



BLETHINGLEY VILLAGE PRIMARY SCHOOL

Aiming high • Working together • Achieving our best

Special Educational Needs and Disability Policy

Last reviewed: May 2017
Next review due: July 2018

Please let us know if you need this to be made available to you in a different format e.g. enlarged font.

Special Educational Needs and Disabilities Policy

Principles

We are an inclusive school, with a whole school approach to special educational needs. We have a collective responsibility for ensuring that children's special educational needs are met through appropriate provision. Our school values and ethos inform everything we do in school.

We believe in providing every possible opportunity to develop the personal best of all our children. All children have the right to a broad and balanced curriculum including extra-curricular activities where appropriate and full access to the National Curriculum. All children are valued, their self-esteem promoted, their uniqueness appreciated and their achievements and successes celebrated. We work in close partnership with parents/carers who play an active and valued role in their child's education.

Definition of Special Educational Needs (SEN)

At BVPS we use the definition for SEN and for disability from the SEND Code of Practice (2014).

This states:

SEN: 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.'**

Key Roles and Responsibilities

The Assistant Head for Inclusion is Emily Kerr who is the Head of the Specialist Centre for SLCN and the Special Educational Needs Co-ordinator (SENCO). She was awarded the National Award for SEN in November 2013 and is a member of the Senior Leadership Team.

Contact details: emily.kerr@stcatherines.surrey.sch.uk

The Assistant Head for Inclusion has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have Statements or Education Health Care plans. Part of the role of the Inclusion Leader is to co-ordinate arrangements with the class teacher regarding those pupils with SEN and disabilities.

We have a SEND governor, John Spedding.

Specialist Provision

BVPS also houses a specialist centre for children with speech, language and communication needs. This is a 17-place facility for children from the East Surrey area, ranging from reception age through to year 6. The staffing for the specialist centre consists of 2 specialist teachers and 2 advanced level teaching assistants. There is also 2 part time speech therapists and 1 part time speech therapy assistant, attached to the centre, who are based at the school. There is an

additional assistant who delivers speech therapy to the children on assessment placements based with the nursery.

The work of the SLCN centre is overseen by the Assistant Head for Inclusion.

The children who attend the SLCN centre are based in mainstream classes and access the same curriculum which is differentiated to their particular needs when necessary. They are withdrawn from class for speech and language therapy and any specialist teaching provision, either individually or in groups, which is necessary to meet their needs and the objectives of their Education Health Care Plan. They enjoy all the same activities as their mainstream peer group as well as, outings and other whole school events.

Children attending the centre, apart from the children in the nursery classes, have an Education Health Care Plan. An SEN panel process convened by the county SEN management determines admission to the SLCN centre. This occurs for admission to the nursery assessment places, reception, and year 3 and at other times, at the request of County SEN management team, if spaces are available. In addition to those in the main SLCN centre, the school has 5 designated assessment places in the nursery, for pre-school children with speech, language and communication needs.

One of the key aims of the centre is to return pupils to mainstream classes within their local school, with decreasing levels of support.

SLCN Centre:

Centre manager – Mrs Emily Kerr

SLCN teachers – Miss Alaine Nesbitt (KS1)
Miss Katie Corteen (KS2)

SLCN ATAs – Mrs Sara Strain (KS1)
Mrs Claire Gilder (KS2)

Introduction

This policy was created in partnership with Teaching Staff, Teaching Assistants, the Headteacher and the Assistant Head for Inclusion. A group of parents were consulted. A group of SEN pupils from across the school were asked their views about the school and how they are supported. Some of their comments have been included throughout the policy. The policy reflects the statutory guidance set out in the Special Educational Needs and Disability Code of Practice 0-25 years (July 2014)

This policy can be accessed through:

- The school website under <http://stcatherinesprimary.co.uk/>
- A hard copy on request at the school office

Context

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2014) and has been written with reference to the following related guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- Schools SEN Information Report Regulations (2014) (see SEN information report on school website)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

