



St Catherine Catholic Primary School and Nursery **Special Educational Needs and Disabilities Policy**

Introduction

At St Catherine School we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. Not all pupils with disabilities have special educational needs and not all pupils with SEND meet the definition of disability but this policy covers all of these pupils.

'Pupils have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them.' (See *Appendix 1*)

'Pupils with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is anything that is additional to or different from what is normally available in schools in the area '.

Aims and Objectives

The specific objectives of our SEND policy are as follows:

- to identify students with special educational needs and disabilities and ensure that their needs are met
- to ensure that students with special educational needs and disabilities join in with all the activities of the school
- to ensure that all learners make the best possible progress
- to ensure parents are informed of their child's special needs and that there is effective communication between parents and school
- to ensure that learners express their views and are fully involved in decisions which affect their education
- to promote effective partnership and involve outside agencies when appropriate.

The success of the school's SEND policy will be judged against the aims set out above. Annual success criteria will be reviewed and the Governing Body will be informed of the successful implementation of the policy and the effectiveness of provision. The Governing Body will ensure that it makes appropriate special educational provision for all pupils identified as in need of it. The range of support made in the school each year in response to identified need is detailed in the Class Provision Maps.

The named SENCO for the school who is responsible for co-ordinating SEND provision is Caitlin Kells. A member of the Governing body, takes a special interest in SEN, although the Governing Body as a whole is responsible for making provision for pupils with special educational needs.

The Governing Body has agreed with the LA admissions criteria which do not discriminate against pupils with special education needs or disabilities, and its admissions policy has due regard for the guidance in the Codes of Practice which accompany the SEN and Disability Act 2001. Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place. The school's Accessibility Plan and Single Equality Scheme is appended to this policy.

Identification and Assessment of Special educational needs

The school is committed to early identification of special educational need and adopts a graduated response to meeting special educational need in line with the Code of Practice 2014. Each term the Head, teachers, Phase Leaders and the SENCO meet for Pupil Progress Meetings. A range of evidence is collected and discussed through the usual assessment and monitoring arrangements: if this suggests that the learner is not making the expected progress, the class teacher will consult with the SENCO in order to decide whether additional and / or different provision is necessary.

There is no need for pupils to be registered or identified as having special educational needs unless the school is taking significant additional or different action. However, the school operates a Raising Concern Stage where any initial concerns are raised with parents, a plan of action is put in place and children's progress is monitored closely over a set period. (*see Appendix 2*)

If these actions do not result in improved progress then a child will be placed on the SEND register with permission of the parents.

All children identified as having SEND are included in the school's target setting process. Where a child needs an additional individual target and is on the SEND Register, an Individual Education Plan (IEP) will be drawn up.

An IEP:

- sets short term targets for a pupil
- outlines teaching strategies to be used
- identifies additional provision to be put in place
- sets success criteria
- sets dates for review and evaluation of targets

The IEP will be reviewed termly and the outcomes will be recorded. Parents / carers and pupils are part of the review process.

If, despite significant support and intervention at SEN Support, the school has evidence that a pupil is making insufficient progress we may seek further advice and support from outside professionals with parents permission. These outside agencies include:

- SaLT - Speech and Language Team.
- Occupational Therapy - who deal with physical difficulties.
- Hearing Impairment Service.
- CDC - Child Development Centre - who deal with more global issues such as Attention Deficit Disorder and Autism.
- Educational Psychologist - assess for more specific learning difficulties such as Dyslexia.
- Behaviour Support Team.
- ASD Team – who support schools working with children with Autism
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Referral will either be sought by school or through the family GP. These professionals will be invited to contribute to the monitoring and review of progress. Pupils and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

If a child has more complex needs then the school in consultation with parents and outside agencies may seek to gain an Education and Health Care Plan. For pupils who have an EHC plan, in addition to the review of IEPs, their progress and the support outlined in their statement will be reviewed annually and a report provided for the Local Authority. If a pupil makes sufficient progress a statement may be discontinued by the Local Authority.

The school will liaise with the Special Needs Officer and other agencies to arrange Transition Plans for students with EHC plans. When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000.

