Ministry of Education
Cayman Islands Government

The Cayman Islands' Code of Practice

Identification, Assessment and Provision for Additional Learning Support Needs in Education



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Ministerial Foreword

All teachers are teachers of all children with additional learning support needs, including special educational needs and disabilities.

A child's education provides precious opportunities for learning. However, missed opportunities can have a major impact later in a child's life. For this reason my Ministry of Education is determined to provide the right support at the right time for children who have additional learning support needs, including special educational needs and disabilities.

There are numerous reasons for which many children will experience greater learning difficulties than their peers. These children could have additional learning support needs, including special educational needs, a disability, or may be experiencing other social or personal circumstances, which prevent them from fulfilling their potential. The introduction of the umbrella term of 'additional learning support needs' ensures that support is provided for all children who require it.

The Government's education policy is focused on an inclusive education system that welcomes and accommodates the wide diversity of learners in our schools and early childhood care and education centres. This is the basis on which we are committed to ensuring that every child is provided with equity of provision.

This new *Cayman Islands' Code of Practice for the Identification, Assessment and Provision for Additional Learning Support Needs in Education* (the Code of Practice) is pivotal in ensuring the delivery of that commitment. This Code of Practice outlines a clear consistency of approach to meeting all additional learning support needs, including special educational needs and disabilities. This places the rights of children with additional learning support needs, including special educational needs and disabilities at the centre of the process, allowing them to be heard, and to participate in decisions regarding their education. The focus is on *high-quality teaching* and a continuum of meaningful and appropriate *additional learning support* to ensure that children's additional learning support needs are identified as quickly as possible, assessed, and that early action is taken to meet those needs.

This Code of Practice sets out a framework of action for effective support primarily delivered by the class / subject teacher(s) with an emphasis on a graduated cycle of *assess, plan, do, review*. It is a move to a more robust framework for consistently supporting all additional learning support needs, which, regardless of setting, focuses on early appropriate and collaborative action. It provides a clear structure for developing strong partnerships between parents, teachers, schools, responsible authorities, health and social services, private providers and voluntary organisations that are crucial to achievement and the removal of barriers to participation and learning.

The Code of Practice covers the special educational need and disability provisions as required by Cayman Islands law and it is imperative that all schools and early childhood care and education centres 'have regard' to the processes outlined in this document. The Office of Education Standards will, through their ongoing inspection cycles, routinely monitor and report on the extent to which schools are adhering to this Code of Practice.

I recognise that all relevant staff in schools and early childhood care and education centres need to be fully supported through provision of training and required resources, and the dissemination of best practice to ensure adherence and implementation of this Code of Practice.

I am confident that this Code of Practice will build on the successes of its predecessors and will be instrumental in raising the achievement levels for all children.

Hon. Juliana O'Connor-Connolly, JP.
Minister for Education

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ABBREVIATIONS

ALSN	Additional Learning Support Needs
AT	Assistant Teacher
CIFEC	Cayman Islands Further Education Centre
COP	Code of Practice
DCFS	Department of Children and Family Services
DES	Department of Education Services
ECCEU	Early Childhood Care and Education Unit
EI	Education Institution
EIP	Early Intervention Programme
EP	Educational Psychologist
EPS	Educational Psychologist Service
EAL	English as an Additional Language
HSA	Health Service Authority
LSP	Learning Support Plan
MASH	Multi-Agency Support Hub
MDT	Multi-Disciplinary Team
MIS	Management Information System
MOE	The Ministry of Education
OT	Occupation Therapist
RA	Responsible Authority
SBST	School Based Support Team
SEN	Special Educational Needs
SENCO	Special Educational Needs Coordinator
SEND	Special Educational Needs and Disabilities
SIP	School Improvement Plan
SLT	Speech and Language Therapist
SMT	Senior Management Team
SOE	Statement of Eligibility
SSIO	Senior School Improvement Officer

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PART I: INTRODUCTION - PRINCIPLES AND PROCEDURES

General

The Code of Practice addresses the identification, assessment and provision to be made for all children in schools and early childhood care and education centres in the Cayman Islands with additional learning support needs, including special educational needs and disabilities.

We recognise that some children will, either permanently, or from time to time, have significantly greater difficulty in learning than the majority of children of the same age. It should be the goal for all schools and early childhood care and education centres, to ensure that additional learning support needs, including special educational needs and disabilities are identified and met.

At the heart of the work of every school and early childhood care and education centres should be a continuous, graduated cycle of *assess*, *plan*, *do* and *review* which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. **Some children will have additional learning support needs without having special educational needs and disabilities (SEND).** Children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have SEND.

In order to help all children succeed, schools and early childhood care and education centres should adopt a graduated approach that recognises there is a continuum of needs consisting of increasing action, bringing support and specialist expertise to bear on the difficulties that a child may be experiencing. As far as possible, all children should have equal opportunities to participate in the full curriculum and all other activities, even if they have additional learning support needs, including special educational needs and disabilities.

The Code of Practice provides procedures for schools and early childhood care and education centres to carry out their duties in accordance with the laws of the Cayman Islands; to identify, assess, and make provision for children who have additional learning support needs, including SEND.