Aims and Objectives

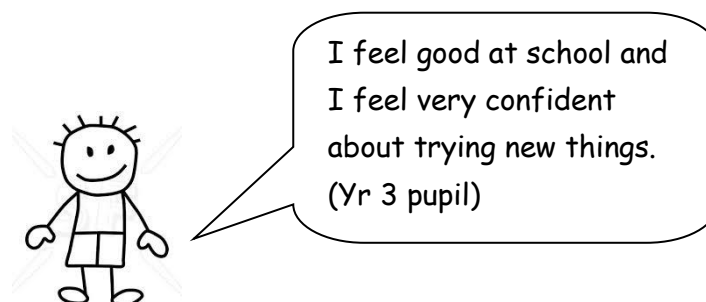
Aims

At BVPS we believe all children are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into their next phase of education and adulthood

At BVPS all pupils, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community in line with our school values.

- We expect that all pupils with SEND will meet or exceed the high expectations set for them based on their age and starting points
- We will use our best endeavours to give pupils with SEND the support they need
- Ambitious educational and wider outcomes will be set for them together with parents and carers
- We want all pupils to become confident individuals who will be able to make a successful transition on to the next phase of their educational journey and into adulthood



Objectives

1. To ensure all pupils, including those with special educational needs and disabilities, access all aspects of quality first teaching to enable them to reach their potential.
2. To ensure a clear process for identifying, assessing, planning, providing and reviewing for pupils who have special educational needs and disabilities with pupils and their parents/carers at our school.
3. To develop effective whole school provision management of universal, targeted and specialist support for pupils with special educational needs and disabilities.
4. To deliver a programme of training and support for all staff working with pupils with special educational needs and disabilities, which develops our practice within the guidance set out in the SEND Code of Practice, July 2014.
5. To ensure effective communication and co-production of policies and practice relating to pupils with SEN and disabilities with all stakeholders.

Identification of Needs

At BVPS we will identify the needs of each pupil by considering the needs of the whole child which are broader than just the special educational needs of the child or young person. This in turn will lead to the setting out of the arrangements we will put in place to address those needs.

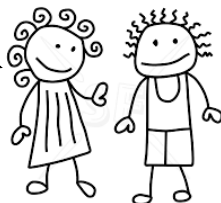
Broad areas of need (as set out in the Code of Practice July 2014)

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language and communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

The Speech Therapists help you to talk. When I joined the school I had to use sign language and now I talk really well.
(Yr 4 SLCN pupil)



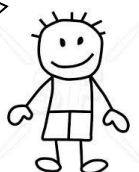
In comic group we do drawing or play games that teach us how to deal with situations we find tricky.
(Yr 6 pupil)

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

I think school is really good because the teachers help you do your work. I like all the clubs and going on the stage with choir.
(Yr 4 pupil)



Toe by Toe helps me me with my spellings.
(Yr 3 pupil)



Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect or any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools.

If I do my work I can earn beads for my jar. When my jar is full I choose what game I'd like to play.
Yr 3 pupil



Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

My special chair is comfortable and helps me stay still and write well.
Yr 4 pupil



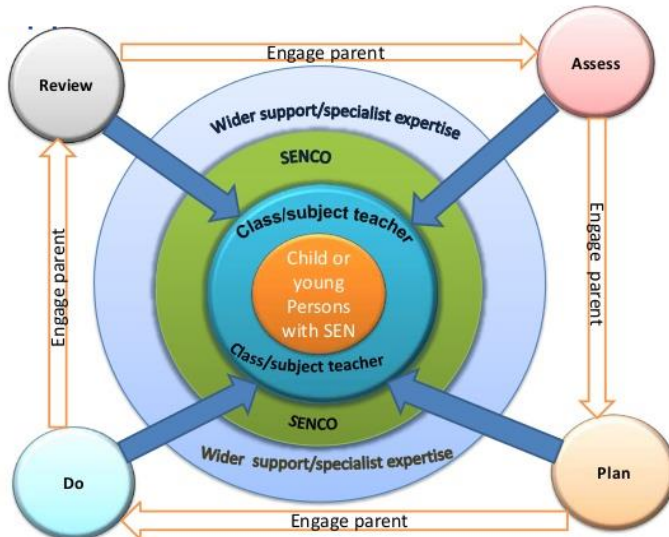
The putty helps make my fingers strong.
Yr 4 pupil



A Graduated Approach to SEND Support

This diagram shows how the child and their family will be integral to our response to meeting their needs to enable them to fulfil their potential.

