

Longlands Special Educational Needs and disability Information Report

2021-2022

All Hertfordshire Local Authority maintained schools are supported to be as inclusive as possible, with the needs of children with Special Educational Needs and Disability (SEND) being met wherever possible through reasonable adjustments to learning and teaching arrangements.

Government Legislation requires schools to publish a report called the SEN Information Report. This report provides you with information regarding the provision that we at Longlands Primary and Nursery School make to meet the needs of children with SEND. The information report explains how the school's SEND policy works in practice. In Hertfordshire, a group of parents and schools worked together to come up with key questions they would find helpful to be answered. See below. Click on a speech bubble to go to a question.



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9) What training have the staff, supporting children and young people with SEND, had or are having?

1) How does the school know if children need extra help?

At Longlands, on-going assessments and monitoring take place and the progress of each child is tracked termly. Children who are not making as much progress will usually be identified through half termly pupil progress meetings between the class teacher and head teacher. All staff are also invited to raise any concerns at any time. Our first response to concerns around progress is high quality teaching targeted at the child's particular areas of difficulty and need.

If a child's progress is a concern, the provision for this child is adjusted according to their specific needs. This may include

- Differentiation of work including the use of visuals where appropriate and alternative ways of recording their work
- Differentiation of resources including specialist equipment
- Differentiation of questioning
- Providing reinforcement of previous learning and or pre-teaching of new vocabulary and concepts to help prepare children ahead of new topics or lessons.
- Allowing further opportunities to develop basic concepts
- Providing additional small group work, or in some occasions individual support

If further concerns are identified, the class teacher will meet with the Special Educational Needs Co-ordinator (SENCo) Mrs Phillips, to discuss the next steps. These could include

- Planning any additional support your child may need
- SENCO conducting observations or specific assessments in order to identify how to support the child further. In some instances specific assessments may be carried out by the class teacher or teaching assistants under the guidance of the SENCo.
- Gathering evidence including views of the child and parents
- Creating an Individual profile (known as a 1 page profile) as a working document to track and monitor provision if necessary
- Considering making referrals to outside professionals such as Educational Psychologist, Speech and Language Therapists etc.

At this time the school will also wish to discuss their concerns with you so that we can work in partnership to provide the best possible support for your child. These meetings may occur during Parent Consultations; alternatively your child's class teacher or the SENCo may contact you to arrange a meeting.

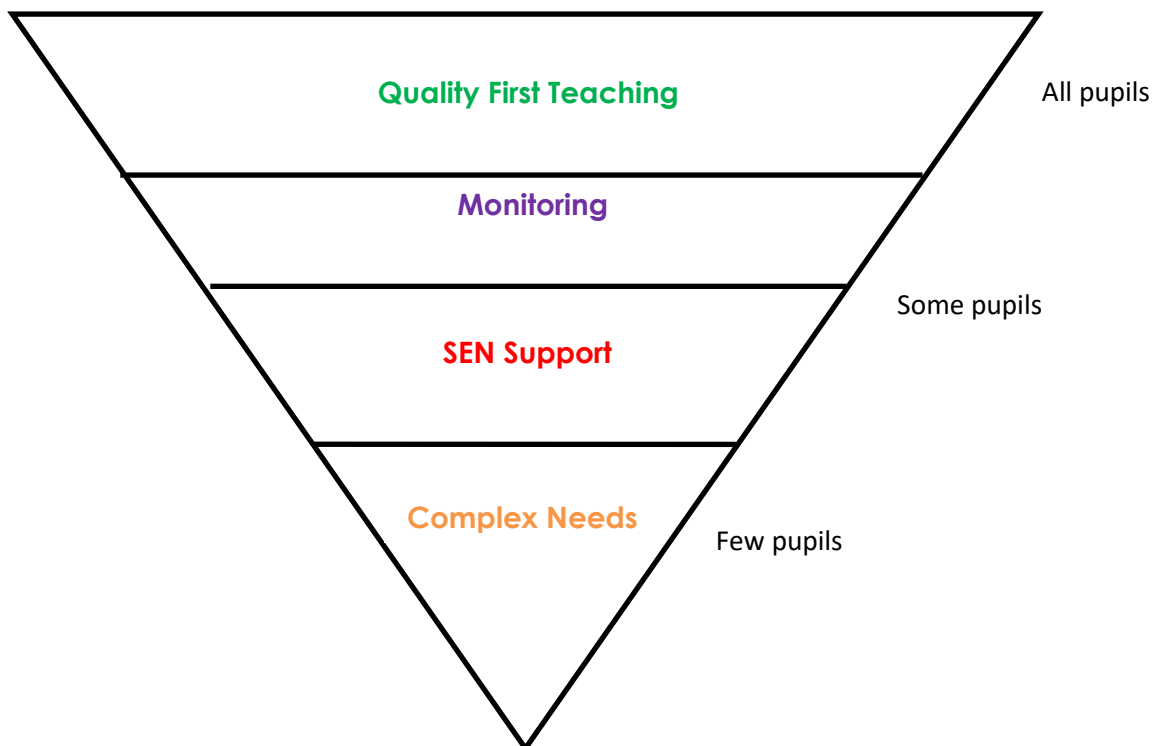
2) What should I do if I think my child may have special educational needs?

