

Completing My SEND learning program

Once need is identified and targeted strategies implemented a meeting should be held with parents to discuss next steps and a file should be started to collate relevant information and evidence of GR. The MSLP should be formally updated with every review, but information should be added as it becomes relevant and/or is made available.

All SEND information/files should be transferred to the child's next setting/school and need to be retained by their last school until their 35th birthday.

The MSLP pages can be used as dividers or electronic subfolders within which to place relevant information as suggested below.

Section 1– Complete one page profile with parents.

Section 2 - Parents views to be completed by or with parents/carers.

- Parental consent to be gained as file is opened to allow sharing of information.

Section 3 – Complete summary of information around SEND needs. This section of the file should include any reports or information around diagnoses, SEN, developmental levels, interventions/strategies already implemented.

Section 4 – Provide summary of information you have regarding health needs. This section of the file should include copies of medical reports, health care plan etc.

Section 5 – Provide summary of information you have regarding social care needs. This section of the file should include copies of TAF/CIN meeting minutes, EH referrals/assessments, safeguarding notes or any correspondence with social workers etc.

Section 6 – This section of the file should include copies of any targets or learning outcomes set by setting or external agencies. Evidence of Assess, Plan, Do, Review/ graduated response to meeting needs such as IEPs, SLPs, Sensory plans, therapy plans etc., and reviews of these.

Section 7 – This section of the file should include all other external documentation pertaining to the child's SEND such as EYIF applications, evaluations and award letters and referrals to specialist support services.

In the event of a child starting at a setting with needs already identified, the setting should:

- Request copies of reports and information held by parents.
- Request copies of targets/LOs previously set by external agencies.
- Request any evidence of GR already available such as interventions already implemented and reviews of these e.g. ECAT.
- Hold a transition meeting with parents and external agencies to gather a holistic overview of the child's lived experience thus far and agree next steps.