



## City of London SEND and Alternative Provision (AP) Panel - Terms of Reference v3

<b>Document Owner</b>	Education and Early Years Service
<b>Approvers</b>	Head of Education and Early Years, SEND and AP Panel Members
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1	November 2023	S Cushnie	
2	September 2024	Kirstie Hilton	Changes made to include alternative provision requirements
3	January 2026	S Fernando	Changes made to embed the SEND Ranges in decision making, inclusion of the Virtual School Headteacher as an associate panel member, and the role of monitoring high-cost placements.

Approved by: SEND Programme Board, 27/01/2026

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Review responsibility: Head of Service, Education and Early Years

### 1. Functions of the SEND and AP Panel

The SEND and AP Panel is scheduled to meet monthly.



The role of the SEND and AP Panel is to make decisions in respect of:

- Referrals for Education, Health and Care (EHC) Needs Assessments/reassessments
- Whether an EHC plan is required following completion of an assessment
- Confirmation of provision levels and resourcing for EHC plans
- Recommendations for additional provision following annual reviews
- Early Years Inclusion Fund requests
- Whether to oppose an appeal to the SEND Tribunal
- Referrals to AP
- Oversight and monitoring of school placements when children and young people are placed in AP
- Monitoring of high-cost independent school placements

## **2. Membership of the SEND and AP Panel**

### **Chair of the SEND and AP Panel**

The SEND and AP Panel will be chaired by the Head of Service Education and Early Years or, in the absence of the Chair, by the SEND Lead Advisor or other senior manager. The role of the Chair is to ensure all cases presented to the Panel are considered fairly and on their own merits, and that there is consistency in decision-making.

The Chair will be responsible for ensuring that:

- Statutory and legal requirements are made clear at the start of discussions
- All decisions are made in the best interests of the child/young person
- Decision made represent an efficient and effective use of the City of London's (CoL) resources
- All decisions are recorded appropriately and that decisions are signed and dated

### **Core members**

- Head of Service Education and Early Years (Chair) (City of London)
- Lead SEND Advisor (City of London)
- Senior Educational Psychologist (City of London)
- Team Manager, Children Social Care & Early Help (City of London) (or representative)
- Team Manager, Adult Social Care (City of London)
- Lead Early Years Advisor (City of London)
- Representative from Health - The Designated Clinical Officer or Designated Medical Officer (Health)
- SENCO representatives from the City of London Family of Schools and SENCO Network (Various)

### **Associate Members / Periodic Attendees**

- Virtual School Head teacher (City of London)
- Education Welfare Manager (City of London)

The Panel may also co-opt additional members as and when necessary to advise the decision-making process e.g. consultants, voluntary agency representatives, commissioning etc.



Panel members will have an understanding of special educational needs and the circumstances under which children and young people will access AP and should:

- Provide expertise in their own specialist area and offer impartial advice on individual cases
- Use their experience and knowledge and offer views on assessments, outcomes, appropriate and proportionate provision and other matters in relation to children and young people with SEND
- Offer relevant advice about legislation, the SEND Code of Practice, or reforms in education settings, services or organisations
- Advise on, monitor and challenge the use of the education setting's own resources and delegated budgets
- Take a collegiate approach to support the efficient working of the Panel
- Provide advice which helps to support good practice with schools for strengthening referrals
- Be aspirational for children and young people
- Empower children and young people and families by ensuring that their views are at the centre of decision making
- Promote equality and inclusion
- Uphold the CoL's vision for children and young people and the outcomes as set out in the CoL's SEND and AP Strategy

Panel members must not advise on decisions about cases in which there may be a perception of conflict of interest.

There should be no contribution from a school that is on the Panel who is submitting a case for assessment, or commenting on a parental referral from their school.

### **3. Confidentiality**

Panel representatives must uphold confidentiality in all cases considered at the SEND and AP Panel and act in accordance with the Data Protection duties of the City of London and work together to safeguard children and young people.

### **4. Decision making**

SEND and AP Panel members offer advice and recommendations that enable the local authority (LA) decisions to be made by the Chair of the SEND and AP Panel. All members are required to give their views regardless of whether they agree with everyone else's comments.

Every effort will be made to reach a consensus on each case but, where agreement cannot be reached, the final responsibility for decisions will lie with the Chair.

Decisions should focus on the individual cases before the Panel. Wider issues about process or policy should be followed up separately.

There is a detailed statutory framework for making decisions on SEND. This includes a statutory right of appeal against decisions made by LA's including decisions on requests for EHC needs assessments and decisions on appropriate provision. For this reason, the arrangements for decision making need to be detailed and transparent.

Panel members will consider and agree the range for each individual child or young person against the [City's SEND Ranges](#). This will support the panel in ensuring consistent and



equitable allocation of resources based on need. The panel will monitor this on an annual basis.

Decisions will be communicated to the referrer, including families within seven working days of the Panel meeting taking place.

## **5. Preparation for the Panel and considerations for SEND and AP Referrals**

### **5.1 Preparation by the EHC Caseworker/Education Welfare Manager**

Two weeks before the Panel meeting, the EHC caseworker will collect the initial information and arrange a meeting with the Chair and SEND colleagues to quality assure the referral. Where there is a consideration relating to a child or young person in AP, the Education Welfare Manager will ensure that all relevant information is provided.

The EHC Caseworker will lead on the preparation of all information for the Panel's consideration in order to be added to the agenda at least one week before the panel meeting.

The EHC Caseworker/Education Welfare Manager will use a preparation sheet that includes a list of the available documents, providing the information that will be used to make a decision (Panel Referral Form). These will often include:

- The parents' letter or request from the educational setting
- Evidence from the educational setting on the child/young person's progress and the impact of interventions already implemented
- Information about why additional resources/alternative provision is required
- Other professionals' reports provided by, for example, the educational psychologist, a speech and language therapist, an advisory teacher, medical professionals, social worker/Early Help worker

The EHC Casework Manager/Education Welfare Manager will have read the reports in advance of the meeting and will have provided a very brief summary of the key points on the Panel Referral Form.

The EHC Casework Manager/Education Welfare Manager will support the presentation of cases and act as designated minute taker.

## **6. SEND**

### **6.1 Considering whether an EHC needs assessment is necessary**

Members of the Panel should consider all the information presented, taking into account the decision making guidance. Guidance on SEN decision making is contained in the SEND Code of Practice (2015). This guidance has been used to draw up the guidance for educational settings in making referrals to the Panel, and the decision-making procedures to be followed by the SEND and AP Panel which are in **appendix A**.

More detailed guidance according to the categories of SEND and the allocation of resources are provided in the SEND Ranges document which provides a core framework for all professionals working with children and young people, and which will give clarity for parents and carers in terms of what their child's needs are and what they should be receiving to meet their needs.



## **6.2 The legal framework:**

In considering whether an EHC needs assessment is necessary, the local authority applies the statutory tests as described in section 36(8) of the Children and Families Act 2014. The Local Authority will undertake an EHC assessment where it is of the opinion that:

- a) the child or young person has or may have special educational needs, and
- b) it may be necessary for special educational provision to be made for the child or young person in accordance with an EHC plan.

Points for consideration, which Panel Members may find useful can be found under **Appendix B**

## **6.3 Considering whether an EHC plan is necessary**

The guidance as to whether an EHC plan is necessary is set out in sections 9.53 – 9.56 of the SEND Code of Practice. In particular, section 9.53 states:

Where, in the light of an EHC needs assessment, it is necessary for special educational provision to be made in accordance with an EHC plan, the local authority must prepare a plan.

## **6.4 Considering requests for a change of resources following an annual review**

The Panel considers all requests for an increase in resources and will require evidence from the educational setting regarding how the current resources are been used, the impact of these and details of the difference which is expected, should an increase in the provision be agreed.