The schools' complaint procedures are set out on the school website. Your child's class teacher will work closely with parents at all stages in his/her education and should be the first port of call in case of any difficulty. Parents of pupils with SEND whose concerns cannot be resolved by the usual school procedures can use Parent Partnership as a mediation service with school.

The school will provide information about the Parent Partnership Service to all parents of pupils with special educational needs. Parents of any pupil identified with SEN may contact the Parent Partnership Service for independent support and advice. (tel: 01895 277001)

The school also provides a leaflet on Special Needs Provision at St Catherine School for all parents when their child joins.

Appendices

Appendix 1. SEN Categories.

Appendix 2. SEN Stages.

Appendix 3. Glossary of Terms.

Date reviewed by Governors _____

Signed by Chair _____

Appendix 1

SEN CATEGORIES

Generally speaking, pupils with SEND may be perceived by the class teacher as under achieving or not progressing as well as might be expected. In broad terms a pupil may exhibit:

MLD - Moderate Learning Difficulties, characterised by low attainment across the curriculum

SpLD - Specific Learning Difficulties, where there is a mismatch between the child's potential and their actual performance in specific skills areas. Often such pupils demonstrate an erratic profile of strengths and weaknesses.

Emotional and Behavioural Difficulties - where learning is interrupted as a result of emotional or behavioural patterns.

Sensory Impairment – where a child has difficulties with either hearing or sight

Motor Skills Difficulties – where a child has difficulty with handwriting / cutting etc (fine motor skills) or with typical PE skills such as balancing , throwing and catching (gross motor skills)

Speech and Language – where children have either difficulties expressing themselves (expressive language) or understanding what other say (receptive language)

ASD (Autistic Spectrum Disorder) – where a child has a diagnosis of Autism.

Physical Impairment – Physical disability including cerebral palsy, spina bifida, fragile X etc

Other medical problems - where learning is interrupted as a result of health issues.

Some children will fall into more than one category of SEN. Some children's needs may be severe enough to warrant a Statement. Some children will exhibit one or more of such characteristics and yet not present learning difficulties. It is the teacher's professional judgement in consultation with colleagues, and his/her understanding and awareness of the individual, which is central to the special educational needs provision offered at St Catherine School.

Mrs Kells (SENCO), in conjunction with the Head teacher, will liaise with the appropriate support services. She will form personal links with local agencies, such as the Early Years Support Team and LEA sources Educational Psychology, Speech and Language and Occupational Therapy.

Appendix 2

SEN STAGES

Raising Concern

The class teacher has initial responsibility for this (the most important and effective method of assessment in all areas of the curriculum is teacher observation). All children whose needs are not easily met through normal classroom differentiation and support from the class teacher, will initially undergo – in-house assessment. Parents must be informed once their child has been placed on Raising Concern and will be kept informed as to their child's progress through meetings held at open evenings.

School Action

At this stage a child has targets tailored to their specific need written on an IEP and may receive additional intervention programmes. Parents are informed when their child moves to School Action and are kept informed of their progress at termly review meetings.

School Action Plus

Where procedures at School Action have not precipitated satisfactory progress, the SENCO will initiate further support from outside agencies. The review of a child on School Action Plus will take place termly and take the form of a meeting between the SENCO and the class teacher. Parents' views will be sought for this review and other agencies who have had an involvement with the child will also have their views sought.

Request for Statutory Assessment/ Statement

If a child is not making satisfactory progress at School Action and has more complex needs then the school will look to have the child go through Statutory Assessment in order to secure a Statement of Special Educational Needs. This stage, as identified by the code is where the London Borough of Hillingdon takes the lead in assessing pupils and providing/reviewing Statements of SEN.

Wherever possible the SENCO will be responsible for the completion of all relevant paperwork at all stages. However, in the instances where professional advice about a child's capabilities and needs is sought, it must be remembered that class teachers are best placed and most qualified to provide it.

Appendix 3

Glossary of Terms

Annual review: the review of a statement of special educational needs which an LEA must make within 12 months of making the statement or, as the case may be, of the previous review.