The new vision: A whole school approach



Quality first teaching

We believe that high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. When considering barriers to a child's learning we are mindful that additional intervention and support cannot compensate for a lack of good quality teaching.

The role of the class teacher

The role of the class teacher in providing differentiated expectations for all pupils and good quality personalised teaching is the first step in responding to pupils who may have SEN. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Tracking of progress and achievement

We monitor the progress and outcomes for all pupils through our pupil tracking system and termly pupil progress meetings. Pupils who are at risk of underachievement are identified and removing barriers to learning will be discussed with the year group teacher, Headteacher, Assistant Head for Inclusion and Deputy Headteacher. An action plan will be drawn up and reviewed at the next meeting. The Assistant Head for Inclusion meets regularly with teachers throughout the year to discuss pupils on the SEN Register and their provision.

Staff training

Through the monitoring and evaluating of our provision the Assistant Head for Inclusion, with the Headteacher, will identify any particular professional development needs of the staff. This will, where appropriate, be linked closely to the school's improvement plan and/or performance management objectives.

Weekly staff development meetings and INSET days are used to support staff development. Regular opportunities are taken to develop teachers' and teaching assistants understanding and repertoire of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

We make use of the expertise of the Speech and Language Therapists in our SLCN centre to develop staff understanding of SLCN needs and how to support children with these needs within the mainstream classroom.

Staff who attend further courses may cascade information or feedback on courses attended through staff meetings or other methods. The effectiveness of such professional development will be monitored and evaluated by the Assistant Head for Inclusion, and information provided during the annual evaluation of the school's overall SEN provision.

How we decide whether to place pupils on the SEN register

Identification of the need for SEN Support will be made through the Assess, Plan, Do, Review cycle (see diagram below).

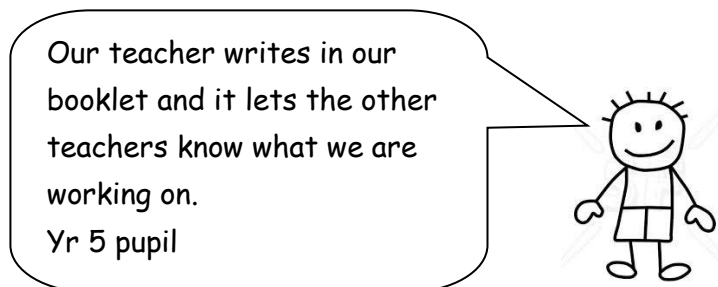


Assess

We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared also to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases we will draw on the assessments and guidance from other education professionals e.g. Educational Psychologists, Learning and Language Support Service, Speech and Language Therapy Service and from health and social services where appropriate.

Plan

Where SEN Support is required the teacher will complete the Individual Support Plan (ISP) booklet in consultation with the child, parent/carer and other staff who work with them. The teacher, Assistant Head for Inclusion and the parent/carer will put together a plan which looks at the whole child and also outlines the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed (Surrey SEND Support Arrangements). Targets for the pupil will be shared with her/him using child friendly language in their ISP booklet. All staff who work with the pupil will be made aware of the plan. Parents will be asked to share in the monitoring of progress through any home learning.



Do

The class teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with TAs or specialist staff who provide support set out in the plan and monitor the progress being made. The Assistant Head for Inclusion will provide support, guidance and advice for the teacher.

Review

The plan including the impact of the support and interventions will be reviewed at least termly through SEND Support Arrangements review meetings by the teacher, parent/carer and the pupil. This will inform the planning of next steps for a further period or where successful the removal of the pupil from SEN Support.

For pupils with an Education Health Care Plan (EHCP) the Local Authority must review the plan at least annually.

How are parents, families and children involved in this process?

Parents/carers are important partners in the effective working relationship with the school in raising their child's attainment. They are fully involved in the identification, assessment and decision-making process in the school. Parents/carers' contribution to their child's education is valued highly by the staff of the school.