The Panel will also consider and sign off recommendations for a reduction in the level of support or the ceasing of an ECH plan.

## **6.5 Considering requests for Inclusion Funding**

The purpose of the Early Years inclusion fund is to support LA's to work with early years providers to address the needs of individual children, support LA's to undertake their responsibility to strategically commission SEND services under the Children and Families Act 2014, and to make it easier for families of children with SEND to take up their free entitlement.

All early years providers in the City who are eligible to receive funding for the 2, 3 and 4 year old early education entitlement are also eligible to receive support from the Early Years Inclusion Fund for children taking up the free entitlement. The Fund is not available for 4-year-olds who already attend a Reception class or for children who have an EHCP.

The Panel will consider requests where there is evidence of a child being significantly delayed, particularly in any of the three prime areas (Communication and Language, Physical Development and Personal, Social and Emotional Development) of the EYFS in comparison to the expected outcomes for their age, or where there are significant medical needs which require a high level of adult intervention and supervision.

More detailed guidance regarding the Early Years inclusion fund is included in **appendix C**.

## **6.6 Considering the LA's response to a SEND Tribunal Appeal**



All notifications of appeals to the SEND Tribunal will be considered by the SEND and AP Panel. The Panel will consider whether the LA should oppose the appeal and how the CoL should respond to this.

## **7. Alternative Provision**

### **7.1 City of London Approach**

In developing an approach for the commissioning of AP, the City of London has considered the findings of the research carried out by the DfE (Department for Education) - 'Responsibility- based models of decision making, funding and commissioning for alternative provision' (Bryant, Gray 2021),

Given the education horizon, the unique features of the City of London, and the exceptionally low numbers of young people using AP, we have adopted the principles of a collective decision-making model, as set out in the research. These arrangements enable us to adopt a collective decision-making process whereby we locally make informed, collective decisions about the use of resources for AP.

Due to our low numbers our commissioning of arrangements are usually bespoke, therefore, designed to meet the individual needs of the child or young person. The system for commissioning and monitoring /oversight of quality and impact of AP is then linked to the individual plan which is managed as part of the business-as-usual quality assurance processes within the SEND and AP Panel.

### **7.2 Legal Framework**

Under Section 19 of the Education Act 1996, local authorities are responsible for arranging suitable education for permanently excluded pupils, and for other pupils who – because of illness or other reasons – would not receive suitable education without such arrangements being made.

### **7.3 Quality Assurance Checklist**

Quality assurance is crucial when arranging AP (including tutoring) for children who need it to ensure effective and safe learning experiences. The City of London Corporation is committed to collaborating to ensure quality assurance of local AP.

The City of London Quality Assurance Checklist (see **Appendix D**) has been adapted from a more wider, London framework and is intended as a tool for checking and monitoring the consistency and quality in the leadership, management, safety and delivery of AP for school-age students. It provides criteria against various aspects of AP including site-specific provision, tutors, and online provision.

Although not definitive nor exhaustive, the criteria have been identified as the key quality indicators for the various aspects of AP programmes. All available measures and information, including those not covered by the criteria in the document, will be used by the City of London Corporation to assess the safety and suitability of provision.

### **7.4 Considering a placement for a child or young person in AP**

All pupils should be helped and encouraged to achieve or exceed the standards of a good education. Professionals working with children where it has been identified that AP is  
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required should recognise any issues or barriers, and hence a potential requirement for AP, as early as possible, and carry out a thorough assessment of the pupil's needs.

Schools should look to have an increased focus on the early assessment and identification of a pupil's needs before his or her behaviour has deteriorated to the extent that exclusion is the only option. All pupils must receive full-time provision in total, whether in one setting or more, unless a pupil's medical condition makes full-time provision inappropriate. Plans should also be linked to other relevant information or activities such as 'Education, Health and Care Plans' for children with SEN.

Consideration for placements by this Panel relates to local authorities' statutory duties under section 19 of the Education Act 1996. The s.19(1) duty states that local authorities are responsible for arranging suitable and (normally) full-time education for children of compulsory school age who, because of exclusion, illness or other reasons, would not receive suitable education without such provision.

This means that where a child cannot attend school because of a physical or mental health need, and cannot access suitable full-time education, the local authority is responsible for arranging suitable alternative provision.

The SEND and AP Panel will maintain a full record of all placements they make, including a pupil's progress, achievements and destination following the placement. This should also include the pupil's own assessment of their placement.

## **7.5 Commissioning Good Quality Alternative Provision**

Where an out of borough placement is commissioned, responsibility for the AP used rests with the commissioner in line with the Quality Assurance Checklist. All decisions for placements will be agreed at the SEND and AP Panel. Where collective commissioning arrangements are in place and schools have direct access to off-site placements for children and young people, the City of London School Attendance Support Team will liaise with the school and AP to ensure that there is adequate monitoring in place.

The nature of the intervention, its objectives and the timeline to achieve these objectives should be agreed and clearly defined. Progress against these objectives must be frequently monitored at the SEND and AP Panel, appropriate reviews should be built in and continuity into the next stage in the child's life should be considered. Where reintegration to the school is an objective, there should be agreement on how to assess when the pupil is ready to return and the school should provide an appropriate package of support to assist their reintegration. These objectives and plans should be agreed with providers, set out in writing and regularly monitored, including through frequent visits to the provider.

All relevant information should be shared with providers and other parties involved. This should be jargon free and include any information on special educational needs, literacy, safeguarding or other issues, as well as any information requested by the provider as appropriate. Information must be provided in accordance with data protection principles but this should not discourage schools from providing information where they can do so.

The School Attendance Support Team will maintain on-going contact with the provider and pupil, with clear procedures in place to exchange information, monitor progress and provide pastoral support. If a pupil is on the roll at their previous or current school they should remain so and encouraged to feel part of the school. Records should be kept on a pupil's progress



in the provision, appropriate staff liaison arrangements should be in place, and appropriate mechanisms of challenge should be agreed

Commissioners need the right information to be able to decide which provision is most appropriate for a pupil. The City of London has developed a local directory of 'approved' provision, which is reviewed annually and meets clearly defined standards (including the minimal Ofsted grading of Good or Outstanding). This list can provide a helpful starting point. However, prior to placement, commissioners should still assess whether the provision offers high quality education and is suitable for the pupil's individual needs.

## **7.6 Progress Monitoring of Children and Young People in AP**

A personalised plan for intervention will be prepared by officers working with the child or young person, setting clear objectives for improvement and attainment, timeframes, arrangements for assessment and monitoring progress, and a baseline of the current position against which to measure progress.

An update on how the child or young person is progressing at the provision will be presented at the SEND and AP Panel every six months or at key transition points, including prior to transitioning back into mainstream school.

## **7.7 Progress Monitoring of Children and Young People in High-Cost Independent Residential Schools**

An update on how the child or young person is progressing at the provision will be presented to the SEND and AP panel on a six-monthly basis to ensure the quality of provision being provided and with consideration as to a plan for supporting the child or young person into maintained provision at the appropriate point. As appropriate, updates will include the following information:

- Attendance,
- Progress towards their outcomes in their EHC plan,
- Current attainment levels and academic progress,
- Confirmation that therapy provision is being delivered and an update on their progress with this, Transition planning,
- Information about how independence and life skills are being supported and progress with this.
- Any other relevant information that is appropriate to the individual needs of the child or young person.

## **8. Review arrangements of the Panel**

The SEND and AP Panel is designed to promote equality in respect of decision-making. Comments and feedback are welcome at any stage and minor amendments to the operation of the Panel that do not impact on due process being followed and compliance with legislation can be made by agreement with the Head of Education and Early Years' Service.

The Lead SEND Adviser will provide reports to the Panel and a formal review of the Panel operation will take place annually.

