speak to parents, guardians and carers, about anything that might have happened at home. The class teacher/SENCO would gather information about incidents occurring, at what time of day, during which lessons and behaviour checklists may also be used to analyse and consider any patterns of behaviour. Observations would be conducted in class/around the school campus, such as break time, to record behaviours, considering involvement of others/environmental factors and an intervention devised taking into account all information gathered.

Parents, guardians and carers are always informed if school staff consider that their child has an additional need and parents, guardians and carers and pupils (as appropriate depending upon age and capability) are involved in the planning to meet the need. We often recommend initially that eyesight and hearing are checked to discount these aspects as possible underlying causes of learning issues.

At The Rosedale Hewens Academy Trust a range of specific, more specialised tests are used (usually by the SENCO) to assist in the identification of individual student needs in order to plan targeted programmes for them and to use as a benchmark for measuring the impact of subsequent interventions. In addition, the Trust works closely with outside agencies within the borough such as Speech and Language Therapist and Occupational Therapist who supports us in identifying the needs of our students using a range of specialist assessments.

For your child this would mean:

The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child. After the request has been made to the Panel of Professionals (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support. After the reports have all been sent in, the Panel will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible. The EHCP will outline long and short term targets as well as the support that will be provided to your child.

Further information relating to identification and assessment can be found in our SEND Policy document.

### **Question 3**

**What is the Trust's policy for making provision for children with SEN whether or not they have an Education, Health and Care Plans?**

**a) How do we evaluate the effectiveness of provision for children with SEN?**

- Use of a provision map and student passports/ Individual Education Plans (IEPs) to measure progress and achievement.
- Evaluation of individual education plans at three points in the year in the primary and secondary phase.
- Use of assessment information/progress rates etc. pre-interventions and post-interventions.
- Use of attainment and progress data for children with SEND across the Trust.
- Use of pupil /parents, guardians and carers interviews/questionnaires.
- Monitoring by SENCO, Principals/ Head teachers and class teachers.

**b) What are our arrangements for assessing and reviewing the progress of children with SEND?**

- Each school's marking and assessment policy (available on request in school) outlines the range of assessments regularly used throughout the school.
- Evaluation of individual education plans/ student passports.
- Tracking of pupil progress generally as part of whole Trust tracking system.
- Progress of children with speech and language needs is assessed and reviewed regularly by the Speech and Language Therapy service.
- A cycle of consultation meetings based on the assess-plan-do-review model takes place throughout the year for students involved with our Educational Psychology service.
- An Annual Review is held for children with an EHC Plan; interim reviews can also be arranged throughout the year if deemed necessary.
- Screening of language skills in reception to provide a baseline for language development and identify children who may benefit from accessing specific programmes to develop language skills.
- When children are assessed by the SENCO or by external agencies, meetings take place with the Parents, guardians and carers and the class teacher to discuss the findings and how best to address the needs and meet targets.
- When assessing children with SEND, consideration is given to recording needs e.g. a reader, scribe, additional time or rest breaks may be necessary – generally whatever support is provided in the class room is provided as far as is permitted during tests.
- Initial concerns about a child's progress are discussed with the SENCO and parents, guardians and carers and followed by referrals to external agencies or placement on intervention programmes as deemed appropriate.

### **c) What is our approach to teaching pupils with SEND?**

The fundamental aim of our Trust is to enable each pupil to be all that they can be to embrace and fulfill their unique potential. Unlocking potential and removing barriers to learning is the promise and commitment of our Trust. We work in partnership with all of our families and external agencies where appropriate to make high aspirations a reality for every child, taking specific action to create effective learning environments, secure children's motivation and concentration, provide equality of opportunity, use appropriate assessments and set suitable targets for learning.

Provision for children with SEND is a matter for each school within the Trust. In addition, the Local Advisory Body of each school, Head teacher or Principal, SENCO and all staff members have important day-to-day responsibilities. All teachers are teachers of children with SEND.

A continuous cycle of planning, teaching and assessing is firmly embedded, which takes account of the wide range of abilities, aptitudes and interests of our children; the majority of our children will learn and progress within these arrangements.

Children with SEND will receive support that is additional to or different from the provision made for other students. All our teachers take account of a pupil's SEND in planning and assessment; they provide appropriate support for communication, language and literacy needs; they plan where necessary to develop pupils understanding through the use of all available senses and experiences; they plan to enable children to take full part in learning, physical and practical activities. They help children to manage their behaviour in order to take part in learning effectively and safely; they help children to manage their emotions in order to take part in learning effectively.