If you, as a parent, have concerns about your child then you should make an appointment to see the class teacher in the first instance. Where appropriate the concerns will be shared with the SENCo who may contact you for further information or arrange a meeting. Joint discussions are the most productive way in deciding the best way forward for your child.

3) How will school staff support my child?

How will the learning and development provision be matched to my child's needs?

At Longlands we have high aspirations for all pupils, including those with SEND. Therefore, we aim to ensure all pupils make progress both academically and personally. As set out in the SEN code of Practice we follow the graduated response in identifying and supporting those pupils with additional needs as set out below:



Quality First Teaching

Teachers provide high quality teaching on a daily basis for **all** children which includes differentiating the curriculum and adjusting tasks in order to meet the needs of all pupils so that they can access their learning. Adjustments will be made so that all pupils including those with additional needs are able to access the curriculum. This may involve using resources to support physical needs such as writing slopes, specialised pens, pencils and scissors, resources/environment to support sensory needs such as weighted blankets, visual timetables, concentration tables, fidget aids, coloured overlays etc, as well as equipment such as writing frames and word mats. As well as additional in-class support from the teacher or teaching assistants. This is the first step in responding to pupils who have or may have SEN. Our teaching is inclusive and personalised and teachers use multi-sensory teaching approaches that cater for different learning styles and staff have ongoing

professional development. Teachers provide well-structured days communicated to the class through visual timetables and or now/next boards, providing clear routine and predictability as we believe this is beneficial to all learners, especially those with SEN.

Monitoring

For some children, who are not making as much progress as we would like or whose needs relate to a more specific area of learning, an intervention will be put in place to further support them. This will be closely monitored by the class teacher and SENCo. The intervention may take place as small group work or on an individual basis, led by a teacher or a teaching assistant (TA). The length of time the intervention is run for varies according to need but will be monitored regularly. Interventions will be reviewed regularly to establish the effectiveness and to inform future planning. If we feel something isn't working we are quick to respond and look for alternatives.

SEN Support

If a pupil has higher needs this may result in them being identified as requiring SEN support. Or if after a period of monitoring and quality first teaching strategies being used and reasonable adjustments made, if the concerns remain then a meeting may be held between parent, class teacher and SENCo. A discussion will then take place to plan the appropriate approach. Provision will then be put into place to support the pupil and their identified needs and regular assessments will be carried out to measure the impact of adaptations made to the pupils learning opportunities. All forms of support will be reviewed regularly. For all pupils identified as requiring SEN support we will complete an Individual profile known as a 1 page profile in partnership with parents/carers, pupils and teachers as a working document that records the information gathered and any targets or aspirations that may have been discussed as well as appropriate support strategies.