## **9. Moderation**

A moderation sampling exercise which is independent of the LA. A cross LA moderation sampling exercise will be carried out on an annual basis. The purpose of this sampling



exercise is to ensure there is consistency of decision making and that decisions are in line with policy. Feedback on the moderation exercise will be given to the Head of Education and Early Years' Service after each round of monitoring.



## Appendix A

### Request for EHC needs assessment

#### GUIDANCE FOR EDUCATION SETTINGS

The following guidance has been produced to support educational settings when requesting an EHC needs assessment. The EHC needs assessment form and associated guidance is designed to align with the delivery of a high quality graduated approach.

Please note these changes only apply to professionals and educational settings who are making a request for an EHC needs assessment. Parents and young people should continue to use the documentation and guidance available on the CoL's Local Offer if they are considering making a request for an EHC assessment.

#### Guidelines for educational settings when requesting an education, health and care assessment

##### 1. Introduction

1.1 This document should be used by educational settings in the CoL (and those schools and settings where CoL resident children are educated) when making a request for an education, health and care needs assessment. It has been written in accordance with the Children and Family Act 2014. It sets out local criteria used by the CoL to decide when it is necessary to carry out an EHC needs assessment. The guidance outlines the kind of evidence that would normally be available as an outcome of good practice in meeting the needs of children and young people with SEN and/or disability. The guidelines are not exclusive of any other form of evidence and the CoL is committed to depart from criteria where there is a compelling reason to do so in any particular case of where individual circumstances warrant such a departure; as specified within paragraph 9:16 of the SEN Code of Practice.

1.2 The majority of children and young people with SEN or disabilities have their needs met within their local mainstream early years setting, school or college. Only a small minority of children require an Education, Health and Care (EHC) needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan.

1.3 In considering whether an EHC needs assessment is necessary, the local authority applies the statutory tests as described in section 36(8) of the Children and Families Act 2014. The Local Authority will undertake an EHC assessment where it is of the opinion that:

- c) the child or young person has or may have special educational needs, and
- d) it may be necessary for special educational provision to be made for the child or young person in accordance with an EHC plan.

The local authority will take into account a range of factors in deciding whether or not to undertake an EHC needs assessment. For example:

- Evidence of the child or young person's academic progress (or developmental milestones in younger children) and rate of academic progress
- Information about the nature, extent and context of the child or young person's SEN.



- Evidence of the action and provision already being provided by the early years provider, school or post-16 institution to meet the child or young person's SEN
- Evidence that where progress has been made, it has only been as the result of much additional or targeted intervention and support over and above that which is usually provided at the setting
- Evidence of any assessment of the child or young person's physical, emotional and social development needs
- Where the person is over 18 whether they require additional time to complete education or training.

To inform decision making the local authority will take into account a wide range of evidence.

1.4 The local authority is only able to make decisions based on the information it receives as part of the request for an EHC needs assessment. The documentation supports schools or settings to describe the actions taken to meet a child or young person's special educational needs through a high quality graduated approach. It is important that any information and evidence the SEND and AP Panel need to consider is included in the request for an EHC needs assessment. It is essential that colleagues focus on providing evidence about what it has already done to support a child or young person and the impact of that support, alongside the description of concerns and perceived needs, when completing a request for assessment.

1.5 Early Years settings, schools and colleges are asked to note the paramount principle of involving children, young people and families from the outset, in a person centred way, at the heart of their practice. The Panel expect to see evidence of the voice of the child/young person.

1.6 Parents and young people who want to make a request for an EHC needs assessment, should email the CoL Education and Early Years Service [EEYService@cityoflondon.gov.uk](mailto:EEYService@cityoflondon.gov.uk) or by post to the:

SEND Caseworker,  
Education and Early Years Service,  
City of London Corporation,  
PO Box 270,  
Guildhall North Wing,  
London EC2P 2EJ

We recommend that where parents (or a young person) are considering making a request, a discussion is held first with the person responsible for SEND within the child or young person's educational setting, usually the special educational needs coordinator (SENCo). The SENCo is experienced in supporting parents in making requests for EHC needs assessment.

## **2. The role of Educational Settings**

2.1 The SEND Code of Practice sets out the duties which must be observed by early years settings (Section 5), schools (Section 6) and further education providers (Section 7) in identifying children and young people with Special Educational Needs and Disabilities (SEND) and providing support for them.



2.2 Treating people equally means treating them differently according to their needs. All learners are unique and all are entitled to an education that enables them to make progress so that they achieve their best, become confident individuals, live fulfilling lives and make a successful transition into adulthood.

2.3 Mainstream early years settings, schools and colleges will support most learners with SEND by making reasonable adjustments to remove or reduce barriers to learning. Specific parts of their budget (called 'notional SEN funding' and for some pupils 'Pupil Premium funding') should be used to create provision that is additional to or different from that made generally for other learners of the same age in school. This information will be required as part of the request for an EHC needs assessment.

2.4 Settings are required to use their best endeavours in not only identifying children and young people with SEND but also in providing support for them. The support that is ordinarily available must be set out and published by the educational setting and placed on its website in a SEN Information Report or Setting/School Local Offer. This information is always checked by the SEND Team when an application for an EHC needs assessment is made.

### **3. Considering a request for an EHC Needs Assessment – The Legal Context**

3.1 The Children and Family Act defines whether a child or young person has special educational needs and requires an EHC needs assessment. A child or young person has SEN if they have a learning difficulty of disability which calls for special education provision to be made for him or her.

3.2 A child or young person has a learning difficulty if he or she:

- Has a significant greater degree in learning than the majority of others of the same age or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 provision.

3.3 A child of under compulsory school age has special educational needs if he or she is likely to fall within the definition above when he/she reaches compulsory school age or would do if special educational provision was not made for him/her.

3.4 In some exceptional circumstances, it may be possible for a combination of less severe special educational needs to have a cumulative effect on a child's educational progress. An EHC needs assessment will be considered if the cumulative effect may call for special provision which cannot reasonably be provided within the resources normally available to mainstream settings.

3.5 The four broad categories of need as set out in the SEND Code of Practice:

- Speech, language and communication.
- Cognition and learning.
- Social, emotional mental health.
- Physical, sensory medical.

3.6 The Local Authority recognises that learners often have needs in several or all areas, and that their needs may change over time. When making decisions, the local authority



will take into account the complexity of the learner's needs, alongside the quality of the graduated approach used by settings, to determine whether special educational provision, in accordance with an EHC plan, is necessary for the child or young person.

3.7 We also recognise that there may be exceptional circumstances which will require the local authority to initiate an EHC needs assessment without evidence that all criteria has been met. These may include the following:

- An exceptional learner with profound and multiple learning difficulties, which are obvious at birth or soon afterwards, requires long term help and support from more than one agency;
- A learner has moved in from another Authority and/or their former school has provided evidence that an EHC needs assessment had been agreed or was in progress;
- There is clear evidence that the learner has severe, complex and enduring difficulties but they are newly arrived into the country or have attended several different schools, or are not attending school, and so it has not been possible to make a graduated response;
- A learner's functioning has been suddenly, significantly and enduringly changed by major illness or injury.

3.8 It is recognised that for children under compulsory school age a request for an EHC needs assessment will be based on the evidence from professional reports outlining the need for future specialist provision.

3.9 A request for an EHC needs assessment for a child or young person aged 0-25 years and with special educational needs and/or disabilities can be made by:

- The child's parent.
- A young person aged 16-25 years.
- A person acting on behalf of a school/setting or post 16 institution.

Children and young people under 19 in youth custodial establishments have the right to request assessment for an EHC Plan.

3.10 Following a request for an EHC needs assessment or the child having otherwise been brought to its attention, the local authority must determine whether an EHC needs assessment is necessary.