The Status of the Code

The Code is issued by the Cayman Island's Ministry of Education as required by the Education Law (2016, Section 33(1)) and is operative from the (August, 2021). The Code of Practice contains excerpts from both primary legislation and regulations pertaining to SEND. The following legislation, agreements, policy and guidance should also be considered in relation to the Code of Practice:

- United Nations Convention on the Rights of the Child, 1989;
- United Nations Convention on the Rights of the Child Persons with Disabilities, 2007;
- Children's Law, 2012;
- Cayman Islands' Disability Policy, 2014 – 2033;
- Education Law, 2016;

- Education Regulations, 2017;
- Disability (Solomon Webster) Law, 2016;
- Successful Schools & Achieving Students 2, Office of Education Standards (OES), October 2020.

The Code contains clear guidance to which the "responsible authority" of schools, and early childhood care and education centres, "school leaders", parents, other stakeholders, and particularly teachers and special educational needs coordinators (SENCOs) are required to 'have regard'. If a school or early childhood care and education centres chooses to depart from the Code, it should evidence justification for that action, by providing qualitative support that is the same or better than the Code's own guidance.

In this Code, "responsible authority" is defined as:

a) in relation to a Government school, means the (Director of the) Department of Education Services;
b) in relation to an assisted school or independent school, means the governing body of that school; and
c) in relation to a place other than a school, means the person in charge of the education delivered at that place.

In this Code, "school leader" is defined as a person, by whatever name called, responsible for the day-to-day management of the school and for persons deployed to work at the school.

Schools and early childhood care and education centres, including the Cayman Islands Further Education Centre (CIFEC), exercising relevant required duties will need to be able to demonstrate, in their arrangements for children with additional learning support needs, including SEND, that they are fulfilling their duty to 'have regard' to the Code. In the case of all schools and early childhood care and education centres, the OES will consider, in the context of their inspections, the effectiveness of policies and practices and the extent to which they 'have regard' to the Code.

The Coverage of the Code

This Code applies to all children with additional learning support needs, including SEND. Children's additional learning support needs, including SEND are generally thought of in the following 4 broad areas of need and support:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

The term "additional learning support needs" is an umbrella term that describes the continuum of needs that requires additional learning support, including those children with exceptional and substantial needs associated with SEND categorisation.
A child is understood to have additional learning support needs if they require support that is additional to or otherwise different from the educational provision generally

made for children of the same age in schools and early childhood care and education centres.

A child can have additional learning support needs without the need for formal assessment procedures that could lead to special educational needs and/or disability categorisation and the requirement for a statement of eligibility.

A child who has special educational needs and/or has a disability will, by definition, have 'additional learning support needs'.

As per the Education Law, 2016:

Special educational needs – in relation to a student (a child), means that, by reason of characteristics of body or mind personal to the student, the student's educational needs cannot be satisfied otherwise than by making **exceptional provision** in relation to the student; and, for the purposes of this definition:

a) Provision is exceptional in relation to a student (a child) if it is **substantially different** from that which is made for the education of the generality of person of equivalent age and description; and
b) Students (children) for whom English is an additional language or who are gifted or talented are not to be treated as having special educational needs*

**Children with English as an additional language or who are gifted or talented may have additional learning support needs.*

If a child is determined to have special educational needs and or disabilities, they must be set out by the responsible authority in a statement of eligibility specifying those needs and the provision to be made in relation to them.

(The Education Law, 35(1))

As per the Education Law, 2016,

> A disability is, "any short term or long term physical, mental, intellectual or sensory impairment which significantly hinders a person's full and effective participation in society, on an equal basis with other persons."

All schools and early childhood care and education centres should adhere to responsibilities under the Cayman Islands Disability (Solomon Webster) Law, 2016. In particular, they should not discriminate against children with additional learning support needs, including SEND and they should make "reasonable accommodations" to prevent them being put at substantial disadvantage. This duty is also anticipatory – it requires thought to be given in advance regarding what children with additional learning support needs, including SEND might require and what adjustments might be needed to be made to prevent their disadvantage.

As per the Cayman Islands Disability (Solomon Webster) Law, 2016:

"Discrimination" means any distinction, exclusion or restriction, on the basis of disability, which:

a) has the purpose or effect of impairing or nullifying the recognition, enjoyment or exercise, on an equal basis with others, of all rights and freedoms in the political, economic, social, cultural, civil, or any other field; and,
b) cannot be shown to be a proportionate means of achieving a legitimate aim;

As per law "reasonable accommodation" means the necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden where needed in a particular case, to ensure to a person with a disability, the enjoyment or exercise, on an equal basis with persons who do not have disabilities, of privileges, interests, benefits and treatment, and the facilitation of such privileges, interests, benefits and treatment, by the provision of auxiliary aids and services, including:

a) assistive devices;
b) interpreters, technologies and effective methods of making aurally delivered and received materials available to a person with a disability;
c) readers, taped audio visually recorded texts or other effective methods of making visually delivered and received materials available to a person with a disability; and
d) physical modification to buildings and the built environment.

In this Law, "disproportionate or undue burden" includes:

a) the nature of the benefit likely to accrue to, or the detriment likely to be suffered by, any person concerned;
b) the effect of the relevant disability on a person concerned;
c) the financial circumstances of the person concerned who is claiming a disproportionate or undue burden; or
d) the estimated amount of expenditure or other allocation of resources required by the person concerned who is claiming a disproportionate or undue burden and whether it is reasonably proportionate to the benefit likely to accrue.

According to the Education Regulations, 2017:

51. (1) Early childhood care and education centres shall ensure that reasonable accommodation is available so that every child who may have or has special education needs or disabilities enjoys rights, privileges, benefits and treatment on an equal basis with children without special education needs or disabilities.