At The Rosedale Hewens Academy Trust, we aim to identify children with particular needs as early as possible; assessment of need may include observation of children's social skills and learning experiences in all curriculum areas, specific assessment by the school's SENCO, teacher assessment and use of assessments which will enable peer group comparisons to be made. In completing assessments to consider the whole child, we acknowledge that gifted students often require additional resourcing to extend and fully develop their potential. Pupils who speak English as a second language may also require additional modified programmes and an adapted curriculum.

We acknowledge that not all pupils with disabilities necessarily have special educational needs. All our teachers take action however, to ensure that pupils with disabilities are able to participate as fully as possible in the curriculum and statutory assessment arrangements. Potential areas of difficulty are identified and assessed at the outset (with support from the Hillingdon Inclusion Team if appropriate), without the need for disapplication. Teachers plan enough time for the satisfactory completion of tasks; they plan opportunities where required for the development of skills in practical aspects of the curriculum, and identify aspects of programmes of study and attainment targets that may present specific difficulties for children with disabilities.

### **d) How do we adapt the curriculum and learning environment?**

The curriculum is scaffolded and adapted to meet the needs of all our children. Adaptive teaching may occur by grouping (e.g. small group, ability, peer partners); content of the lesson; teaching style (taking into account that children may be visual, auditory or kinesthetic learners); lesson format (e.g. thematic games, simulations, role-play, discovery learning); pace of the lesson; provision of alternative recording methods (e.g. scribing, use of ICT, mind mapping, photographs etc); outcomes expected from individual children; materials used; support level provided; provision of alternative location for completion of work.

The Trust always acts upon advice received from external agencies (e.g. enlarging of print for VI children; most advantageous positioning of HI pupils within the classroom and use of aids as recommended; use of brain breaks, sensory cushions, weighted blankets for children with sensory issues.

We endeavour to ensure that all classrooms are dyslexia friendly including use of labelled resources, word walls, prompt mats, highlighting pens and reading rulers, coloured interactive boards, individual resources – number lines, 100 squares, phonic prompts, alternative means of recording, modelled and shared writing opportunities.

We endeavour to ensure that all class rooms are ASD friendly including use of visual timetables, personalised timetables and prompt/sequence cards as necessary, quiet work stations, areas of retreat and pictorially labelled resources to be developed around the school.

We endeavour to ensure that all class rooms are speech and language friendly including use of visual feedback, 'chunking' of instructions, use of the 10 second rule to allow processing time, pre-teaching of key vocabulary. We work closely with SAL therapy colleagues within the NHS who work directly with children in our schools and provide training, support and advice to staff with regard to individual children and general or specific speech and language issues.

**e) What additional support for learning is available for children with SEND?**

Teaching partners are employed in every primary school, providing a higher staff to pupil ratio which maximises learning potential for all our children; most are trained to deliver a number of intervention programmes throughout the school. In the secondary phase, every Key Stage Three class has a Teaching and Learning Associate. Some Teaching Partners and Teaching and Learning Associates are deployed in classes to support children and sometimes cover the class in order that the class teacher can provide small group support.

- We follow the Code of Practice for SEN – Special educational need and disability code of practice: 0 to 25 years.
- We teach an adapted curriculum to ensure that the needs of all children are met.
- We implement individual education plans with S.M.A.R.T targets.
- A large number of intervention programmes are in place for children who require additional support.

For pupils with specific identified or diagnosed needs, we work very closely with external agencies to ensure that the best possible support is in place (e.g. educational psychologist, speech and language therapists, occupational therapists, specialist teachers from the Hillingdon Inclusion Team). Meetings are often held in school involving specialists (as noted above) and/or parents, guardians and carers to set targets, evaluate progress and ensure consistency of approach in addressing needs in school and at home. Specific resources or strategies are in place for many children recommended by external agencies e.g. sensory cushions, use of 'brain breaks', access to area of quiet retreat, personalised schedules or sequence strips.

**f) What activities are available for children with SEN in addition to those available in accordance with the curriculum?**

- Each school publishes any extra provision on their websites. The activities change according to the needs of the children.

**g) What support is available for improving the emotional and social development of children with SEN?**

- Specialist advice from our Educational Psychologist.
- Specialist advice from colleagues at CAMHS.
- Emotional Literacy Support Assistants (ELSA)

#### **Question 4**

##### **What is the name of the SENCO and contact details for the SENCO?**

For Special Educational Needs and Disability enquiries please contact the appropriate SENCO.

For the primary phase please contact: Gill Bennett - Lead SEND Officer/SENCO [gbennett@trhat.org](mailto:gbennett@trhat.org)

For the secondary phase please contact: Karl Lawrence - Lead SEND Officer/SENCO [klawrence@trhat.org](mailto:klawrence@trhat.org)

#### **Question 5**

##### **How are the teachers in school helped to work with pupils identified as having SEND and what training do they have?**

The Lead SEND Officer's job is to support the class teacher in planning for children with SEND. The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues. E.g. Autism Spectrum Disorder (ASD) and Speech and Language Difficulties. The Lead SEND Officer also advises senior management in each school about the day to day provision for SEND and monitors this.