3.11 The Local Authority must make this decision and communicate the decision to the child's parent within six weeks of receiving the request. Decisions in respect of an EHC needs assessment will be made by the CoL's SEND and AP Panel. This is chaired by a senior officer from the local authority's SEND services and s/he is responsible for the decision taken.

#### **4. Indicators for an Education, Health and Care (EHC) Needs Assessment**

The City of London will use the following indicators as guidance to support decision making about EHC Needs Assessments.



### **Indicator 1**

There may be a SEN that requires significant continuing support to enable the pupil to access the curriculum and make progress. Evidence is supplied, highlighting where published criteria (**see guidance below**) is met against one or more areas of need as specified in the SEND Code of Practice:

- Cognition and learning
- Communication and interaction
- Social, emotional and mental health
- Sensory and/or physical

### **Additional notes for Indicator 1**

#### **Description of need**

Evidence is required to show that the learner's needs are significantly greater than other learners of the same age, are likely to be long term and that they require significant, continuing adult support to promote the learner's progress, emotional well-being, social inclusion and/or to develop independence. The learner may have one area of difficulty, or moderate to severe difficulties in a number of areas which have a cumulative impact on the learner's ability to access the curriculum and make progress.

#### **Evidencing the severity of need**

The COL's criteria can be found at the end of this appendix. These relate to the different areas of SEN as described in the SEND Code of Practice:

- Cognition and learning
- Communication and interaction
- Social, emotional and mental health
- Sensory and/or physical

Schools should specify the learner's primary area of need in the EHC needs assessment request form. Where appropriate, rank additional needs in order of priority. The criteria in Appendix A should be used to support completion of this part of the form. It is expected that, in the majority of cases, the evidence provided will show that most of the criteria have been met.

### **Indicator 2**

A graduated approach of assess, plan, do, review has been delivered. This approach involves the education setting, the learner and the learner's parents/carers. This is likely to include cycles of increasingly individualised support. Specific records of the learner's progress have been kept through review cycles that suggest the need for continued provision over and above what the school would ordinarily be expected to provide.

### **Indicator 2: The graduated approach to meeting special educational needs**

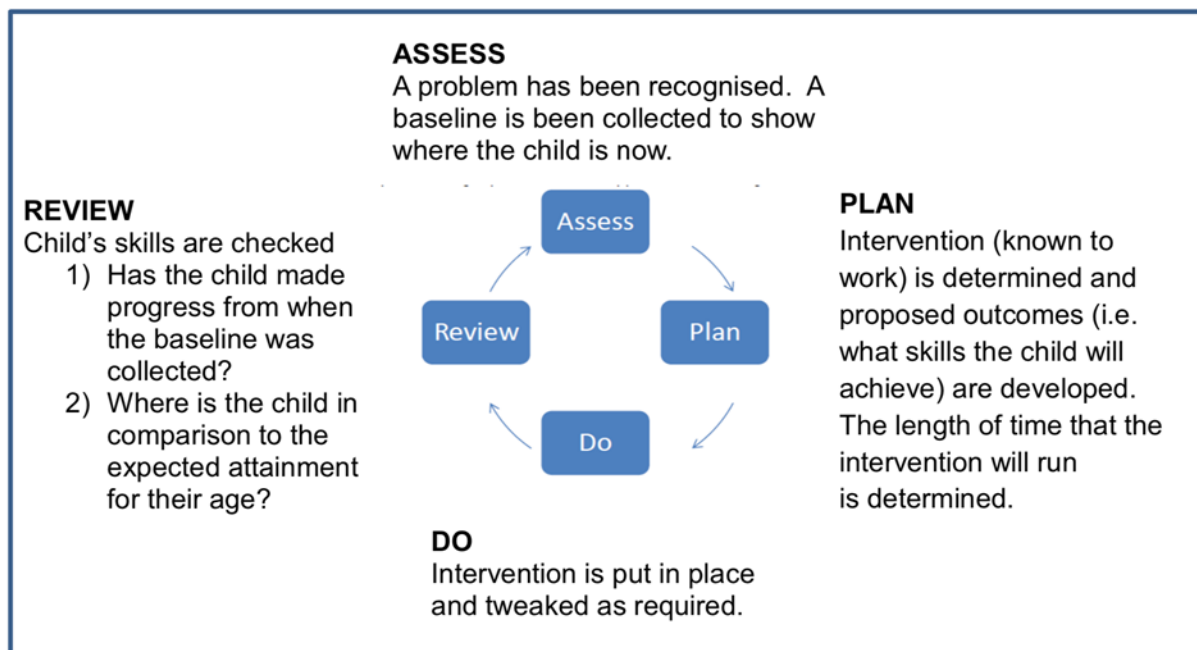


High quality teaching differentiated for all pupils is the first step in responding to learners who may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. School should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and where necessary improving teachers' understanding of strategies to identify and support vulnerable children and young people and their knowledge of high frequency SEN.

Where a learner is identified as possibly having special educational needs, educational settings are expected to adopt a graduated approach of cycles of assess, plan, do and review.

Where a learner is identified as having SEND, the educational setting should take action to remove any barriers to learning and to put in place effective special education provision. This SEN Support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised thus developing a deeper understanding of the learner's needs and of what provision is most effective in helping the pupil to make good progress and so secure good outcomes. This is known as the graduated approach and is shown in Figure 1.

**Figure 1 – The Graduated Approach of assess, plan, do and review**



The graduated approach draws on increasingly detailed approaches, more frequent reviews and more specialist expertise in successive cycles in order to match interventions to the special educational needs of the child or young person.

**Evidencing the graduated response within the request for an EHC needs assessment**

The City of London here lists 5 key requirements to evidence a high quality graduated response.

1. The request for assessment clearly features individual learner support plans/provision maps showing 'waves' of support that feature assess, plan, do, review cycles at universal (element 1), targeted (element 2) and specialist (element 3) levels. Part of the request for EHC needs assessment form asks



you to evidence cycles of APDR. There is not a specified number of cycles nor a set timeframe before a request for an EHC assessment can be made, although in the majority of cases at least two cycles is expected.

2. Within individual learner support plans/provision maps there are clear targets with well-defined outcomes. These are articulated using SMART (Specific, Measurable, Achievable, Realistic, Time-targeted) principles. A baseline must be included so that the starting point of the child or young person is known and evaluation should focus on progress made from that starting position.
3. Outside agencies have contributed over time throughout APDR cycles and their involvement is clearly evidenced.
4. Progress data is provided over time and clearly shows where the child is currently attaining and how that compares to the expectation for children of the same age.
5. Person-centred approaches have been used throughout cycles of graduated approach. Individual support plans/provision maps show that children and parents have been involved in target/outcome setting and their views and wishes are represented.

At all times the local authority will consider the individual circumstances of the application for assessment as outlined in the relevant sections of the SEND Code of Practice and Section 36(8) of the Children and Families Act 2015.

### **Indicator 3**

Suitably qualified external specialists have contributed over time to the review and refinement of evidence-based interventions carried out by setting staff. The external specialists have reported on the implementation of the evidence-based programmes as part of the graduated approach review.

### **Indicator 3: Use of outside professionals**

The use of outside professionals within educational settings is critical to supporting children and young people with special educational needs both in terms of early intervention, building capacity and the provision of specialist advice for those learners who require cycles of the graduated approach.

The Code of Practice highlights that schools and settings are likely to need to commission these services directly and that such services include, but are not limited to, educational psychologists, specialist learning and behaviour support services and teachers of hearing/visual impairment. This may also include therapists such as speech and language therapists, occupational therapists and physiotherapists.

Evidence that Indicator 3 has been met will include the meaningful contribution of appropriate professionals, relevant to the child or young person's need, and that recommendations have been put in place and reviewed over time.