For some children, the school would seek, with parental permission, to refer for specialist involvement from external agencies such as the Educational Psychology Service, SEND Specialist Advice & Support Service, Speech and language therapy etc. These specialists can help to advise us on effective support, interventions, and strategies. They may even suggest specialist resources to support your child further and ultimately they support the school to further aid your child with their learning.

Complex Needs

If a pupil's needs are more complex a formal assessment for an Education, Health and Care (EHC) Plan may be undertaken. This is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention support. Your child may also have been identified by professionals as needing a particularly high level of

individual or small-group teaching. This is a legal process which results in an individualised EHC Plan being created which will outline the support your child will receive and strategies that will be put in place to support this and outcomes (targets) set for your child to work towards.

Please see Appendix 2 for flow chart of Longlands SEN pathway

4) How will I know how my child is doing?

We support and involve parents in their children's learning both formally and informally. This includes;

- Parent consultations meetings
- Annual Report sent to parents in the Summer term
- Marvellous me and text messages home
- Tapestry Online Learning Journal for children in Nursery, Reception and Year 1
- Standard Assessment Tests (SATs) at the end of Year 2 and Year 6
- Phonic assessment results at the end of Year 1
- An individual profile known as a 1 page profile for those pupils receiving SEN support. 3 meetings yearly with parents are provided and pupils, teachers and support staff are consulted and collaborated with, in order to develop an overview of strengths, areas for development, support and provision and the responsibilities of the parent, pupil and the school are identified
- Annual review meetings for those pupils with Education Health Care Plans
- Where appropriate parents are invited to consultations with external professionals
- When required more regular review meetings are held between SENCO and parent. If appropriate and where possible a member of support staff or class teacher may also attend.
- Where appropriate a home school communication book can be set up to support with information sharing between home and school

Additional appointments can be made with your child's class teacher and/or the SENCo by contacting the office for an appointment.

5) How will you help me to support my child's learning?

- Your child's class teacher may suggest different ways in which you can support your child at home, both with homework and with individual areas of need.

- You are encouraged to read with your child on a daily basis and support them with their homework.
- Where relevant, a meeting to discuss your child's Individual profile (1 page profile) will be offered. During this meeting your opinions will be added to the information and we will hold a discussion on how we can work together to best support your child.
- Parent Workshops may be organised to provide advice on how to support your child's development at home.
- The class teacher is regularly available to discuss your child's progress or any concerns you may have.
- The SENCo is also available to meet with you to discuss your child's progress or any concerns you may have and can advise how to further support a child's developmental needs at home.
- Parents can arrange to meet the class teacher/SENCo at any time to discuss how to support a child further.
- Annual reports for all children sent in the Summer term contain targets which can be supported at home.
- A home-school book may be used to support communication with you if it would be useful for you and your child.
- Advice from external agencies will be shared with you either verbally or in a copy of their report.

6) What support will there be for my child's overall wellbeing?

As a school we have a therapeutic approach to behaviour and learning. We follow Hertfordshire STEPS which is the local authority's preferred approach to supporting positive behaviour management in schools. At Longlands we are aware that some children have additional emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways and act as a barrier to learning.

Therefore, all classes follow a structured Personal, Social, Health Education (PSHE) curriculum to support their development and there are regular opportunities to develop this further through assemblies and school events including an annual wellbeing week to highlight the importance of mental health and wellbeing as much as physical health. Our PSHE curriculum also incorporates The Zones of Regulation (ZOR) framework which we implement as a whole school approach to develop our pupil's emotional and sensory regulation through teaching healthy coping and regulation strategies. There are 4 different colour zones **blue**, **green**, **yellow** and **red** and these different colour zones categorise states of alertness and emotions and help children visually & verbally self-identify how they are functioning in the moment given their feelings & state of alertness.