The SEND Officers or Principal/Head teacher also sources additional training provided by specialists in specific areas of SEND. Additionally, individual teachers and support staff attend training run by outside agencies that is relevant to the needs of specific children in their class e.g. from the Hillingdon Inclusion Team.

#### **Question 6**

##### **How are equipment and facilities to support children with SEN secured?**

- Through discussion with specialist agencies involved.
- Through discussion with parents, guardians and carers.
- Through discussion with our Head teachers/Principals and senior staff.

We endeavour to provide our pupils with SEND with whatever equipment and facilities they need to support their progress and well-being.

We regard our duty to make reasonable adjustments as an anticipatory duty – i.e. it applies not only to SEND children who already attend our school but also to SEND children who may attend in the future (this does not imply that we anticipate every possible auxiliary aid and service that may be required by current or future children attending our school, but that we anticipate those auxiliary aids and services which it would be reasonable to expect may be required). Auxiliary aids could include for example the provision of a piece of equipment; additional staff assistance for SEND children; readers for children with visual impairments.

#### **Question 7**

##### **What are the arrangements for consulting Parents, guardians and carers of children with SEN about and involving such Parents, guardians and carers in the education of their child?**

- Throughout the year there are three parents, guardians and carers' meetings and there is an end of year annual report to parents, guardians and carers.
- Parents, guardians and carers are able to review their child's IEP/student passports.
- Our parents, guardians and carers appreciate the 'open door' policy whereby our Lead SEND Officers are easily contactable via the school office/telephone/e- mail. Parents, guardians and carers may be invited into school to discuss their child's progress at any time and additional meetings are set up as required or as requested by Parents, guardians and carers to discuss particular aspects of a student's

SEN; we particularly welcome information from parents, guardians and carers about how their child learns best in order that it can be shared with those people who teach the pupil.

- Progress and outcomes are also discussed during consultation meetings with parents, guardians and carers are given a report and discussion takes place regarding the outcomes of any assessments/observations that were done.
- Progress and outcomes of assessments by other external agencies may also be discussed with parents, guardians and carers at consultation meetings (e.g. with our speech and language therapist or with other specialist support).
- The progress of children holding an Education Health and Care Plan is discussed at their annual review (interim reviews may also be called as necessary). At Year 5 annual reviews transition to secondary school is considered with discussion involving parents, guardians and carers and the LA. At Year 6 annual reviews the SENCO of the receiving secondary school is usually invited to attend.

#### **Question 8**

**What are the arrangements for consulting children with SEND about involving them in their education?**

- Targets set for pupils are reviewed with them.
- Pupil's self-evaluation is actively encouraged throughout the Trust and pupils are supported where necessary to think of areas for development and how best to develop in these areas in school and at home; pupils are aware of their progress and the challenging targets set to support their development.
- Pupil support is in place to address needs and any modifications to this support which children feel may be helpful for them is considered.
- Lessons are structured to allow all students to be included. Students are encouraged to discuss what they have learnt and most lessons feature recaps at the beginning of the lessons, to encourage the neural recall pathways.

#### **Question 9**

**What are the arrangements made by the Governing Body relating to the treatment of concerns raised from parents, guardians and carers of children with SEND concerning the provision made at school?**

It is in everyone's interests for concerns to be resolved as quickly and within the early stages. Our SEND concern procedure is as follows:

The concern is dealt with by the class teacher/ form tutor – the concerned party needs to feel that they have been listened to and that all points raised have been addressed. If the matter remains unresolved, the concern is dealt with by the Lead SEND Officers or by a senior manager. If there is still no resolution, the Head teacher/Principal should become actively involved. If the matter is still not resolved, the concerned party can follow the Trust's complaints procedure (which is on the website) and must put their complaint in writing to the Chair of the Academy Trust Board. The Academy Board will deal with the matter through their agreed complaint resolution procedures. In the unlikely event that the matter is still not resolved, the parent, guardian or carer can then take the complaint to the Local Authority or request independent disagreement resolution. The Trust will make further information available about this process on request.

#### **Question 10**

**How does the Governing Body involve other bodies, including health and social services bodies, local authority support services and voluntary organisations in meeting the needs of our students with SEND and in supporting the families of such children?**

- The Trust commissions the services of the LA to work directly with pupils in our Trust and to provide advice and support to staff in addressing speech and language needs throughout the year.
- External support services play an important part in helping our schools identify, assess and make provision for pupils with special educational needs.