#### **Indicator 4**

The education setting has provided support in line with expectation about what it would ordinarily provide. To do this, settings may find it helpful to demonstrate its use of delegated funds using a fully costed individual provision map.

#### **Indicator 4: Provision**

Schools and settings must provide evidence that they have used the notional SEND budget and any relevant Pupil Premium (if appropriate) to provide target programmes, support and resources that are unique to the child individually or in a group environment. Schools are expected to fund up to £4000 from their base budget for the provision of high quality differentiated teaching (element 1) and an additional £6000 from their notional SEN budget (element 2) to support the graduated approach as specified with section 11 of the Schools and Early Years Finance Regulations, 2015 (page 12). You must submit a costed plan or provision map that shows how delegated SEND funding has been used to make provision for the pupil.

You must also consider what additional provision, over and above element 2 you consider is required to meet a child's needs. This should be based on recommendations of the outside professionals who you have been working with you and the child or young person throughout graduated approach.

#### **5. Tell it once**

A key feature of the SEND reforms was to improve a family's experience during an assessment of a child or young person's special educational needs by reducing the amount of times they had to repeat their 'story', given the multiple professionals they met. The EHC needs assessment form has been developed to promote a 'tell it once' approach. A conversation will be required to understand a family's views, aspirations and wishes and build a picture of their circumstances. Where a request is agreed, this form will be sent to all professionals from whom advice will be sought. Professionals will be expected to use this information to understand the context of the family, rather than asking families to repeat information, allowing discussions to be focused on areas of specific interest to their professional expertise.

It is expected that the form will be completed by the professional completing the EHC needs assessment form in a family conversation with the parent. Once information is placed on the form the parent will need to sign it, to confirm that the information is correct and that they are happy for it to be distributed to the various professionals who will be involved in the EHC needs assessment.

The family should be able to choose who will support them to complete the EHC needs assessment form. It could be a family friend, an independent supporter, a member of the IASS service, or an early help/ social worker if they are involved. Families should be able to choose someone with whom they feel comfortable sharing sensitive information.

#### **6. Child and Young Person's Views: One Page Profiles**

The EHC assessment form asks schools and/or families to complete a One Page Profile to ascertain the learner's views about themselves, school and their future. It should be someone who is familiar to them such as a class teacher or SENCo or social worker where a family is known to those services. The questions can be personalised to suit the age or CoL SEND and AP Terms of Reference v3 January 2026



needs of the learner, and it may take considerable time and additional support to gather the views of some learners. Guidance on how to produce a one-page profile and examples are provided in at the end of this appendix

## 7. Outcomes

An outcome can be defined as the benefit or difference made to an individual as a result of an intervention. It should be personal and not expressed from a service perspective; it should be something that those involved have control and influence over, and while it does not always have to be formal or accredited, it should be specific, measurable, achievable, realistic and time bound (SMART). When an outcome is focused on education or training, it will describe what the expected benefit will be to the individual as a result of the educational or training intervention provided. Outcomes are not a description of the service being provided – for example the provision of three hours of speech and language therapy is not an outcome. In this case, the outcome is what it is intended that the speech and language therapy will help the individual to do that they cannot do now and by when this will be achieved. SEND Code of Practice 9.66

When agreeing outcomes, it is important to consider both what is important **to** the child or young person – what they themselves want to be able to achieve – and what is important **for** them as judged by others with the child or young person's best interests at heart.

**Short term outcomes** will be steps towards longer-term outcomes and usually identify the difference or benefit to the pupil at the end of the current or next year.

**Long term outcomes** will usually set out what needs to be achieved by the end of a phase or stage of education in order to enable the child or young person to progress successfully to the next phase or stage.

## 8. Medical Questionnaire

A further addition to the form requesting an EHC assessment is a medical questionnaire. The referrer must work with parents to complete this section. This will be used by health professionals to determine the appropriateness of further health assessment where a decision to proceed with an EHC assessment is made.

## 9. Making the application for an EHC needs assessment

Section 9 of the SEND Code of Practice (2015) sets out the stages to be followed where a local authority is considering whether or not to initiate an EHC needs assessment.

8.2 Once an educational setting, parents/carers and external professionals have agreed that it would be appropriate to refer a child for an EHC needs assessment, you need to allow plenty of time to prepare the relevant information and evidence. A checklist is provided on as part of this guidance.

8.3 When you have gathered the appropriate information, please send it to the SEND team. Referrals can be submitted electronically in the form of Word documents and scanned pages where signatures are required. The email address to send it to is [EEYservice@cityoflondon.gov.uk](mailto:EEYservice@cityoflondon.gov.uk) titled EHC assessment request, with the name of the school or setting.

Alternatively, referrals can be sent in hard copy by post to;

SEND Caseworker,

CoL SEND and AP Terms of Reference v3 January 2026



Education and Early Years Service,  
 City of London Corporation,  
 PO Box 270,  
 Guildhall North Wing,  
 London EC2P 2EJ

8.4 Requests will be scanned and must include signed parental/carers consent. Where this is not provided, requests will be returned immediately to the setting and will not be processed further. A setting will then need to make a further resubmission once consent has been included within the request.

### Criteria for statutory assessment

#### Cognition and Learning

**Chapter 9.16 of the SEND Code of Practice (2015) allows Local Authorities to develop criteria to support decisions regarding whether or not to undertake an Education, Health and Care Needs Assessment. The criteria are flexible, adaptable and will not be applied as a blanket policy. While the criteria are used to support decision making, each case is considered on its own merits. At all times the Local Authority applies the statutory tests as described in Section 36(8) of the Children and Families Act 2014 to determine the appropriateness of a request for an EHC needs assessment.**

Despite the school/setting using the graduated approach at SEN Support, the child/pupil requires higher level specialist resources that are additional to and different from the school's/setting's SEN Support offer in order to access the curriculum.

The pupil has significant difficulties with reading and writing that have a negative impact on his/her ability to access the curriculum, despite the use of a range of alternative methods.

Evidence that external professionals such as the early years advisor or educational psychologists have carried out a comprehensive assessment of the pupil's strengths and difficulties. They will have advised on the child/pupil's SEN Support plan and the impact of the advice will have been evaluated over at least two cycles (usually one cycle per term).

The child/pupil has learning difficulties and his/her attainments are recorded at the 2<sup>nd</sup> percentile or lower for a range of skills.

The child/pupil's attainment or rate of progress is consistently and significantly below the expectation for a pupil of his/her age.

#### **Supporting evidence will include:**

Details of a successive programme of advice from external agencies and how that advice has been implemented and reviewed over time.



Actions taken to support the family and child/pupil's needs, such as shared programmes, the CAF and/or TAC process.
Details of access to regular, additional targeted teaching in small groups and one to one.
Details of the additional and different organisation required over and above what would normally be provided through Quality First Teaching and SEN Support.
Details of levels of differentiation higher than is usual at SEN Support.
Details of specific, evidence-based interventions used to meet child/pupils' individual needs and the impact of those interventions has been evaluated over at least two cycles of the graduated approach of assess, plan, do review.
Details of targets set for the child/pupil over at least the previous 12 months and evidence of progress towards those targets.
Detailed costing of the additional or different provision made for the pupil over and above £6000 (for schools & colleges).

### **Communication and Interaction**

Despite the school/setting using the graduated approach at SEN Support, the pupil requires higher level specialist resources that are additional to and different from the school's SEN Support offer in order to access the curriculum.
Receptive and expressive language skills within the 2 <sup>nd</sup> percentiles indicating a severe language delay or disorder.
Severe difficulties understanding others.
Significant difficulties communicating feelings, thoughts and ideas with others.
Significant interaction difficulties as a result of the speech, language and communication challenges.