51. (2) Provision at early childhood care and education centres shall comply with national policy and the Ministry's policy and guidelines for special education needs or disabilities for children under compulsory school age.

The Code addresses all types of additional learning support needs, ranging from children with short-term challenges, where documented differentiated classroom provision (Teacher Action) may meet their needs, to the most severe, where a statement of eligibility for special educational needs and disabilities will be in place, and will require specialised provision and teaching, equipment or other supports may be needed. It provides guidance for the responsible authority for schools and early childhood care and education centres, school leaders, parents/ guardians and in particular teachers and SENCOs - and to all others who help support, including the Health Services Authority (HSA) and social services - on the discharge of their duties.

Exclusions from Special Educational Needs and Disabilities (SEND) Eligibility

Exclusions means that, for the purposes of the Code of Practice, a child may not be identified for SEND primarily because:

- the language or form of language of the home is different from the language in which they will be taught;
- the child has experienced educational disadvantage due to lack of learning opportunities such as frequent school changes, poor attendance or multiple teachers in the same year,
- there has been an inappropriate curriculum and/or inadequate instruction;
- there has been cultural, environmental, or economic disadvantage.

Gifted and talented children are not by reason of their gifts or talents within the definition of SEND.

The above SEND exclusions may present as additional learning support needs that should be assessed, identified and provided for pursuant to this Code.

The Format of the Code

The Code should be read as a whole, so that a full picture can be gained of the various parts of the processes, the roles of all concerned, and the particular considerations affecting provision for children at different stages in their education. For ease of access it is, however, set out in ten parts. They are as follows:

PART I: INTRODUCTION - PRINCIPLES AND PROCEDURES

PART II: ROLES AND RESPONSIBILITES IN SCHOOLS

PART III: ACTIONS FOR ASSESSMENT AND PROVISION IN SCHOOLS: TEACHER AND SCHOOL ACTION

PART IV: FORMAL ASSESSMENT FOR CHILDREN IN SCHOOLS

PART V: ACTION PHASE 3: SEND STATEMENT OF ELIGIBILITY PROVISION AND SUPPORT

PART VI: ANNUAL REVIEW

PART VII: EQUITIES FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

PART VIII: IDENTIFICATION, ASSESSMENT AND PROVISION IN EARLY CHILDHOOD CARE AND EDUCATION CENTRES

PART IX: FORMAL ASSESSMENT IN EARLY CHILDHOOD

PART X: DISPUTE AVOIDANCE, PARENT COMPLAINTS AND APPEALS

Objectives of the Code

The specific objectives of the Cayman Islands Code of Practice are as follows:

- to identify all children with additional learning support needs, including SEND, and to ensure that their needs are meet;
- to ensure that all children with additional learning support needs, including SEND, have access to a balanced curriculum and are included in the activities of the school;
- to ensure that all children with additional learning support needs, including SEND, make the best possible progress, as defined by the Office of Education Standards (OES) criteria;
- to ensure that parents/guardians are informed of their child's individual needs, the provision offered, and that there is effective communication between parents/guardians and school;
- to ensure that children are supported in expressing their views and are fully involved in decisions which affect their education, to the fullest extent possible; and
- to promote effective partnership with parents/guardians and involve outside agencies when appropriate.

Essential Best Practice

The Code of Practice is consistent with international forms of legislation; guidance and best practice for children who have additional learning support needs, including SEND, which include the following principles:

- all children benefit from a broad, balanced, and relevant education, including an appropriate curriculum for early childhood and the Cayman Islands' National Curriculum or similar;
- children with additional learning support needs, including SEND, should be afforded full access to the curriculum for early childhood and the Cayman Islands' National Curriculum, or similar, to the maximum extent possible, and expectations should be that they can progress within these curricula;
- schools and early childhood care and education centres should work together

with parents/guardians and community partners to ensure a child's learning needs are identified early. Early interventions lead to more meaningful outcomes for children with additional learning support needs, including SEND;

- schools and early childhood care and education centres need to utilise best or 'evidence-based' practices when devising interventions prior to evaluating or assessing a child for additional learning support needs, including SEND. Any subsequent provision for additional learning support needs, including SEND, should follow the same practice guideline;
- additional learning support needs, including SEND will generally be best met 'inclusively' within mainstream schools or centres. Decision making teams including school-based teams and multi-disciplinary teams (defined below) should always consider that educational services be provided in settings closest to the child's home and in the most meaningful and appropriate setting possible based on the child's statement of eligibility;
- parents/guardians are full partners with school based and multi-disciplinary teams in the evaluation, identification, and educational planning for their children.
- assessments are completed within prescribed time limits;
- where a child is determined to have additional learning support needs, they require a Learning Support Plan (LSP), outlining supports and provisions, that are implemented as agreed and is within prescribed time limits, and reviewed at least termly;
- where a child is determined to have SEND, this will be identified in a statement of eligibility. Children with SEND are required to have a detailed Learning Support Plan (LSP), outlining supports and provisions relative to recommendations made in the statement of eligibility that are implemented as agreed and is within prescribed time limits, and reviewed at least termly; and
- children in schools and early childhood care and education centres with a statement of eligibility are required to have an Annual Review as set out in the Code.

In this Code, the term "school" means an institution for providing compulsory education and includes:

a) a unit for that purpose but established in an institution that caters to other categories of education; and
b) a Government school, an assisted school and an independent school.

In this Code, the term "early childhood care and education centre" means an institution that provides early childhood care and education to children under compulsory school age for at least four hours per day and includes a private residence in which care is provided to three or more children not of the same family.