Autistic Spectrum Disorder (ASD): Autistic spectrum disorder is a term which recognises that there are a number of sub-groups within the spectrum of autism. Pupils with autistic spectrum disorder find it difficult to:

- Understand and use non-verbal and verbal communication
- Understand social behaviour — which affects their ability to interact with children and adults
- Think and behave flexibly – which may be shown in restricted, obsessional or repetitive activities.

Pupils with ASD cover the full range of ability and the severity of their impairment varies widely. Some pupils also have learning disabilities or other difficulties, making diagnosis difficult.

Pupils with autistic spectrum disorders may have a difficulty in understanding the communication of others and in developing effective communication themselves. Many are delayed in learning to speak and some never develop meaningful speech.

Pupils find it difficult to understand the social behaviour of others. They are literal thinkers and fail to understand the social context. They can experience high levels of stress and anxiety in settings that don't meet their needs or when routines are changed. This can lead to inappropriate behaviour.

Some pupils with autistic spectrum disorders have a different perception of sounds, sights, smell, touch and taste and this affects their response to these sensations. They may have unusual sleep and behaviour patterns.

Young pupils may not play with toys in a conventional and imaginative way but instead use toys rigidly or repetitively e.g. watching moving parts of machinery for long periods with intense concentration. They find it hard to generalise skills and have difficulty adapting to new situations and often prefer routine. Pupils with Asperger's syndrome should be recorded in this category. These pupils share the same triad of impairments but have higher intellectual abilities and their language development is different from the majority of pupils with autism.

Carer: for the purpose of this Code, a carer is a person named by a local authority to care for a child for whom the Social Care department has parental responsibility, ie a child who is the subject of a care order and who has been placed in a residential or foster placement. The carer may qualify as a parent for the purposes of the Education Acts because he or she has care of the child (see the definition of Parent below). If so, he or she will have a role to play in the consideration of a child's special educational needs.

Child protection register: in each area covered by a Social Care department, a central register must be maintained which lists all the children in the area who are considered to be suffering from, or are likely to suffer, significant harm and for which there is a child protection plan. This is not a register of children who have been abused but of children for whom there are currently unresolved child protection issues.

Children 'in need': a child is deemed to be 'in need':

- If he or she is unlikely, or does not have the opportunity, to achieve or maintain a reasonable standard of health or development without provision made by the local authority
- if his or her health and development are likely to be significantly impaired, or further impaired, without the provision of services by the local authority
- If he or she is disabled. (Section 17(10), Children Act 1989).

Disapplication: removal or lifting of a programme of study, attainment target, assessment, or any other component of the National Curriculum, or any combination of these, including entire subjects or the entire National Curriculum. (See also Modification, below.)

Dyscalculia: Pupils with dyscalculia have difficulty in acquiring mathematical skills. Pupils may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures.

Dyslexia: Pupils with dyslexia have a marked and persistent difficulty in learning to read, write and spell, despite progress in other areas. Pupils may have poor reading comprehension, handwriting and punctuation. They may also have difficulties in concentration and organisation and in remembering sequences of words. They may mispronounce common words or reverse letters and sounds in words.

Dyspraxia: Pupils with dyspraxia are affected by an impairment or immaturity of the organisation of movement, often appearing clumsy. Gross and fine motor skills are hard to learn and difficult to retain and generalise. Pupils may have poor balance and co-ordination and may be hesitant in many actions (running, skipping, hopping, holding a pencil, doing jigsaws, etc). Their articulation may also be immature and their language late to develop. They may also have poor awareness of body position and poor social skills.

Educational Psychologist: Educational psychologists tackle the problems encountered by young people in education, which may involve learning difficulties and social or emotional problems. They carry out a wide range of tasks with the aim of enhancing children's learning and enabling teachers to become more aware of the social factors affecting teaching and learning. Reports may be written about children for allocation of special educational provision or as part of court proceedings or children's panels. Direct work involves some form of assessment to uncover a child's problem through consultation with professional colleagues, observation, interview or use of test materials. Interventions might be suggested and a plan of learning programmes and collaborative work with a teacher drawn up. Recommendations are then made to determine the most appropriate educational provision for that child.

Education supervision order: an order that LEAs, under section 36 of the Children Act 1989, can apply for to put a child of statutory school age who is not being properly educated under the supervision of the LEA, with the intention of ensuring that he or she receives efficient full-time education suited to his or her age, aptitude, ability and any special educational needs, and that sufficient support, advice and guidance are provided to the parents.