The ZOR provides a language for talking about emotions in a non-judgemental way as it teaches that there is no bad zone, we all experience the different zones in differing ways and at different times and you can be in more than one zone at a time. Pupils learn to identify which zone they are in and strategies they can use to manage their emotions and impulses and self-regulate accordingly.

Class teachers provide pastoral support for all children in their class alongside the class teaching assistant and may provide emotional check ins for individuals if staff feel this is necessary. All pupils are encouraged to make use of the class worry box as a way of discussing anything that may be bothering them. As well sensory resources are made available in the classroom such as stress balls, breathing balls and fidgets aids where appropriate in addition to resources to support pupils who have sensory needs such as ear defenders and weighted blankets. All classes have a pair of ear defenders available. We also have playground buddies (year 6 pupils) at lunch time on the KS1 playground who will help set up games and support the children to resolve any problem.

For those children who find aspects of this difficult, further support can be put in place;

- A sensory room known as the 'Rainbow room' is available for children to access to have sensory breaks and a calm environment away from the classroom to support them to regulate and manage their emotions particularly at times when they may be feeling overwhelmed.
- We have designated members of staff who deliver Social and Emotional support. They may work with your child on a one to one basis or as part of a small group to discuss and work through areas of concern or difficulties.
- Alternatively, your child may be offered a place in our nurture club run during school time by a trained member of staff. This club is specifically aimed at developing social skills and working thorough emotions and developing self-esteem and a Growth Mindset. Or they may be offered

a place to participate in a forest schools nurture group with a focus on team working skills, resilience building and Growth Mindset

- We have a School Counsellor who works with children on a one-to-one basis. They come in to school once a week to deliver play therapy sessions.

Where it is felt that pupils are encountering significant emotional difficulties the support of outside agencies will be considered, such as Child and Adolescent Mental Health Services (CAMHS), Rivers Education Support Centre, DSPL counselling or the school nurse.

7) How is the decision made about how much support my child will receive?

The class teacher, SENCO and or SLT liaise regularly to review the support needed. When deciding how much support a child receives, we consider the following:

- Formal and Informal assessments of the child
- Views of pupil, parents/carers, teaching staff, support staff, and relevant external agencies and their advice/recommendations
- Previous support and how this has impacted on the pupil

Following this, provision and support are put in place and reviewed regularly in order to identify when and where changes may be needed. Also in accordance with the SEN Code of practice we place an emphasis on the importance of early intervention and targeted support as we know this is key to supporting children with special educational needs and how making effective provision improves long term outcomes for the child.

If your child has an Education, Health and Care Plan this will specify the support needed for your child and therefore it is our statutory duty to fulfil this. For all other children on our Special Educational Needs and/or Disabilities (SEND) register or not, the type of support given to your child will be reviewed at least termly, by the class teacher, head teacher and Special Educational Needs Coordinator and you will have the opportunity to discuss this at termly meetings. If your child has an Education Health and Care Plan we will also arrange Annual Review meetings with you, to ensure that the plan is still appropriate for your child and make any changes.

8) What specialist services and expertise are available at or accessed by the school?

The school works closely with a variety of external agencies, through a referral process as and when needed. These include but are not limited to:

- Behaviour and Attendance Team
- Cheshunt Extended Services (CHEXS)

- Child and Adolescent Mental Health Services (CAMHS)
- Communications Disorders Team
- Educational Psychology Service
- SEND Specialist Advice and Support (SAS)
- Involvement of Advisory Teachers for Sensory and Physical Impairments
- Occupational Health
- Physiotherapy
- Rivers Education Support Centre
- School Nursing Team
- Speech and Language Therapy (SALT)
- Strength in mind counselling
- Middleton outreach

9) What training have the staff, supporting children and young people with SEND, had or are having?

As part of professional development, all staff have access to ongoing training which is determined by the needs within school at the time. The school provides training and support to improve the teaching and learning of **all** children, including those with SEND. Individual teachers and support staff also have access to training from outside specialist agencies that are relevant to the needs of specific children they are working with.