Teachers, the child and parents/carers will meet at least termly to review the support and progress of the child. New targets will be set through updating the Individual Support Plan. The child will be consulted and will always be encouraged to have an input into the plan by saying how they have got on and contributing towards the setting of new targets as appropriate for their age and stage of development.

For pupils with a Statement or EHCP an annual review meeting will be held. Pupils will send invitations to their parents and key professionals asking them to attend their 'Review Meeting'. Pupils will prepare their contribution for the annual review meeting in advance with an appropriate adult and present it at the meeting. For some children it is not appropriate for them to attend the meeting as they may become distressed. In these cases the pupils contribution will be presented by the class teacher.

SEN Provision

What does Additional Support mean?

SEN support can take many forms. This could include:

- a special learning programme for your child
- extra help from a teacher or a learning support assistant
- visual support/structure to support access to learning and teaching e.g. task board, visual reminders/prompts
- making or changing materials or equipment
- working with your child in a small group
- task and reward systems
- observing your child in class or at break and keeping records
- helping your child to take part in the class activities
- making sure that your child has understood things by encouraging them to ask questions and to try something they find difficult
- helping other children to work with your child, or play with them at break time
- supporting your child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing

Managing the needs of Pupils on the SEN Register

At BVPS we treat each child as an individual and their needs will be addressed on an individual basis.

Children may require different levels of support at different times in their school lives and as such the movement from one level of support to another is closely monitored for each child. The SEN register is managed by the Assistant Head for Inclusion and children will be placed on or taken off the register after discussion with the class teacher and parents as appropriate. Our SEN register is reviewed termly.

The level of provision for an individual child or group of pupils will be decided by following the procedures set out in our SEN Information Report which can be found on our school website. The Individual Support Plans for children in the SEN Support stage of our register will be reviewed by the class teacher, the Assistant Head for Inclusion, all adults who work closely with the child, the child and parent/carer. In reviewing the Learning Plan all parties involved will be able to provide evidence that the outcomes have been met or not. If all outcomes have been met then a new Learning Plan may not be necessary and the pupil may no longer need to be in the SEN Support group and move instead to the Intervention stage. If however, outcomes have not been met the targets may remain in place or indeed new targets may be set if required and the child's Individual Support Plan will be updated accordingly. We use a Provision Management Tool to cost the interventions being provided and to indicate when or if an approach needs to be made to the Local Authority for additional funding to meet high level needs. We provide a range of interventions, as can be seen on our School Provision Map (available on our website) and these are regularly reviewed to ensure they provide the desired outcomes for the pupils whilst also representing value for money.

Supporting parents/carers and young people

Parents and carers can find additional information in our SEN Information Report and more about support offered by the Local Authority via the Surrey website at <https://www.surreysendlo.co.uk/>

We offer all pupils with SEND additional transition sessions at our school and all incoming Year 3 pupils benefit from transition visits throughout the year and a day spent at our school before they join.

Supporting pupils at school with medical conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some children may also have special educational needs (SEN) and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. Children with medical conditions will have an Individual Healthcare Plan written to reflect their needs and this will be shared with key staff as required.

Further information on arrangements made at school for pupils with medical conditions can be found in our Supporting Pupils with Medical Conditions Policy and our Medical Intervention Policy. Where a pupil with a medical condition is disabled we will comply with our duties under the Equality Act 2010.

The grown-ups in school know a lot about what they need to do and if I forget something they check with me what I need to do.

Year 5 pupil



I feel happy at school because all the teachers look after me and help me to get all my work done.

Year 3 pupil

Monitoring and evaluation of SEN

The monitoring and evaluation of our provision for pupils with SEND is under review on a termly basis through our Pupil Progress Meetings, formative assessments from teachers, reviews of Individual Support Plans and when reviewing our School Development Priorities. When evaluating our overall curriculum provision we also review our SEND provision. We make use of feedback from parent and pupil questionnaires to enable us to monitor the enjoyment as well as the efficacy of some interventions.

Training and development

The training needs of our staff are identified when we wish to make changes to our school provision or a pupil's needs dictate that additional training may be necessary. Our INSET training may be provided by in-house specialists or by those who support us from the Local Authority (see point 8 above) or from specialist providers. We have a well-skilled and experienced workforce, many of whom are trained to support emotional needs, medical needs, language and communication difficulties and/or broader or more specific learning needs.