Education Welfare Officer: person employed by an LEA to help parents and LEAs meet their respective statutory obligations in relation to school attendance. Education Welfare Officers also carry out related functions such as negotiating alternative educational provision for excluded pupils. In some LEAs Education Welfare Officers are known as Education Social Workers.

Hearing Impairment (HI): Pupils with a hearing impairment range from those with a mild hearing loss to those who are profoundly deaf. They cover the whole ability range. For educational purposes, pupils are regarded as having a hearing impairment if they require hearing aids, adaptations to their environment and/or particular teaching strategies in order to access the concepts and language of the curriculum. A number of pupils with a hearing impairment also have an additional disability or learning difficulty. Hearing loss may be because of conductive or sensori-neural problems and can be measured on a decibel scale. Four categories are generally used: mild, moderate, severe and profound. Some pupils with a significant loss, communicate through sign instead of, or as well as, speech.

Information Technology (IT): covers a range of microcomputers, both portable and desktop; generic or integrated software packages, such as word processors, spreadsheets, databases and communication programmes; input devices such as keyboards, overlay keyboards, specialised access switches and touch screens; output devices such as monitors, printers and plotters; storage devices such as CD-ROM, and microelectronics controlled devices such as a floor turtle.

Integration: educating children with special educational needs together with children without special educational needs in mainstream schools wherever possible, and ensuring that children with special educational needs engage in the activities of the school together with children who do not have special educational needs.

Moderate Learning Difficulty (MLD): pupils with moderate learning difficulties will have attainments significantly below expected levels in most areas of the curriculum, despite appropriate interventions. Their needs will not be able to be met by normal differentiation and the flexibilities of the National Curriculum. They should only be recorded as MLD if additional educational provision is being made to help them to access the curriculum. Pupils with moderate learning difficulties have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.

Modification: amendment or alteration of a programme of study, attainment target, assessment or any other component of the National Curriculum in order to give the child access to that area of the Curriculum (see also **Disapplication**).

Multi-Sensory Impairment (MSI): Pupils with multi-sensory impairment have a combination of visual and hearing difficulties. Many also have additional disabilities but their complex needs mean that it may be difficult to ascertain their intellectual abilities. Pupils with multi-sensory impairment have much greater difficulties in accessing the curriculum and the environment than those with a single sensory impairment. They have difficulties in perception, communication and in the acquisition of information. Incidental learning is limited. The combination can result in high anxiety and multi-sensory deprivation. Pupils need teaching approaches which make good use of their residual hearing and vision, together with their other senses. They may need alternative means of communication.

Named LEA Officer: the person from the LEA who liaises with the parents over all the arrangements relating to statutory assessment and the making of a statement. LEAs will inform parents of the identity of the Named Officer when they issue a notice of a proposal to make a statutory assessment of a child.

Named Person: the person whom the LEA must identify when sending the parents a final version of a statement. The Named Person, who should usually be identified in cooperation with the parents, must be someone who can give the parents information and advice about their child's special educational needs. He or she may be appointed at the start of the assessment process and can then attend meetings with parents and encourage parental participation throughout that process. The Named Person should normally be independent of the LEA and may be someone from a voluntary organisation or parent partnership scheme.

Note in lieu: a note issued to the child's parents and school when, following a statutory assessment, the LEA decide not to make a statement. The note should describe the child's special educational needs, explain why the LEA will not make a statement and make recommendations about appropriate provision for the child. All the advice received during the assessment should be attached to the note sent to the parents and, with their consent, should also be sent to the child's school.

Occupational therapy: The role of the Occupational Therapist (OT) is to work with children who have difficulties with the practical and social skills necessary for their everyday life. An Occupational Therapist will aim to enable the child to be as physically, psychologically and socially independent as possible. The range of needs they deal with include:

- Functional difficulties such as dressing, eating, toileting
- Basic fine-motor skills such as pencil and scissor skills
- Play skills
- Sensory abilities such as touch and balance
- Fine motor skills and gross motor and movement abilities
- Social skills
- Behavioural responses during the child's day

OFSTED — Office for Standards in Education/OHMCI — Office of Her Majesty's Chief Inspector (Wales): non-ministerial government departments established under the Education (Schools) Act 1992 to take responsibility for the inspection of all schools in England and Wales respectively. Their professional arm is formed by Her Majesty's Inspectors (HMI).