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PART II: ROLES AND RESPONSIBILITES IN SCHOOLS

Introduction

In this Code "schools" should be understood as all education institutions providing compulsory school age education in both the Government and private sectors. For the purposes of this Code this also includes the Cayman Islands Further Education Centre (CIFEC).

Provision for children in schools who have additional learning support needs, including SEND, is a matter for **the whole school** (Figure 1). The school's responsible authority, the school leader, the School-Based Support Team (SBST), in particular the teacher(s) and SENCO, and all other members of staff have important roles and responsibilities. Schools are responsible for delivering services as per the child's Learning Support Plan (LSP) (Appendix 1) and, where applicable, the statement of eligibility (Appendix 3), through "reasonable accommodations". At times of inspection by the Office of Education Standards, schools will be assessed for compliance in relation to this Code of Practice.

Crucially, the school is responsible for ensuring that the child and the parents/ guardians are at the centre of all decision making processes, planning and provisions.

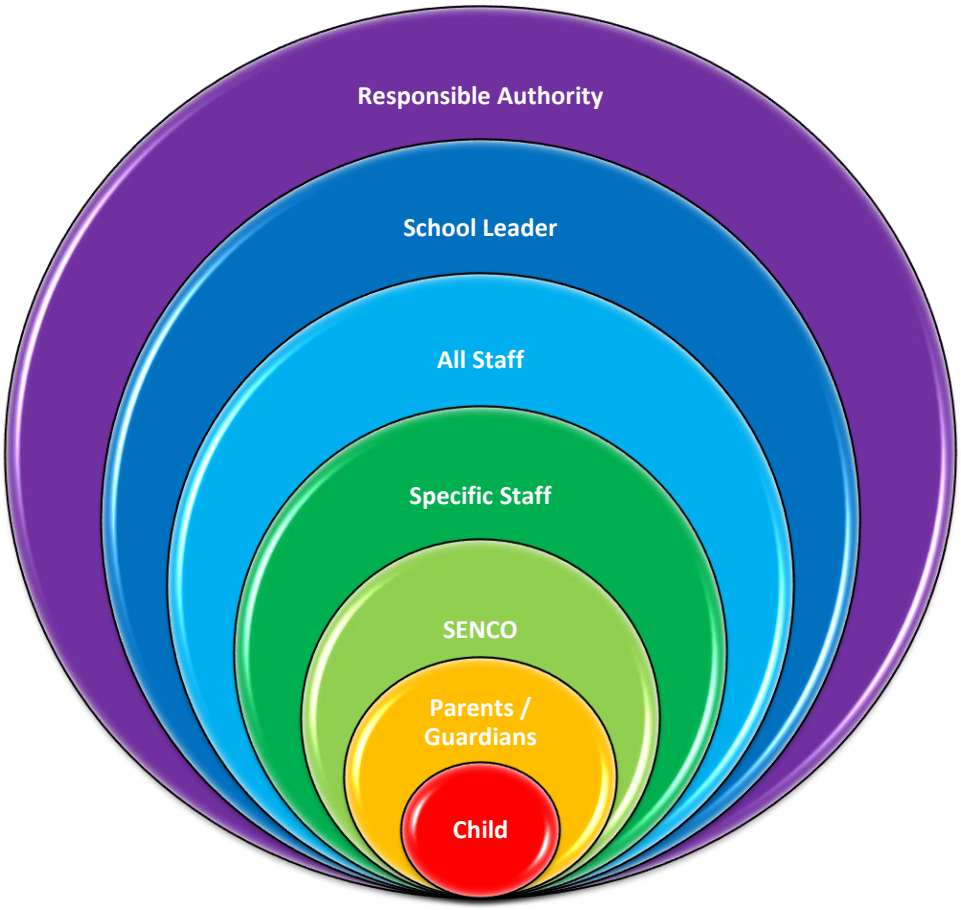

Figure 1: Whole School Responsibility

School Responsibilities

In allocating additional learning support needs, including SEND responsibilities within schools, the following should be considered:

- the school leader, with the oversight and support from the responsible authority, determines the school's policies and procedures, establishes appropriate staffing and resourcing arrangements and maintains overall responsibility of the school's work;
- the school leader has responsibility for the day-to-day management of all of the school's work, including its additional learning support needs procedures and provision, and works closely with the SENCO;
- the SENCO, working closely with and supporting teachers and staff, should have responsibility for the day-to-day operation of the school's Additional Learning Support Needs Policy and for coordinating additional learning support needs, including SEND provision;
- the School-Based Support Team (SBST) are the main decision-making team for children who have additional learning support needs, including SEND;
- teaching staff should be involved in the development of the school's Additional Learning Support Needs Policy and all staff should be made familiar with the procedures pertaining to additional learning support needs;
- class or subject teachers are primarily responsible and accountable for the learning, progress and development of the children in their class, including where children access support from teaching assistants or specialist staff;
- roles and responsibilities should be clearly outlined in each school's Additional Learning Support Needs Policy.

Additional Learning Support Needs Policy

Each school should make available information regarding the processes for the identification, assessment, and provisions that are available from the school for children identified with additional learning support needs including SEND, through a regularly reviewed Additional Learning Support Needs Policy.