Storing and Managing Information

Information will be securely managed within the school's own data management system and confidentiality policy.

Reviewing the SEN Policy

This policy will be reviewed annually.

Agreed at the governing body meeting on July 2017 (Date)

Signed (Chair of Governors)

Comments, complements and complaints

The school's complaints policy is in line with the model policy recommended by Surrey County Council. If parents/carers have a complaint concerning provision for their child, in the first instance, they should discuss this with the class teacher. If this proves unsuccessful the matter should be referred to the Inclusion Leader and/or Headteacher. Should the matter still be unresolved the parents/carers should contact the 'responsible person' on the governing body. If the complaint remains unresolved the Chair of Governors should be involved and a panel of governors will review the complaint to ensure that correct procedures were followed, and may make a recommendation to amend the decision of the investigating governor.

Appendices


Appendix 1: Individual Support Plan (ISP)

Appendix 2: Pathway Plan

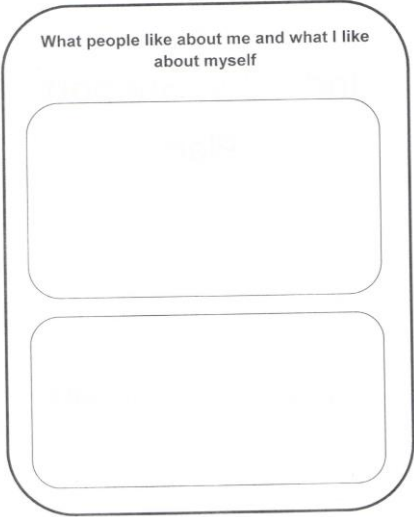
Appendix 1: ISP Booklet (the child's booklet would be folded as a booklet, the appendix shows the pages that will be included).

Name

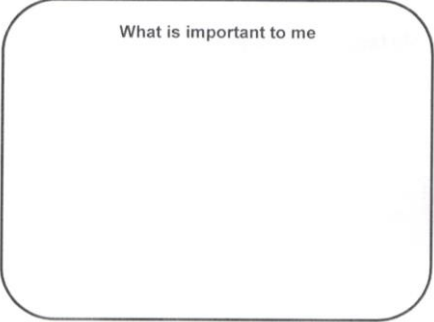
Individual Support Plan




What people like about me and what I like about myself



What is important to me



How best to support me






My targets for this year




Continuous Provision

Date:

My Targets (expected outcomes of the intervention: Specific, Measurable, Achievable, Relevant, Timed)	Who's going to help me and when? (intervention: length of session, sessions per week, adult carrying out intervention)	What do I need to do? (pupil and parent input towards achieving the target)
		

Date:

<p>How did I get on? (outcome of the intervention: measured progress towards the target, next steps)</p> 	
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How I got on this year

What will help me next year



SEND Support Arrangements

Name:

*To be used in conjunction with the SEND Support Arrangements Guidance
for Education settings*

**[FIRSTNAME]'s Surrey SEND Support Arrangements
One Page Profile**

Photo (Optional)

What is important to me.

**What people like about me
and what I like about
myself**

How best to support me.

Date Completed	
Completed by	

SECTION 2 - [FIRSTNAME]'s SEND Support Arrangements

Version:
Draft or Final: Draft

	Date
Original SEND Support Plan:	
Amendment 1:	
Amendment 2:	
Amendment 3:	

Contents	Pages
Section 1 One Page Profile	
Section 2 SEN Support Arrangements	
Section 3 [FIRSTNAME]'s story	
Section 4 [FIRSTNAME]'s special educational needs and other needs	
Section 5 SEN Support Arrangements	
Section 6 Progress data	
Section 7 Resources	
Section 8 Log of external practitioners involvement	
Section 9 Supporting Information	

Who else has been included in writing this plan?