Parent: this is defined in section 114 (1D) of the Education Act 1944, as amended by the Children Act 1989. Unless the context requires otherwise, parent in relation to a child or young person includes any person:

Who is not a natural parent of the child but who has parental responsibility for him or her
Who has care of the child.

Section 114(1F) of the 1944 Act states that for the purposes of sub-section (1D):

Parental responsibility has the same meaning as in the Children Act 1989

In determining whether an individual has care of a child or young person, any absence of the child or young person at a hospital or boarding school and any other temporary absence shall be disregarded.

Parental responsibility: under section 2 of the Children Act 1989, parental responsibility falls upon:

- All mothers and fathers who were married to each other at the time of the child's birth (including those who have since separated or divorced).
- Mothers who were not married to the father at the time of the child's birth
- Fathers who were not married to the mother at the time of the child's birth, but who have obtained parental responsibility either by agreement with the child's mother or through a court order.

Under section 12 of the Children Act 1989 where a court makes a residence order in favour of any person who is not the parent or guardian of the child, that person has parental responsibility for the child while the residence order remains in force.

Under section 33 (3) of the Children Act 1989, while a care order is in force with respect to a child, the Social Care department (SC) designated by the order will have parental responsibility for that child, and will have the power (subject to certain provisions) to determine the extent to which a parent or guardian of the child may meet his or her parental responsibility for the child. The SSD cannot have parental responsibility for a child unless that child is the subject of a care order, except for very limited purposes where an emergency protection Order is in force under Section 44 of the Children Act 1989.

A person holding parental responsibility may make arrangements for another person to exercise that responsibility on his or her behalf — for example when the parent is on an extended visit abroad or during a time in hospital. This delegation does not remove the original parental responsibility. The Children Act 1989 introduced a concept of enduring parental responsibility (section 2(6)), which can only be removed through a court and which confers duties as well as rights on all those who have such responsibility.

Parental responsibility is defined under section 3(1) of the Children Act 1989 as covering all the duties, rights, powers, responsibilities and authority which parents have with respect to their children and their children's property.

Peripatetic teacher (or specialist, advisory, or support teacher): a teacher with specific expertise who travels from school to school and is employed by the LEA to give appropriate specialist advice and support to the child and the school. Often he or she will also teach children with special educational needs on a sessional basis, usually when an individual school does not justify the services of a full time teacher for the purpose.

Physical Disability (PD): There is a wide range of physical disabilities and pupils cover the whole ability range. Some pupils are able to access the curriculum and learn effectively without additional educational provision. They have a disability but do not have a special educational need. For others, the impact on their education may be severe.

In the same way, a medical diagnosis does not necessarily mean that a pupil has SEN. It depends on the impact the condition has on their educational needs. (See **SEN Code of Practice 7.64** ref: DfES 581/2001)

There are a number of medical conditions associated with physical disability which can impact on mobility. These include cerebral palsy, heart disease, spina bifida, hydrocephalus and muscular

dystrophy. Pupils with physical disabilities may also have sensory impairments, neurological problems or learning difficulties.

Some pupils are mobile but have significant fine motor difficulties which require support. Others may need augmentative or alternative communication aids.

Portage: a planned approach to home-based pre-school education for children with developmental delay, disabilities or any other special educational needs. Portage began in Portage, Wisconsin, USA, and there is now an extensive Portage network in the UK, which is overseen by the National Portage Association.

Profound and Multiple Learning Difficulty (PMLD): Pupils with profound and multiple learning difficulties have complex learning needs. In addition to very severe learning difficulties, pupils have other significant difficulties, such as physical disabilities, sensory impairment or a severe medical condition. Pupils require a high level of adult support, both for their learning needs and also for their personal care. They are likely to need sensory stimulation and a curriculum broken down into very small steps. Some pupils communicate by gesture, eye pointing or symbols, others by very simple language. Their attainments are likely to remain in the early P scale range (P1-P4) throughout their school careers (that is below level 1 of the National Curriculum).