The information outlined in the policy should include:

- the objectives of the school's Additional Learning Support Needs Policy;
- the name of the SENCO, the person responsible for the day-to-day operation of Additional Learning Support Needs Policy;
- the arrangements for coordinating additional learning support needs, including SEND provision;
- admission arrangements;

- any additional learning supports the school may have, and, any facilities which support and accommodate access to the curriculum;
- information about the school's policies for identification, assessment and provision for all children with additional learning support needs, including SEND;
- the allocation of the resources which the school devotes to additional learning support needs, including SEND;
- identification and assessment arrangements;
- clearly outlined review procedures;
- arrangements for providing support and access to a balanced and broadly based curriculum, including the Cayman Islands' National Curriculum or similar;
- the use of Learning Support Plans (LSPs) and statements of eligibility to inform support, provision and access to a broad and balanced curriculum;
- arrangements for 'inclusion' within the school as a whole; and
- arrangements for considering complaints by parents about additional learning support needs, including SEND; within the school.

Information about the school's staffing policy and partnership with other bodies, as they relate to its provision for children with additional learning support needs, including SEND:

- details of any specialised training courses undertaken and additional learning support needs, including SEND; experience and qualifications held by staff;
- effective use of teachers, assistant teachers, interventionists, support services, and external services and professionals;
- arrangements for involving parents/guardians;
- arrangements for involving the child and ascertaining their views;
- links with other schools, institutions of further and higher education, and other services or voluntary organisations.

The Special Educational Needs Coordinator (SENCO)

In all schools, the SENCO should be responsible for:

- the day-to-day operation of the school's policy for additional learning support needs, including SEND;
- responding to requests for support and advice from other teachers and support staff;

- ensuring the identification of additional learning support needs through standardised measures including, screening and assessment tools;

- coordination of provision, ensuring appropriate liaison with the various teachers / subject teacher(s) who teach children with additional learning support needs, including SEND;

- maintaining a register, with records of all children with additional learning support needs, including SEND;

- coordination of provision with the School-Based Support Team and Multidisciplinary Teams as appropriate;

- close liaison with the parents/guardians of children with additional learning support needs, including SEND;

- identifying, brokering and providing in-service training requirements of the staff, and contributing as appropriate to their training needs;

- collaborating and supporting transitions of children with additional learning support needs, including SEND, entering from the Early Intervention Programme, and other early childhood care and education centres, and subsequent transitions through all educational stages including Key Stages;

- ensuring that parents/guardians are closely involved throughout, and that their insights inform any action taken by the school; and

- liaising with external agencies as required.

In schools, the role of the SENCO must be undertaken by an experienced, qualified teacher, who demonstrates strong pedagogical insight, and has a depth of knowledge and qualifications in the area of additional learning support needs, including SEND.

The SENCO coordinates provision; he/she is not responsible for direct day-to-day teaching of children. The SENCO should, only if necessary, dedicate a lesser amount of their time to working directly with children. The overwhelming majority of the SENCO's time should be spent coordinating provision for additional learning support needs, including SEND; and ensuring operational implementation of the Code of Practice.

The time and attention, which the SENCO will need to devote to coordination and management responsibilities, will depend on the circumstances of particular schools. School leaders and responsible authorities should therefore give careful thought to the SENCO's teaching commitments and responsibilities. Senior management should ensure that structures within the school allow the SENCO's functions to be carried out most effectively. It is recommended for schools to have the SENCO as a member of the Senior Management Team (SMT).

Class / Subject Teacher(s)

Class / subject teacher(s) are primarily responsible and accountable for the learning, progress and development of all children in his/her class, including those who access support from assistant teachers, specialist staff or external providers.

High-quality classroom based teaching, differentiated for individual children, as necessary and appropriate, is the first step in responding to children who have additional learning support needs, including SEND. Additional intervention and support cannot compensate for a lack of good quality classroom teaching.

Additionally, the class / subject teacher(s) are primarily responsible for ensuring that Learning Support Plans (LSPs) are implemented with the support of the SENCO and all other identified staff including external providers as appropriate and agreed.

The School-Based Support Team (SBST)

Each school should maintain a School-Based Support Team (SBST) as set out in the school's Additional Learning Support Policy. The SBST is the **decision-making body** in relation to the identification, assessment and provision for children with additional learning support needs, including SEND.

The composition of the SBST should be determined by the responsible authority and may include:

- the Special Educational Needs Coordinator (SENCO) who leads the coordination of services for children who have or may have additional learning support needs, including SEND;
- a member of staff from the school's SMT;
- an educational psychologist: who is qualified to conduct all types of educational assessments, aid with problem solving and advocacy for the child;
- class / subject teacher(s): individuals who provide documentation of the child's barriers to learning, as well as their strengths;
- support service providers (Speech and Language Therapists, Occupational Therapists, Music Therapists, Counsellors etc.). These school-based specialists (where applicable) provide assessments, information and provide support pertaining to specific areas of concern;
- assistant teachers

Although not part of the SBST, parents/guardians perspectives and insights are integral to supporting the roles and responsibilities of the SBST. Parents/Guardians should be fully informed with regard to all decisions and changes to levels of support, and provide consent, as necessary.

Multi-Disciplinary Teams (MDT)

At times additional external support from other professionals may be required to ensure that the needs of children with SEND are met. These professionals may provide additional support to the SBST, and along with the SBST should be considered to be a Multi-Disciplinary Team (MDT). This team will consist of professionals who are

not directly school based, including, but not limited to:

- Medical doctors
- Clinical psychologists
- Clinical psychiatrists
- Private clinicians and therapists
- Social workers
- Other external professionals and providers

Parents/guardians involvement, perspectives and insights are integral to supporting the roles and responsibilities of the MDT. Parents/Guardians should be fully informed with regard to all decisions and changes to levels of support, be involved as required, and provide consent, as necessary.