### **Autism Spectrum Disorder/Condition: ASD / ASC**

High levels of social isolation which prevents the child/pupil establishing relationships with others.
Rigidity in behaviour such as obsessive, challenging or withdrawn to the extent that it prevents inclusion in a well-planned and supportive curriculum.
Consistent difficulties with transitions and adapting to changes in routines despite highly differentiated class/subject teaching and ASD strategies.
Significant differences with social interaction, understanding others' feelings and misinterpretation of situations.



Levels of anxiety and sensory differences that prevent access to their environment, curriculum and engagement with other pupils.

**Supporting evidence will include:**

Details of a successive programme of advice from external agencies and how that advice has been implemented and reviewed over time.

Actions taken to support the family and child/pupil's needs through shared programmes with family, the CAF and/or TAC process.

Details of access to regular, additional targeted teaching in small groups or one to one.

Details of the additional and different organisation required over and above what would normally be provided through Quality First Teaching and SEN Support.

Details of levels of differentiation higher than is usual at SEN Support.

Details of specific, evidence-based interventions used to meet child/pupils' individual needs and the impact of those intervention over at least two cycles of the graduated approach of assess, plan, do review.

Details of targets set for the child/pupil over at least the previous 12 months and evidence of progress towards those targets.

Detailed costing of the additional or different provision made for the pupil over and above £6000 (for schools/colleges).

**Sensory and/or Physical and Medical Needs**

Despite the school using the graduated approach at SEN Support, the child/pupil requires higher level specialist resources that are additional to and different from the school's SEN Support offer in order to access the curriculum.

The child/pupil has a severe physical disability/ or a profound or severe visual or hearing impairment which has a negative impact on his/her ability to access to the whole school curriculum.

The child/pupil has sensory or physical difficulties that are complex, severe and long-term and that require daily, individual support from a suitably trained adult over and above the level usually expected at SEN Support.

The child/pupil needs to access additional targeted teaching either in a group or one to one for part of each day. This may include:

- Small group/ one to one time to practice new skills
- Individualised teaching of new or specialist skills
- Training for mobility and independence in and around the school or setting.



**Supporting evidence will include:**

Details of a successive programme of advice from external agencies and how that advice has been implemented and reviewed over time.
Details of the additional and different organisation required over and above what would normally be provided through Quality First Teaching and SEN Support.
Actions taken to support the family and child/pupil's needs through shared programmes, the CAF and/or TAC process.
Details of levels of differentiation higher than is usual at SEN Support.
Details of specific, evidence-based and daily interventions used to meet child/pupils' individual needs and the impact of those intervention over at least two cycles of the graduated approach of assess, plan, do review.
Details of targets set for the child/pupil over at least the previous 12 months and evidence of progress towards those targets.
Detailed costing of the additional or different provision made for the child/pupil over and above £6000(for schools/colleges).

**Social, Emotional and Mental Health**

Despite the school/setting using the graduated approach at SEN Support, the child/pupil requires higher level specialist resources that are additional to and different from the school/setting's SEN Support offer in order to access the curriculum.
The pupil has very limited access to the curriculum due to the significant, challenging behaviours with which he or she presents.
These behaviours may be associated with a mental health condition.
Extreme, complex emotional and behavioural difficulties of considerable duration and frequent in a variety of school situations. The behaviours result in adverse consequences for the child/pupil and have a severe, negative impact on other children/pupils and adults.
Extreme complex emotional difficulties can also include self-harm and avoidance of social interaction.

**Supporting evidence will include:**

Details of a successive programme of advice from external agencies and how that advice has been implemented and reviewed over time.
Details of the additional and different organisation required over and above what would normally be provided through Quality First Teaching and SEN Support.



Details of meetings over time with the family and external professionals and the evaluation of the impact of resulting actions. Involvement of CAF, TAC or Early Help.
Details of specific, evidence-based and positive behaviour interventions used to meet the pupil's individual needs and the impact of those intervention over at least two cycles of the graduated approach of assess, plan, do review.
Details of additional or different activities and incentives that have been used to maintain the pupil's engagement with learning.
Details of the additional adult support provided over the past 12 months and the impact of that support on engagement and progress.
Details of targets set for the child/pupil over at least the previous 12 months and evidence of progress towards those targets.
Detailed costing of the additional or different provision made for the pupil over and above £6000 (for schools/colleges).

### Threshold Indicators

These are set out in the SEND Ranges document and have been categorised into 3 age groups – Early Years (under 5 years), Primary and Secondary (Ages 5 – 16 years), and Post 16/19. The document sets out the main presenting behaviours, what is expected from the educational setting in terms of assessment and planning, teaching and learning strategies, curriculum/intervention and resources and staffing to meet a child or young person's needs. It also sets out Preparing for Adulthood (PfA) outcomes in each of the three areas to cover employability/education, independence, community participation and health.

It is likely that the LA will agree to a request for an EHC needs assessment of a child aged below two years old in only a very few exceptional cases. These are most likely to be as a result of the child having a severe medical condition or a major health problem which will be long term. Each case will be considered on its own merits and advice from involved professionals considered. The decision-making Panel will need to be satisfied that the child requires highly specialised provision which is not accessible or cannot be secured without an Education, Health and Care plan.

There is a recognition that for many children/young people each of the main presenting behaviours (cognition and learning, communication and interaction, social, emotional and mental health and sensory and/or physical or medical needs) will not exist in isolation and an inter-relationship may well exist between them. The thresholds represent graduations in the need for increasing levels of additional or different actions to be taken to help children/young people to maintain or improve progress.

### One-Page Profiles

A one-page profile captures all the important information about a young person on a single sheet of paper under three simple headings: what people appreciate about me, what's important to me and how best to support me.



A one-page profile is a summary of what we like and admire about our pupils, what matters to them and how best to support them. They are a way for children to have a voice in how they are supported and to have their strengths acknowledged and appreciated. The idea of a One Page Profile is that any person can pick it up and quickly have an overview of what matters to the child, how to support them and also their strengths and personality.

One-Page Profiles are used to record information about what is important to a pupil in a setting or school. This approach isn't only about delivering what is important to the pupil; there needs to be a balance of what is important TO the pupil (being happy, content and fulfilled) and what is important FOR the pupil (healthy, safe, valued and having every opportunity to learn). In working with pupils, we are looking to discover what support they need that balances both important TO and important FOR them at home and at school.

### **Example of a completed one-page profile**



\_\_\_\_\_ 's 1 page profile

### Great things

Likes to help others on the playground  
Enjoys showing friends how to play at golden time  
Really enjoys Art

### Important to \_\_\_\_\_ at school

Friends- because they help me  
Playtime

Golden Time- choosing activities  
iPad

\_\_\_\_\_ -she helps me if I find something difficult

### Support \_\_\_\_\_ needs at school

#### Independence

\_\_\_\_\_ should be encouraged to use their visual prompt card to begin activities independently. If they need help they will ask for it by using their prompt card.

#### Maths

Should be encouraged to use practical resources to help answer questions. Adults should give \_\_\_\_\_ time to read question, and provide support if needed. Allow time for \_\_\_\_\_ to understand the question.

#### Social

\_\_\_\_\_ 's social story should be shared every day before play time and lunchtimes to remind them of how to play with other children. Role play based games daily with other children to allow \_\_\_\_\_ to build relationships with other children.



## Appendix B

### DECISION MAKING CONSIDERATIONS – questions to consider

The SEND and AP Panel will consider the evidence provided to determine whether an EHC needs assessment is warranted. The group will seek to find responses to the following questions.