(Further information about P scales can be found in **Supporting the Target Setting Process**, DfES Guidance March 2001. Ref: DfEE 0065/2001)

Regional Organisations Expert in Information Technology for Communication Difficulties: the Aids to Communication (ACE) centres in Oxford and Oldham, the Centre for Micro-Assisted Communication at Charlton Park School, London SE7 and Communication Aids Centres funded under the NHS. Further information on these centres and on information technology for children with special educational needs may be obtained from the National Council for Educational Technology (NCET), Milburn Hill Road, Science Park, Coventry, CV4 7JJ. Telephone: 0203 416994.

Responsible Person: the head teacher or the appropriate governor, that is the chairman of the governing body unless the governing body have designated another governor for the purpose. In the case of a nursery school, the responsible person is the head teacher. The responsible person must be informed by the LEA when they conclude that a pupil at a school has special educational needs. The responsible person must then ensure that all those who will teach the child know about his or her special educational needs.

SCEA: the Service Children's Education Authority. The SCEA oversees the education of UK service children abroad. It is funded by the Ministry of Defence and operates its own schools as well as providing advice to parents on SCEA and UK schools.

SENCO (Special Needs Coordinator): member of staff of a school who has responsibility for coordinating SEN provision within that school. In a small school the head teacher or deputy may take on this role. In larger schools there may be an SEN coordinating team.

SEN & Disability Tribunal: an independent tribunal set up by Act of Parliament for determining appeals by parents against local educational authority (LEA) about children's special educational needs, where parents cannot reach agreement with the LEA. SENDIST also considers parents' claims of disability discrimination in schools.

Severe Learning Difficulty (SLD): Pupils with severe learning difficulties have significant intellectual or cognitive impairments. This has a major effect on their ability to participate in the school curriculum without support. They may also have difficulties in mobility and co-ordination, communication and perception and the acquisition of self-help skills. Pupils with severe learning difficulties will need support in all areas of the curriculum. They may also require teaching of self-help, independence and social skills. Some pupils may use sign and symbols but most will be able to hold simple conversations. Their attainments may be within the upper P scale range (P4-P8) for much of their school careers (that is below level 1 of the National Curriculum).

(Further information about P scales can be found in **Supporting the Target Setting Process**, DfES Guidance March 2001. Ref: DfEE 0065/2001)

Specific Learning Difficulty (SpLD): The umbrella term specific learning difficulties (SpLD) is used to cover a wide variety of difficulties. Dyslexia is only one of a group of difficulties that may include

- dysgraphia: writing difficulty
- dyspraxia: motor difficulties
- dyscalculia: a difficulty performing mathematical calculations
- Attention deficit disorder, or attention deficit hyperactive disorder (ADD or ADHD): concentration difficulties with heightened activity levels and impulsiveness
- Asperger's syndrome and autism: emotional behaviour or even social communication difficulties.

These learning difficulties typically affect a student's motor skills, information processing and memory. However, note that no two individuals have the same combination of SpLD and it is impossible to extrapolate a description from one person to another.

Speech and Language therapy: The role of a speech and language therapist (SLT) is to assess and treat speech, language and communication problems in people of all ages to enable them to communicate to the best of their ability. They may also work with people who have eating and swallowing problems. SLTs assist children and adults who have the following types of problems:

- difficulty producing and using speech
- difficulty understanding language
- difficulty using language
- difficulty with feeding, chewing or swallowing
- a stammer
- a voice problem

Special school: a school which is specially organised to make special educational provision for pupils with special educational needs and is for the time being approved by the Secretary of State under section 188 of the Education Act 1993.

Transitional arrangements: legal provisions which provide for a smooth change-over from the legal regime established by the Education Act 1981 and the Education (Special Educational Needs) Regulations 1983, to that established under the Education Act 1993 and the Education (Special Educational Needs) Regulations 1994.

Transition Plan: a plan which should form part of the first annual review after the child's 14th birthday, and any subsequent annual review. The purpose of the plan is to draw together information from a range of individuals within and beyond the school, in order to plan coherently for the young person's transition to adult life.