Parents / Guardians

Partnerships with parents/guardians is crucial in promoting a culture of cooperation between parents, schools, and other stakeholders. It is therefore essential that all professionals actively seek to work with parents/guardians in a meaningful way and value the contributions that they make. The work of professionals can be much more effective when parents/guardians are involved and account is taken of their wishes, feelings and perspectives on their child's development. This is especially true when a child has additional learning support needs, including SEND. All parents/guardians of children with additional learning support needs, including SEND should be treated as partners within the process to best identify and meet the children's needs.

To ensure effective communications with parents/guardians, schools, and other involved professionals should:

- acknowledge and draw on parents'/guardians' knowledge and expertise in relation to their child;
- focus on the child's strengths as well as areas of additional learning support needs. Including SEND;
- be aware of the parents'/guardians' feelings and the challenges which they may be experiencing;
- ensure that parents/guardians understand procedures for seeking information and advice, are aware of how to access support and are given any documents to be discussed in advance of meetings;
- respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints;
- respect the differing needs that parents/guardians themselves may have, such as disability or communication barriers, poor school experiences, cultural differences; and
- recognise the need for flexibility in the timing and structure of meetings.

The school is often the first point of contact for parents. Parents/Guardians should be fully involved in the responses to and support for their child, understand the purpose of any interventions, and be fully informed at all times. Schools should welcome and encourage parents to participate throughout their child's time in school.

Parents/Guardians clearly have responsibilities in working effectively with schools, and all other professionals to support their child's education. They should:

- communicate regularly with the school and alert them to any concerns that they might have about their child's learning or provision;
- share information;
- attend meetings as required;
- fulfill their obligations to ensure that their child receives full time education suitable to their age, ability, aptitude and any additional learning support need, including SEND.

The relationship between the parents/guardians of a child with additional learning support needs, including SEND, and their child's school has a crucial bearing on the child's educational progress and the effectiveness of any action. School arrangements should therefore ensure that assessment(s) reflects a sound and comprehensive knowledge of a child and his or her responses to a variety of carefully planned and recorded actions; which take account of the wishes, feelings and knowledge of parents/guardians at all phases of action. The child's progress will be diminished if their parents/guardians are not seen as crucial partners in the educational process with unique knowledge and information to impart. Professional help can seldom be wholly effective unless it builds upon parents/guardians involvement and provides reassurance that account is taken of what parents/guardians say, and that their views and anxieties are treated as being intrinsically important.

Involving the Child

The Code of Practice highlights the importance of children in schools and early childhood care and education centres participating in all decisions about their education. This is in line with Articles 12 &13 of the *United Nations Convention on the Rights of the Child (UNCROC)*, which states that, 'Children who are capable of forming views, have a right to receive and make known information, to express an opinion (in a medium of their choice), and to have that opinion taken into account in any matters affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child.'

The signing and ratification of the UNCROC by the United Kingdom signals that the Cayman Islands are bound by a broad set of values regarding children, and in particular the expressing of their views, having a say in all matters which affect them, presenting their insights, and to be supported in do so in the most meaningful and appropriate manner.

The child should, where possible, according to age, maturity and capability, participate in all decision-making processes. This includes the setting of learning targets, contributing to Learning Support Plans (LSPs), discussions about choice of schools, contributing to assessment of their needs, and outlined review and transition processes. Schools, responsible authorities, and others should seek these views and they should be given due weight according to the age, maturity and capability of the child.

Ascertaining the views of the child may not always be easy. Very young children and those with severe communication difficulties, for example, may present significant challenges for education, health and other professionals. However, the principle of seeking and taking account of the ascertainable views of the child is an important one. Their perceptions and experiences can be invaluable to professionals in reaching decisions.

As far as the child's levels of maturity and understanding will allow, all reasonable accommodations should be made to ascertain the views of the child about his or her own learning and education, providing support as required. Reasonable accommodation may involve the use of alternative augmentative communication strategies and approaches.

Children are more likely to respond positively to intervention and support programmes if they understand the rationale for them and are given some personal responsibility for their own progress. Such positive involvement can also enhance self-image and confidence.

In particular, schools should consider how best to:

- involve the child in decision-making processes which affect their own assessment, provision and progress;
- determine the child's levels of participation, taking into account approaches to assessment and intervention which are suitable for their age, ability, past experiences and prior learning;
- record the child's views in identifying their difficulties, setting goals, agreeing a strategy for developing, monitoring and reviewing progress; and
- involve the child in formulating, implementing and reviewing their LSP.

Identification and Assessment

It is important that children, who have additional learning support needs, including SEND, are identified at an early stage. The earlier that action is taken, the more responsive the child is likely to be. If a difficulty proves transient, the child will subsequently be able to learn and progress typically; if the difficulties are less responsive to provision made by the school, an early start can be made in considering any necessary additional provision that may be needed to support the child's progress. To assist in early identification, use should be made of all available indicators, including observations, formative and summative assessments, and information obtained from parents/guardians. School's practices, particularly, teacher(s) actions,

may make a positive difference through approaches, which take into account the abilities and needs of individual children. Schools and early childhood care and education centres may need to reconsider policies and practice in light of any changes in the incidence of children with additional learning support needs, including SEND.