#### 1. The child/young person

##### Indicator 1

There may be a SEN that requires significant continuing support to enable the pupil to access the curriculum and make progress. Evidence is supplied, highlighting where published criteria is met against one or more areas of need as specified in the SEND Code of Practice:

- Cognition and learning
- Communication and interaction
- Social, emotional and mental health
- Sensory and/or physical

1a) Are the child's/young person's current attainments and abilities significantly below age related expectations?

AND

Notes: \_\_\_\_\_



1b) Is the child's/young person's progress a cause for concern? (what progress has/has not been made by the child/young person towards achieving the set targets-including rate of progress).

1c) Do the difficulties impact significantly on the child/young person's approach to learning and self-esteem?

1d) Does the child/young person's performance vary across different environments?

1e) Does the child/young person have specific or exceptional barriers to learning and progress that should be taken into account?

Does the young person (over 18 years) require additional time, in comparison to the majority of others of the same age who do not have special educational needs, to complete his/her education or training?

**Notes:**

## 2. The learning environment

### Indicator 2

A graduated approach of assess, plan, do, review has been delivered. This approach involves the education setting, the learner and the learner's parents/carers. This is likely to include cycles of increasingly individualised support. Specific records of the learner's progress have been kept through review cycles that suggest the need for continued provision over and above what the school would ordinarily be expected to provide.

2a) Has the school/setting taken reasonable steps to assess the nature of the child's/young person's needs?



<p>2b) Has the school/setting taken a systematic approach to meet needs over a period of time?</p> <p>2c) Have specific, realistic targets for the child/young person to work towards been set and reviewed?</p> <p>2d) Has the school/setting deployed appropriate additional support for the child/young person from its own resources? (who, what, when, where, how).</p> <p>2e) Has the school/setting reviewed the appropriateness of these arrangements? (what has worked/not worked and why).</p> <p>2f) Has the school/setting ensured that all staff (teaching and support staff) have been kept informed of the pupils needs and received relevant training?</p> <p>2g) Has the school/setting taken reasonable steps to explore the possible benefits of ICT and other equipment/resources?</p> <p>2h) Has account been taken of language or cultural factors?</p>	
<p><b>3. External Agency Involvement</b></p> <div data-bbox="136 1007 1279 1270" style="border: 1px solid #ccc; border-radius: 15px; background-color: #f9cb9c; padding: 10px; margin: 10px 0;"> <p><b>Indicator 3</b></p> <p>Suitably qualified external specialists have contributed over time to the review and refinement of evidence-based interventions carried out by setting staff. The external specialists have reported on the implementation of the evidence-based programmes as part of the graduated approach review.</p> </div> <p>Has advice from external agencies been sought, implemented and reviewed?</p>	<p><b>Notes:</b></p>



#### 4. Suggested Provision /Resource Requirements

##### Indicator 4

The education setting has provided support in line with expectation about what it would ordinarily provide. To do this, settings may find it helpful to demonstrate its use of delegated funds using a fully costed individual provision map.

Is it likely that the school or setting's suggested arrangements will have a positive impact?

Is the provision required to meet the needs of the child/young person likely to be beyond what it is reasonable to expect the school/setting to provide within its own resources?

Is support available within the FE college or training provider to meet the needs of the young person?

Notes:

#### 5. Parental and child/young person Involvement

In what ways has the school/setting taken reasonable steps to ensure the on-going involvement of the parent/carer and child/young person?

Notes:



## Appendix C

### Early Years Inclusion Funding



Early Years Inclusion  
Funding Request new



Early Years Inclusion  
Fund Eligibility Criteri:



## Appendix D

# ALTERNATIVE PROVISION QUALITY ASSURANCE CHECKLIST

(To be agreed by the City of London SEND and AP panel before making a placement in an alternative provision)

Quality assurance is crucial when arranging alternative provision (AP) (including tuition) for children who need it to ensure effective and safe learning experiences.

The City of London Corporation (CoLC) will maintain an approved list of alternative provision which are registered with the Department for Education, and which are judged to be good or outstanding by Ofsted. It will also maintain a list of tuition services which have been quality assured using this checklist prior to use.

The CoLC will not place children or young people in an alternative provision which is not registered with Ofsted and will only use alternative provisions which are judged to be good or outstanding (to be reviewed once Ofsted judgements change). Before a placement is made, we will request a copy of the providers most up to date quality assurance framework to assure ourselves of the safety and the quality and suitability of the provision to meet the needs of the individual pupil. We will use the provider quality assessment framework along with a visit to the provision to complete this checklist.

This checklist will be completed and presented at the SEND and AP Panel prior to a child being placed in alternative provision. The Education Welfare Manager will take the lead in completing a checklist when a placement is required.

To quality assure suppliers that City of London children regularly use (such as tuition services), prospective suppliers will be quality assured against this checklist at least once a year.

<b>Name of AP/Tuition Service</b>	
<b>Date of Provider QA Framework</b>	
<b>Date of visit to the provision</b>	
<b>Checklist completed by</b>	
<b>Date presented at the SEND and AP Panel</b>	

## IMPORTANT NOTES FOR COMPLETING THIS DOCUMENT



Each section of the Application Quality Assurance Checklist template must be completed, so that the CoLC can be assured of the quality of service.

## 1. SAFEGUARDING

	Yes	No	Comments
<p>1.1 Policies</p> <ul style="list-style-type: none"> <li>• There is a Safeguarding Policy in place</li> <li>• There is a Child Protection Policy in place</li> </ul> <p><b>Notes: if rated good or outstanding by Ofsted and there copies of both are within the review period and have governance sign-off, this is sufficient. Extra checks will include the Education Welfare Manager's visit and QA framework from the school (which LA will have completed).</b></p>			
<p>1.2 The provider QA framework sets out measures/information in relation to:</p> <ul style="list-style-type: none"> <li>• All staff at the provision (including agency, temporary and volunteers) being sufficiently qualified</li> <li>• The Designated Safeguarding Lead being appropriately trained (evidence available) and there is a deputy in place</li> <li>• Systems for identifying and tracking vulnerable children and young people are in place</li> <li>• Arrangement for contacting the home are in place</li> <li>• Arrangements for contacting the local/relevant multi agency safeguarding services are in place</li> <li>• The storing and processing of sensitive information is held in accordance with GDPR</li> </ul>			
<p>1.3 Site specific safeguarding (where provision is at a physical fixed premise managed by the provider)</p> <ul style="list-style-type: none"> <li>• The site is secure and public access to the site is managed effectively.</li> <li>• Rigorous processes for signing visitors in and out of the site and for checking the I.D of visitors are consistently applied.</li> <li>• Clear displays are present around the premises and at reception that inform staff, visitors and young people of who the DSL and their deputy are and how to find them.</li> </ul>			



<p>1.4 Learning Environment specific (<b>where provision is within a student's home</b>)</p> <ul style="list-style-type: none"> <li>• Space in the home which is not the child's or young person's bedroom, and which is accessible to others in the household.</li> <li>• Appropriate adult present, who has responsibility for the welfare of the child</li> <li>• a risk assessment has been completed</li> </ul>			
<p>1.5 Learning Environment specific (<b>where provision is in another environment</b>)</p> <ul style="list-style-type: none"> <li>• Space in the community which is not the child's or young person's home.</li> <li>• Appropriate adult present, who has responsibility for the welfare of the child</li> <li>• a risk assessment has been completed</li> </ul>			
<p>1.6 On-Line Learning specific where provision is online</p> <ul style="list-style-type: none"> <li>• Online safety programme delivered to pupils</li> </ul>			

## 2. HEALTH & SAFETY

	Yes	No	Comments
<p>2.1 Is there a health and safety policy in place which is in line with the <a href="http://www.gov.uk">Health and safety: responsibilities and duties for schools - GOV.UK (www.gov.uk)</a></p> <ul style="list-style-type: none"> <li>• The Health and Safety policy is reflected in practice</li> <li>• There is a named designated person for health and safety</li> </ul>			
<p><b>Notes: if rated good or outstanding by Ofsted and there copies of both are within the review period and have governance sign-off, this is sufficient. Extra checks will include the Education Welfare Manager's visit and QA framework from the school (which LA will have completed).</b></p>			