Within the last few years our training has included:

- Hertfordshire STEPs training – Positive behaviour management
- How to support pupils with specific learning difficulties in literacy (Phonics support and precision teaching)
- How to support pupils with autistic spectrum disorder
- How to support pupils with social and emotional needs (nurture training)
- How to support pupils with speech and language difficulties
- How to support children with medical needs
- How to support children with working memory difficulties
- Hertfordshire Virtual schools Attachment and Trauma training
- Zones of Regulation training

Mrs Phillips has recently completed the National award for SENCO qualification and attends regular training to keep up to date with policy and practice. She then shares this knowledge with the rest of the staff during our weekly staff meetings.

10) How will I be involved in discussions about and planning for my child's education?

As mentioned previously, we believe that by working together and listening to parent and pupil voice we can provide the best support for your child. Therefore, where a child has been identified as having additional needs, we will contact you and discuss your thoughts and feelings with the relevant members of staff and where possible the child. If appropriate we will complete an Individual profile (a 1 page profile) as a working document to record the information gathered such as child's strengths and areas for development and any targets or aspirations that may have been discussed as well as appropriate support strategies and provision. If outside agencies such as the Speech and Language therapist are involved with your child's education, we will also list these within the profile. Regular meetings will be held throughout the year to evaluate and amend the profile in order to ensure it is relevant to your child and the support we have put in place matches their needs.

Also external agency involvement requires parental permission and the SENCO contacts parents in relation to this and where appropriate, opportunities are sometimes available for parents to meet with external professionals to discuss their child's specific needs. Recommendations and strategies from outside professionals may also be summarised on the pupils 1 age profile.

11) How will my child be included in activities outside the classroom including school trips?

Inclusion is important at Longlands and therefore all pupils are given the opportunity to be included in all activities and trips. To ensure this happens we:

- Carefully plan and make appropriate adjustments where necessary
- Prepare children for visits and trips through sharing visuals and social stories
- Risks are assessed by staff and risk assessments completed prior to the trip taking place
- Ensure extra adults are involved if needed
- Put any medical support in place as required
- In some instances, ask parents/carers to attend the trip or activity with their child

12) How are the school's resources allocated and matched to children's educational needs?

- The annual school budget, received from Hertfordshire LA, includes money for supporting children with SEND.
- The Headteacher and school governors decide on the budget for SEND. The money is then used to provide additional support, training or resources, dependent on need. This may include employing extra members of staff depending upon individual circumstances. However it is important to note that not all pupils identified as having SEN will need 1:1 support.
- Allocation of resources, including staff, are reviewed regularly and changes may be made so that the needs of children are met.
- Local High Needs Funding (LHNF) may be applied for by the SENCo in order to further support the needs of individual pupils.
- If a pupil's needs are identified by an EHCP, this will also be used to help identify the resources they need, meaning no separate application for funding is necessary. The pupil's EHCP will instead identify what funding is needed for the school to be able to deliver the specified provision in the EHCP. The EHCP will be banded from 0-5 and these bands equate to the funding schools and settings receive to implement the provisions set out in the EHCP.
- Where children have an EHCP we allocate resources appropriately and carefully. This may include the allocation of small group support, allocation of specialist support (outside agencies, for example, Speech Therapy), and time for the Special Educational Needs Coordinator to liaise with the class teacher and teaching assistant. We also fund specialist equipment and resources and work carefully with outside agencies. Our teaching assistants attend courses to support their work with pupils.

13) How accessible is the school environment?

Longlands, along with all schools in Hertfordshire comply with the 2010 Equality Act. The school is all situated on one level and has ramps at some entrance points including the school office. We have one disabled toilet. Further adjustments would be made, where possible, within the school if required by our pupils in accordance with the Equality Act. Also we recognise the importance of meeting children's sensory and social and emotional needs as part of this provision we have a sensory room 'The Rainbow Room' which children can access when they require a sensory break and time out from the classroom in a calming environment to help them manage their emotions and sensory needs. If necessary children may also sensory breaks outside their classroom or go to an outside space to meet their sensory needs and what this looks like will be tailored to the child's individual needs and preferences.