The Three Phases of Action*

The Code of Practice, acknowledging that there is a continuum of additional learning support needs, including SEND, sets out *three phases of action** framework (see Figure 2, pgs. 17-18). The responsibility for children within Action Phase 1: Teacher Action and Action Phase 2: School Action lies at the school level. Following on from this is a period of Formal Assessment, which provides an opportunity to fully understand the needs of the student and consideration for a statement of eligibility for SEND within Action Phase 3: School Action Plus. Children receiving support at School Action Plus should be in receipt of additional further specialised support and in a small number of cases, specialist, special school or alternative education placement may need to be considered.

Progress in response to appropriate required action taken at the first action phase (Teacher Action) may mean that the child will not have to move on to the next. Only for those children whose progress continues to cause concern at any action phase will the school need to consider moving to the next phase. A relatively large proportion of children may be helped by the Teacher Action procedures, with smaller proportions at School Action and School Action Plus. Only where children do not progress even with support at School Action should the school consider referral for formal assessment with a view to considering a statement of eligibility and School Action Plus support. Information on the child's additional learning support needs, and the support provision made up to and including School Action, will provide evidence for the SBST in deciding whether a referral for formal assessment should be made. This will then support consideration for SEND categorisation, thus having a statement of eligibility and receiving School Action Plus provision.

**** The Phases of Action (Figure 2, below) are not necessarily steps towards assessment; nor are they hurdles to be crossed before a formal assessment can be made. They are a means of informing decisions to be made by schools, in consultation with parents/guardians, as to what provision is necessary to meet the child's additional learning support needs, including SEND.***

High Quality Teaching For All		Action Phase 1 **Teacher Action**	Action Phase 2 **School Action**	**Formal Assessment**	Action Phase 3 **School Action Plus**
	Assess 	• Initial teacher concern based on observations, standardised assessment measures / screening / attainment levels despite high quality teaching • Teacher assesses child's learning daily using formative assessment to alert them to any barriers that may be preventing comparable progress • Additional learning support needs identified • **Learning Support Plan** provides the class / subject teacher(s) ('teacher(s)') with a depth of understanding of the child's needs to better inform planning and teacher(s) actions	• Expression of 'continuing concern referral' (CCR) completed by teacher(s) and SENCO and demonstrates lack of expected progress despite action • School Based Support Team (SBST) utilise CCR and required documentation to decide if school action is required or teacher action should continue • Additional learning support needs identified • **Learning Support Plan** updated with SENCO, teacher(s) and relevant SBST to provide an increased depth of understanding of the child's needs to better inform next steps for planning and school actions	 **Formal Assessment** **(Section X)**	• Formal (EP) assessment(s) inform identified SEND category / Remain at School Action. • Statement of eligibility formulated and agreed • All assessment information is made available / sought by MDT to best inform decision making and support recommendations for planning & provision • Assessment informs an updated detailed **Learning Support Plan** with input from MDT to provide an increased depth of understanding of the child's needs to better inform next steps for planning and actions required from all services
	Plan 	• **Learning Support Plan** (LSP)of teacher(s) action • Teacher(s) collaboration in planning with the child and parents • The LSP should be designed to meet the additional learning support needs identified • Agree differentiation strategies and supporting actions for the child and teacher(s) in order to focus attention on key areas • All teachers and supporting staff who work with the child should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required • Set time limits for interventions and date for review. Minimum termly review. • Record Teacher Action and formulated LSP on the school's management information system (MIS), e.g. SIMS	• Updated **Learning Support Plan** of teacher and school action for support and intervention. • SENCO leads on collaboration in planning with the teacher(s), relevant SBST members, child and parents • The available school supports and LSP should be formulated to meet the child's needs as identified • Agree differentiation strategies and supporting actions for the child, parent, teacher(s) and support staff in order to focus attention on key areas • Teacher(s), SENCO, relevant SBST members, ATs, support staff including interventionists who work with the child should actively contribute, to planning and implementation • Set time limits for interventions and date for review. Minimum termly review • Record School Action and the formulated LSP on the schools MIS	**Formal Assessment** **(Section X)**	• Updated **Learning Support Plan** of all necessary support and provision options • SENCO leads collaboration in planning with the MDT, child and parents • LSP details all intervention, support and provision required to met needs as outlined in the statement of eligibility • Agree differentiation strategies, supporting actions for the child, parent and all supporting adults in order to focus attention on key areas • Teacher(s), SENCO, relevant SBST members, ATs, support staff including interventionists and external professionals who work with the student should actively contribute, to planning and implementation. Provision setting to be considered and agreed • Set time limits for interventions and date for review. Minimum termly review. • Annual Review required • Record School Action Plus and the LSP on the schools MIS