## 3. QUALITY OF EDUCATION

	Yes	No	Comments
<p>3.1 The curriculum</p> <ul style="list-style-type: none"> <li>• The curriculum is ambitious and designed to give all students (including those at SEN support and those</li> </ul>			



<p>with an EHC plan) the knowledge, skills and accreditation they need to succeed in life.</p> <ul style="list-style-type: none"> <li>• Individual teaching plans or curriculum meets the child’s learning needs. For 1-1 tutoring, sessions address the student’s needs, strengths and learning styles.</li> <li>• The curriculum enables students to access future learning/training/ employment opportunities</li> <li>• In KS4, there are opportunities for work experience and/or suitable work-related learning and careers information (including Post 16 opportunities), advice and guidance.</li> </ul>			
<p>3.2 Implementation and Impact</p> <ul style="list-style-type: none"> <li>• Staff know their students well. Information held on students’, including information on SEND, is comprehensive.</li> <li>• Where needs are identified, the relevant resources (such as Educational Psychologists) are in place to address and support the child/young person</li> <li>• All taught sessions are planned with appropriate learning objectives with activities and outcomes relating to the objectives.</li> <li>• The environment meets students’ needs, is safe comfortable and allows students to focus on learning.</li> <li>• Tutors exhibit sound subject knowledge, experience and passion for the subject(s)/course(s).</li> <li>• Tutors and leaders use assessments to help students embed and use knowledge/ to check understanding and inform teaching and planning.</li> <li>• A rigorous approach to the incorporation of literacy and numeracy is employed that develops students’ confidence in these skills.</li> <li>• Work in students’ book/folders covers the full planned curriculum and contents of EHCPs when relevant in all subject areas</li> <li>• There is evidence of an increased level of challenge in lesson activities over time</li> </ul>			
<p>3.3 Progress and Achievement</p> <ul style="list-style-type: none"> <li>• Results for external examinations provide evidence that students have made sufficient progress in relation to their starting points</li> <li>• There is evidence of progress tracking, which shows that students make acceptable rates of progress. Where this is not the case, there is clear evidence</li> </ul>			



<p>that the provider has(is) put(ting) effective intervention(s) in place</p> <ul style="list-style-type: none"> <li>• There is evidence that students are ready for their next steps and are progressing to appropriate destinations.</li> <li>• Policies confirm that parents and carers are given regular progress updates, involved in setting goals and tracking progress and can communicate directly with tutors regarding their child’s progress.</li> <li>• Where there is an EHCP in place, this is monitored through the statutory annual review process.</li> </ul>			
<p>3.4 Impact: NEET Prevention</p> <ul style="list-style-type: none"> <li>• There are measures in place to ensure that students continue to access education, employment or training in the post-16 phase.</li> </ul>			
<b>4 PERSONAL DEVELOPMENT AND BEHAVIOUR</b>			
	<b>Yes</b>	<b>No</b>	<b>Comments</b>
<p>4.1 Behaviour</p> <ul style="list-style-type: none"> <li>• A behaviour policy and an effective system of record keeping for behaviour incidents is in place</li> <li>• High expectations for students’ conduct/behaviour is evident. These high expectations are reflected in students’ behaviour</li> <li>• Relationships between staff and students reflect a positive and respectful culture</li> <li>• The learning environment is inclusive, and pupils feel safe. Bullying, and discrimination and sexual abuse, harassment or violence are not tolerated and are dealt with quickly and effectively.</li> </ul>			
<p>4.2 Personal development</p> <ul style="list-style-type: none"> <li>• Students’ absence is monitored forensically, and swift action taken if attendance declines.</li> <li>• A preparing for adulthood programme is in place around employment, independent living, community inclusion, good health, relationships</li> </ul> <p>Students are supported to:</p> <ul style="list-style-type: none"> <li>• make a successful transition to the next phase of their education, employment or training, through</li> </ul>			



<p>review of EHCP or otherwise. An effective and impartial careers programme is in place</p> <ul style="list-style-type: none"> <li>• overcome the barriers to learning and education that have led to them being in AP.</li> <li>• develop an understanding of how to keep themselves safe and recognise risks to their wellbeing.</li> </ul>			
<h2>5. LEADERSHIP AND MANAGEMENT</h2>			
	Yes	No	Comments
<p>5.1 Staffing and safer recruitment</p> <ul style="list-style-type: none"> <li>• There is a recruitment policy in place</li> <li>• There is a staff conduct policy in place</li> <li>• Staffing and safer recruitment arrangements complies with the statutory guidance outlined in the most recent version of Keeping Children Safe in Education.</li> <li>• If staff are not signed up to the Update Service, the provider does not allow DBS checks for any employee to lapse beyond a three-year interval.</li> </ul>			
<p>5.2 Staff training and Development</p> <ul style="list-style-type: none"> <li>• All staff have received training in child protection and safeguarding on appointment and at least annually thereafter.</li> <li>• Training for those staff supporting [or leading on support for] students with medical conditions are in place where appropriate/necessary</li> <li>• Rigorous performance management of Tutors and support professionals is in place.</li> <li>• Those responsible for teaching/leading lessons/sessions are observed regularly.</li> <li>• Training opportunities (internal and external) are made available to staff to enable them to better fulfil their roles and keep abreast of changes and updates to guidance and best practice.</li> </ul>			
<p>5.3 Policies</p> <ul style="list-style-type: none"> <li>• The following policies are in place:</li> <li>• Data protection and privacy</li> <li>• Complaints</li> <li>• Behaviour and exclusions</li> <li>• SEND</li> <li>• Staff discipline, conduct, grievance and capability</li> </ul>			



<ul style="list-style-type: none"> <li>• Statement of procedures for dealing with allegations of abuse against staff</li> <li>• Child protection policy and procedures</li> <li>• Equalities</li> <li>• Learning and teaching to include marking and assessment</li> <li>• Whistleblowing</li> <li>• Premises management</li> </ul>			
<p>5.4 Board/governance arrangements</p> <ul style="list-style-type: none"> <li>• Governance arrangements are in place for providers that meet school registration thresholds</li> </ul>			
<p>5.5 Information Governance</p> <ul style="list-style-type: none"> <li>• Evidence of the provider's Information Commissioner's Office (ICO) registration is available. The certificate is on display.</li> </ul>			
<p>5.6 Registration with DfE</p> <ul style="list-style-type: none"> <li>• The provider <b>must</b> be registered with DfE as a school if legal thresholds for school registration are met/exceeded.</li> <li>• The Provider must be Ofsted Inspected and have a judgement of Good or Outstanding</li> </ul>			
<b>6 STUDENT ENTITLEMENT AND POST-16 ENGAGEMENT</b>			
	<b>Yes</b>	<b>No</b>	<b>Comments</b>
<p>6.1 Induction</p> <ul style="list-style-type: none"> <li>• Students receive an induction which ensures that they understand their rights and responsibilities. There is evidence that the induction takes place consistently for all students.</li> <li>• Induction effectively supports students to understand procedures for remaining safe on site and in the local area and familiarises them with the provider's expectations in terms of their attendance and conduct.</li> </ul>			
<p>6.2 Student Forum</p> <ul style="list-style-type: none"> <li>• Students have a forum in which they can express opinions and raise issues. There is evidence of this activity and its impact.</li> </ul>			



<p>6.3 Support</p> <ul style="list-style-type: none"><li>• Learning and pastoral support is available to all students throughout the programme. Students and staff are aware of the procedures to access this support.</li></ul>			
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