- The speech and language therapy and occupational therapy services (NHS) involved with individual pupils, support the Trust in the implementation of specific programmes and contribute to the monitoring of progress and reviews of pupils.
- The Trust maintains links with child health services, children’s social care services and education welfare services to ensure that all relevant information is considered when making provision for our children with SEN.
- The Local Authority’s Early Help Assessment (EHA) procedures, whereby help and support is offered to children and families when low level issues emerge and before problems escalate.

### **Question 11**

**What are the contact details of support services for the Parents, guardians and carers of children with SEND, including those for arrangements made in accordance with clause 32?**

Hillingdon Parent Partnership (SEN)

London Borough of Hillingdon, 4W/10 Civic Centre, Uxbridge, Middlesex, UB8 1UW

London Borough of Hillingdon – advice and information for Parents, guardians and carers

Special Education Needs (SEN)

Special Education Needs Team, Social Care 4E/05, London Borough of Hillingdon, Civic Centre, High Street, Uxbridge, UB8 1UW

Tel: 01895 277088

SENDIASS-Hillingdon Special Educational Needs Disabilities Information Advice and Support Service.

4W/10

Civic Centre

Uxbridge High Street

Uxbridge

UB8 1UW

Tele: 01895 277001

Children Integrated Therapy Service (CITS)

Phone:

01895 488 200

Email:

citsadmin.cnwl@nhs.net

### **Question 12**

**How will we support your child when they are leaving this school? OR moving on to another class?**

We recognise that transition can be difficult for a pupil with SEND and so steps are taken to ensure that transition is as smooth as possible.

If your child is moving to another school:

- We will contact the school’s SENCO and ensure that he/she knows about any special arrangements or support that needs to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.
- Information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher. IEP’s and Student Passports will be shared with the new teacher.

- Your child will take part in transition visits to their new class in order to familiarise themselves with their new environment and get to know their new class teacher and, where applicable any teaching assistants with whom they will be working.
- In some cases, a Pupil Passport or Transition Book will be made for your child, in order to help them understand and prepare for moving on.

In Year 6:

- The SENCO and Year 6 teacher will discuss the specific needs of your child with the SENCO of their secondary school.
- Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

### **Question 13**

#### **What is the Local Authority's Local Offer?**

The Local Authority's Local Offer can be found at this location:

<https://hillingdon.gov.uk/send>

This information report is for the academic year 2024 to 2025, and will be reviewed in July 2025.

### **Question 14**

#### **How do children and young people with SEN engage in activities with children and young people who do not have SEN?**

The trust's model is that children and young people are taught together and access the curriculum together. This means that all children and young people engage with each other and learn together. This is further supported with buddy systems and learning about different needs as part of the curriculum.

From an early age all children and young people work together and they accustomed to having additional needs. Children and young people are included in all extra curricular activities.

### **Question 15**

#### **What provision is there for children and young people with mental health difficulties?**

The trust has an integrated mental health and well being team. They support children and young people with counselling, lego therapy and zones of regulation. The team advise on the best strategies and work with outside agencies to ensure children and young people with mental health needs are supported in their learning.

Staff receive training about identifying children and young people with mental health needs and how to help them.

According to guidance from NASEN, children and young people with mental health needs such as anxiety and depression should be added to the SEND register if their condition persists for more than 90 days.

### **Question 16**

#### **How do you provide for EAL children and young people with SEND?**

The trust assesses children and young people when they start the school and review information from parents/carers and previous school. This is completed within days of the child/young person starting so that interventions can be made. If the assessments and anecdotal evidence indicate a disparity between cognition and language, we assess the child/young person using the EAL scale and plan and deliver additional learning support.

Our methods of intervention normally yield very fast progress for students with EAL.

After the Assess, Plan, Do and Review process has taken place and the child/young person's progress is not where we would expect, we assess again for a possible learning need.

## 17. Question 17

### How do you provide for looked after children and young people with SEND?

Looked After Children with SEND are supported in the same way as all children in school with SEND through the Graduated Response, the **Assess, Plan, Do, Review** cycle. The process will start with a Short Note and following the identification of need an SEN Support Plan or EHCP to meet the requirements of the pupil and the addition of a PEP (Personal Education Plan).

When a child becomes looked after his/her social worker must ensure that the child's needs and the services to meet these are documented in the Care Plan. The Care Plan – of which the PEP is an integral part – is made before the child becomes looked after or in the case of an emergency placement within 10 working days. The PEP is a record of what needs to happen for looked after children to enable them to fulfil their potential and reflects any existing education plans, such as an EHCP, SEN Support Plan or Provision Mapping. The PEP should reflect the importance of a personalised approach to learning which secures good basic skills, stretches aspirations and builds life chances. The PEP is the joint responsibility of the local authority and the school.