14) How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

Transitions can be a difficult time for any child but especially for some children with SEND. We have good relationships with both local pre-schools and Secondary School and we take steps to ensure that any transition is as smooth as possible and carefully planned for.

If your child is joining us from another school:

- The SENCo will undertake a pre-visit where appropriate.
- If your child would be helped by a transition book to support them in understanding moving on, then one will be made for them.
- Your child will be able to visit our school and stay for taster sessions, if this is appropriate.

If your child is moving to another school:

- We will contact the new school's SENCo and discuss support or provision that your child requires. If necessary, a planning meeting will take place with the SENCo from the new school.
- We will make sure that all records about your child are passed on as soon as possible.
- A "goodbye" transition book may be made to support them with leaving Longlands and joining their new school.

In Year 6

We will contact the school's SENCo and head of Year 7 and discuss support or provision that your child requires. If necessary, a planning meeting will take place with the SENCo from the new school.

- We run a transition programme with all of Year 6 discussing their anxieties and hopes as well as talking them through the similarities and differences between primary and secondary schools.
- All secondary schools hold transition days which your child will attend and if necessary further visits will be arranged. The SENCo or class teacher may be able to visit the school with you and your child if this is necessary.

Between classes within Longlands

- At the end of each academic year, we hold a transition staff meeting where teachers pass on information about their class to the next teacher.
- The SENCo also provides an overview of the needs of children in each class to assist the new class teacher and support staff to have an insight and understanding into individual children's needs.
- A transition day occurs; usually on the same day Year 6 are visiting their new school. This allows the pupils to meet their new teacher and experience their new classroom.

- Where necessary pupils will have additional visits or a transition social story made for them which is shared with them in school and also sent home
- Here at Longlands we recognise the significance of transition which is why the level of transition support offered will be dependent on each child's needs, age and development. For some pupils they may require a more personalised transition plan which the SENCO will help to put together and co-ordinate
- In some circumstances we may arrange for the child's current teaching assistant to move into the next year group with them.

15) How can I find information about the local authority's Local Offer of services and provision for children and young people with Special educational needs and disability?

Information about the Hertfordshire local offer can be found at the following web addresses:

<https://www.hertfordshire.gov.uk/microsites/Local-Offer/The-Hertfordshire-Local-Offer.aspx>

16) Who can I contact for further information?

- SENCo – Mrs G Phillips (senco@longlands.herts.sch.uk)
- Headteacher – Ms L Britten (admin@longlands.herts.sch.uk)
- SEN Governor – Mrs N Adams
- Special Educational Needs Information and Support Service (SENDIASS) 01992 555847 <https://www.hertssendiass.org.uk/home.aspx>
- School contact telephone number: 01992 462090
- At Longlands Primary School your first point of contact is always the class teacher. If appropriate the SENCo will join the meeting or meetings can also be arranged separately with the SENCo.
- If your child has an Education, Health and Care plan the SENCO will oversee the implementation of the plan in school.

****Due to the impact of COVID-19 there may be instances where some of the above may not be possible, see Appendix 1 for details, this may be subject to change in accordance with government guidance. If this is the case the appendix will be amended accordingly.****

Appendix 1

Special arrangements in relation to COVID-19.

From September 2021 we will be following the operational guidance which states that :- ***'We no longer recommend that it is necessary to keep children in consistent groups ('bubbles'). This means that bubbles will not need to be used...in schools from the autumn term.'***

'Any decision to recommend the reintroduction of 'bubbles' would not be taken lightly and would need to take account of the detrimental impact they can have on the delivery of education.'

The government guidelines can be found below

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/schools-covid-19-operational-guidance>

However should an outbreak occur in the school, then the school contingency plan will be followed and the reintroduction of bubbles for a temporary period, **may be required** in order to reduce mixing between groups.