Further details

Family Name:		First Name:	
Known as:			
Date of birth:		Gender:	
NHS/NI/ICS/other registration numbers:			
Parent/carer names:			
Who has parental responsibility?:			
LAC status:			
Siblings:			
Contact address for child or young person:			
Contact addresses for parent/carers:			
Telephone:		Mobile:	
Email:			
SEND Case Worker Name and Email			
Year group:		Placed out of year:	
Ethnicity:		First language:	
Language used at home:		Religion:	
Main communication method:			
Language interpretation support needed:			
GP Name and contact details:			
Current consultant(s) details:			
Other practitioners who are/have been involved (Name, email, telephone):			
Times that are difficult for me or family to attend appointments:			
Barriers that might make it more difficult for me or family to attend appointments:			
Other relevant plans:			
Other useful information:			

School Details

School Name:		School Contact Name:	
Address:		Postcode	
Email (if any):			

SECTION 3 – [FIRSTNAME]’s story

Firstname’s story – play, health, schooling, independence, friends and relationships, further education, future plans.

Firstname’s family’s story

More information on how to support Firstname’s and his/her family

Firstname’s aspirations

Firstname’s family’s aspirations for him/her

How Firstname’s and his/her family have taken part in this plan

SECTION 4 - [FIRSTNAME]'s special educational needs and other needs

Summary of key strengths and areas of need

More detailed information:

<p><u>Communication and Interaction</u></p> <p>Strengths and achievements:</p> <ul style="list-style-type: none">• <p>Special Educational Needs:</p> <ul style="list-style-type: none">•

<p><u>Cognition and Learning:</u></p> <p>Strengths and achievements:</p> <ul style="list-style-type: none">• <p>Special Educational Needs:</p> <ul style="list-style-type: none">•

<p><u>Social, Emotional and Mental Health:</u></p> <p>Strengths and achievements:</p> <ul style="list-style-type: none">• <p>Special Educational Needs:</p> <ul style="list-style-type: none">•
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<p><u>Sensory and Physical:</u></p> <p>Strengths and achievements:</p> <ul style="list-style-type: none">• <p>Special Educational Needs:</p> <ul style="list-style-type: none">•

Summary of other needs

Prompt questions:

- 1. Are there any concerns outside of school which impact on your child's learning and well-being and/or make it more difficult for you to help your child e.g. housing, finance, family support networks.*
- 2. Is there anything else you feel it is important for us to know about your child's learning and behaviour at home?*
- 3. Is there any support you feel would help you as a parent/carer in supporting your child/family?*

Early Help Assessment Considered but not necessary	Date of Decision:
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Early Help Assessment Completed	Date of Decision:
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NB. If the child or young person is 18 or over these questions should be directed to the young person rather than the parent/carer unless the parent/carer advocacy for the young person or the young person has requested input from the parent/carer.

SECTION 5 – SEN Support Arrangements Plan

Start date:

Pupil name:

Plan number:

[Please extend boxes / add additional outcomes as necessary]

OUTCOME (1) <i>Must link with special educational need evidences in Section 4</i>	Arrangements in place	Review Date	Progress Review What has gone well? / Barriers to further progress

OUTCOME (2) <i>Must link with special educational need evidences in Section 4</i>	Arrangements in place	Review Date	Progress Review What has gone well? / Barriers to further progress

OUTCOME (3) <i>Must link with special educational need evidences in Section 4</i>	Arrangements in place	Review Date	Progress Review What has gone well? / Barriers to further progress

OUTCOME (4) <i>Must link with special educational need evidences in Section 4</i>	Arrangements in place	Review Date	Progress Review What has gone well? / Barriers to further progress

SECTION 6 – [FIRSTNAME]'s Progress Data

Data attached (please state below)

Progress tracker (to include EYFS/National Curriculum levels)	Yes / No
Standardised assessments	Yes / No
Other, please specify:	Yes / No

SECTION 7 - Resources

	Date	Attached (YES/NO)
Costed provision map 1		Yes / No
Costed provision map 2		Yes / No

OR

	Date	Attached (YES/NO)
Schedule 2 IPA		Yes / No

OR

	Date of receipt	Costed provision map attached (YES/NO)
Early Years Inclusion Grant		Yes / No
Discretionary funding		Yes / No

SECTION 8 - Log of external practitioner's involvement

Team/service and name	Date of involvement	Report in supporting information B (Yes/ no)

SECTION 9 - Supporting information

Please enter any supporting information below