Should we have to revert back to the use of class bubbles then children will still have access to provisions as detailed in the SEND information report. These include:

- visual supports such as visual timetables, now and next boards or task planners.
- coloured overlays, fidget aids
- sensory resources such as ear defenders, sensory boxes, weighted blankets, stress balls etc
- technology where appropriate, such as laptops or iPads.
- resources to support emotional well-being, such a social stories and emotional check ins.
- In class provisions, such as precision teaching, pre teaching and overlearning within the classroom.
- Interventions will only take place within bubbles if they can be incorporated into learning in the classroom or a break out space in the classroom. Trained Teaching Assistants will deliver these interventions following government social distancing guidelines and hygiene.
- 1 page profiles will continue to be in place for children requiring SEN support and they will be updated by class teachers and or teaching assistants and pupils. Then this will be reviewed by SENCO & parents/carers at parents evening.
- EHCP annual reviews or meetings will be held via Zoom/Microsoft Teams/Telephone call with professionals and parents.

- Outside agencies may begin providing interventions within school or online via Zoom/ Microsoft Teams/Telephone calls, where necessary, following all guidance on social distancing and hygiene and a risk assessment.

Unfortunately however, if protective measures such as bubbles were required to be re-introduced then some of the arrangements to SEN provision as set out within this SEN information report **would not** be possible and these changes are detailed below:-

- There would be no face to face meetings between SENCo and parents and or outside agencies until further notice. Should parents require a meeting with the SENCo these will be conducted via telephone call or Microsoft teams meeting
- There would be no access to the sensory room
- There would be no playground buddies on the playground at lunch time
- There would be no nurture clubs but instead nurturing principles will be more embedded in day to day practice.

Remote education

The offer shown below applies to any children that may need to be taught remotely.

Government guidance states that:

'Where appropriate, you should support those who need to self-isolate because they have tested positive to learn from home if they are well enough to do so.'

'You should maintain your capacity to deliver high-quality remote education for the next academic year..'

Should there be a case for children to work from home, Longlands will ensure:

- o Work will be set by class teachers. It will take in to account the needs of the pupils in their classes and will follow a well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject.
- o Teachers will check work regularly to gauge how well pupils are progressing through the curriculum.

In addition to this, appropriate provision and reasonable adjustments will be made for pupils with SEN where necessary in line with the following government guidance that states:-

You should work collaboratively with families and put in place reasonable adjustments so that pupils with special educational needs and disabilities (SEND) can successfully access remote education.

This will include:-

- Regular telephone or email contact between SENCO and parents with children requiring SEN support, to check in and provide further advice and support where necessary.
- SENCO will assist by providing resources or advice for individual SEND children relating to the outcomes/targets on their EHCP or provision on their 1 page profile. SENCO will advise upon more personalised learning activities where modifications to activities set by class teacher are required.
- We can provide printed resources, such as workbooks and worksheets for pupils who do not have suitable online access.

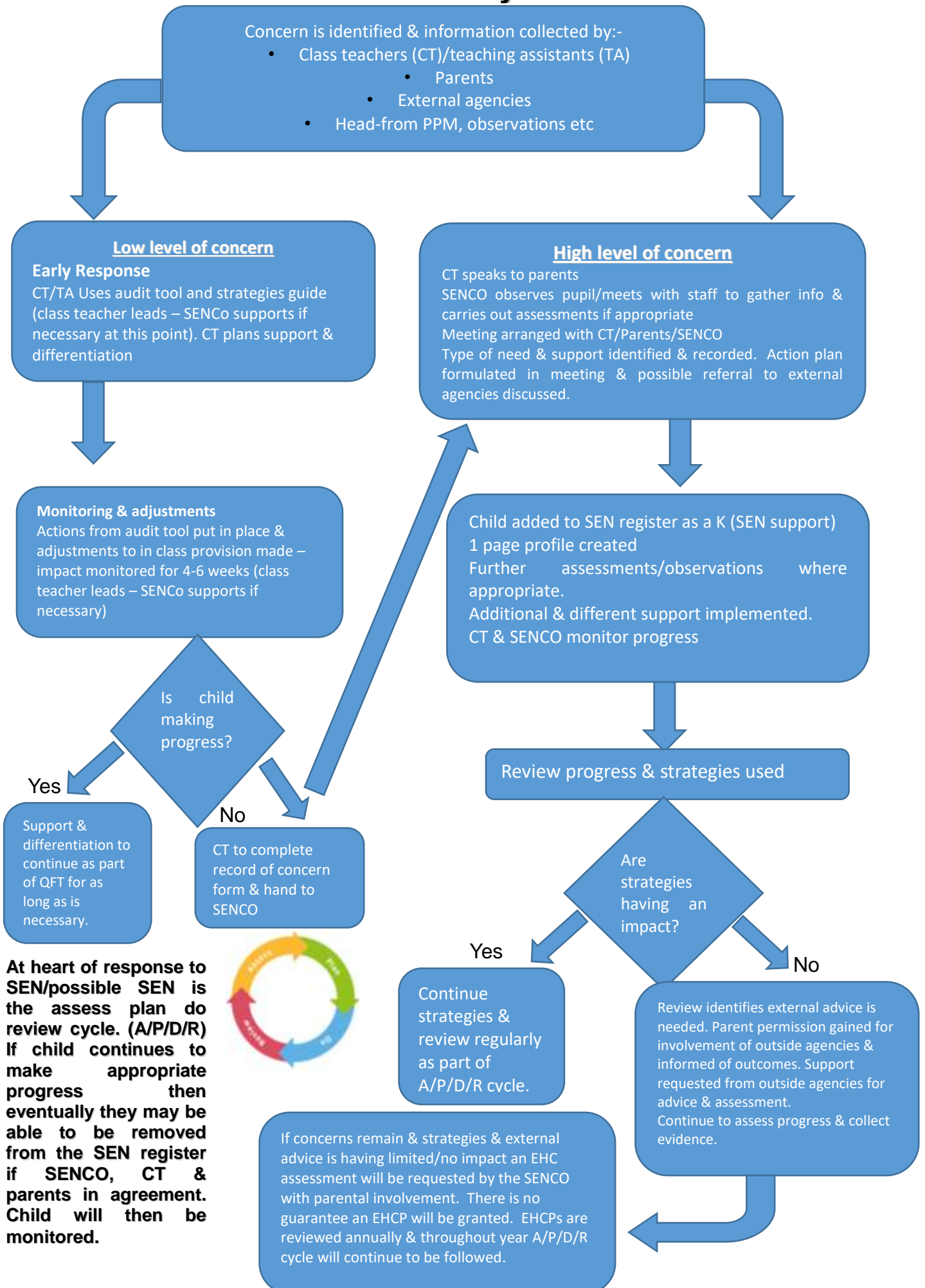
Parents of SEND pupils may continue to require our support at this time and they can contact Mrs Phillips via email at senco@longlands.herts.sch.uk

Transition

We are aware that the transition period for our pupils with SEND was slightly affected by the current situation. SENCo has passed on relevant information, including the pupils on the SEN register most recent 1 page profile, to class teachers and support staff. Transition social stories and summer holiday calendars were sent home to parents of pupils identified as requiring transition support. Where appropriate additional personalised arrangements to support with transition have been made.

Appendix 2

SEN Pathway



At heart of response to SEN/possible SEN is the assess plan do review cycle. (A/P/D/R) If child continues to make appropriate progress then eventually they may be able to be removed from the SEN register if SENCO, CT & parents in agreement. Child will then be monitored.



If concerns remain & strategies & external advice is having limited/no impact an EHC assessment will be requested by the SENCO with parental involvement. There is no guarantee an EHCP will be granted. EHCPs are reviewed annually & throughout year A/P/D/R cycle will continue to be followed.