Figure 2: The Three Phases of Action Summarised

High Quality Teaching For All					
	Do 	▪ Teacher(s) is/are responsible for high-quality teaching (HQT) for the child on a daily basis ▪ Teacher(s) should utilise the LSP to inform and implement support and intervention ▪ Where the support involves group or one-to-one teaching away from the main class or subject teacher(s), they should still retain responsibility for the child ▪ Relationship is key and will have an impact on all interventions – even the most well planned actions can be undermined by a negative teacher-child relationship ▪ Teacher(s) continue to observe and record evidence of support and progress	▪ Teachers(s) should remain responsible for HQT for the child with the support of the SENCO, relevant SBST members and support staff ▪ Teacher(s), SENCO, relevant SBST members, ATs, support staff including interventionists should utilise the LSP to inform and implement actions to support and intervention with fidelity ▪ Relationship with all teachers and other staff is key and will have an impact on all interventions – even the most well planned actions can be undermined by a negative staff-child relationship ▪ All staff continue to observe and record evidence of support and progress	**Formal Assessment** **(see Code)**	▪ Teachers(s) should remain responsible for HQT for the child with the support of the SENCO, relevant SBST members, support staff and external professionals ▪ Teachers(s), SENCO, relevant SBST members, ATs, support staff including interventionists, and external professionals should utilise the LSP to inform and implement actions to support and intervene with fidelity ▪ Relationship with all teachers, support staff and others is key and will have an impact on all interventions – even the most thoughtful support can be undermined by a negative staff-child relationship ▪ All stakeholders continue to observe and record evidence of support and progress
	Review 	▪ The effectiveness of Teacher Action, the support and interventions, and their impact on the child's progress should be reviewed at least termly ▪ The class or subject teacher(s) should review the impact of support in light of the child's progress and development, deciding on any changes required ▪ Provide stakeholders with clear information about the impact of the support and interventions provided, enabling them to be better involved in planning next steps ▪ Next steps: Remove, Remain Teacher Action. Progress to School Action. Support nolonger required ▪ Expedite process in exceptional cases	▪ The effectiveness of the School Action, support and interventions, and their impact on the student's progress should be reviewed at least termly ▪ SENCO, teacher(s), relevant SBST members, support staff, including interventionists should revise the support and outcomes of the child's progress and development, deciding on any changes to the support collaboratively ▪ Provide stakeholders with clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps ▪ Next step: Remain School Action. Revert to Teacher Action. SBST consider formal assessment	**Formal Assessment** **(see Code)**	▪ The effectiveness of School Action Plus, the support and interventions, and their impact on the child's progress should be reviewed at leaest termly ▪ SENCO, teacher(s), relevant MDT members, support staff including interventionists should revise the support and outcomes of the childs's progress and development, deciding on any changes to the support collaboratively ▪ Provide stakeholders with clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps. ▪ Annual Revew process as outlined in this Code ▪ Statement maintain / review / cease

Figure 2: The Three Phases of Action Summarised

Note: *There may be exceptional cases where School Action or formal assessment is appropriate even if no action has previously been taken in earlier phases of action. School leaders in conjunction with the SENCO and SBST can expedite these processes when it can be clearly demonstrated that the child has exceptional / immediate needs. Formal assessment(s) will still be required and (where possible) precedence should be given to assessment(s) conducted by school-based professionals and in particular assessments conducted by the educational psychologists employed by the Department of Education Services.*

English as an Additional Language

The identification and assessment of additional learning support needs, including SEND, of children whose first language is not English requires very careful consideration. Lack of competence in the language used in school must not be equated with, or allowed to mask, additional learning support needs, including SEND as understood in this Code. The child's needs should be considered in the context of his or her home language, culture and community. Where necessary to ensure full understanding of the measures the school is taking, and where possible, use can be made of interpreters and translators. Assessment tools should, as far as possible, be culturally neutral and applicable to children from a range of backgrounds.

Record Keeping

Schools (and ECCECs) must keep a register of all children with additional learning support needs, including SEND; recording the steps taken to meet those needs and the impact and progress made as a result of the steps being taken. The SENCO must ensure that these records are properly maintained and are available as required. Records at each phase of action will inform the next steps of the school's approach; and, where a referral for consideration of formal assessment is necessary, all records should be made available to the SBST.

Note: Children in receipt of support through Teacher Action and School Action are not classified as having SEND. Only the names of children identified as having SEND are to be recorded on the school's or centre's register for additional learning support needs as having SEND. Importantly, a record of the children with additional learning support needs who receive Teacher Action and School Action support should be recorded as such on the same register, on the schools information management system.

It would be helpful to have consistent proformas (in management systems) agreed by all stakeholders for recording additional learning support needs, including SEND, across the phases of action.

Co-operation with Health and Social Services

Effective action on behalf of children with additional learning support needs, including SEND, will often depend upon close co-operation between education, health, and social services, who have duties to collaborate in the best interests of the child.

When required, SENCOs should include relevant Health Service Authority (HSA) and the Department of Child and Family Service (DCFS) colleagues to facilitate information sharing.

Support Services

Department of Education Services Support Services professionals, or similar support services in the private sector, can, and as part of the SBST or MDT, help schools to identify, assess and make provision for the children with additional learning support needs, including SEND. Schools (and early childhood care and education centres) should be aware of the interventions, services and expertise, which can be arranged or made available in order to support the children's needs.

Training

Schools (and early childhood care and education centres) in conjunction with the responsible authority should ensure that appropriate arrangements are in place for the in-service training and professional development of staff (including non-teaching staff, where appropriate) to help them work effectively with children with additional learning support needs, including SEND. Such arrangements should, as appropriate, be included in each school's plan for improvement. Schools and the responsible authority should consider the particular training needs of SENCOs and the Senior Management Team (SMT) members in requirements set out for the implementation of this Code.

Developing Effective Inclusion

Schools (and ECCECs), supported by the responsible authority, should actively seek to identify and remove the barriers to learning and participation that can hinder or exclude a child with additional learning support needs, including SEND. Schools should ensure that children are included in a positive and proactive way. They should also approach inclusion as part of their overall improvement strategy.

Inclusion is not just about the location of a child's school placement. Inclusion is about engendering a sense of community, belonging and meaningful participation, encouraging the collaboration of mainstream, specialist provision, and special schools and all others to best support children with additional learning support needs, including SEND.

Inclusive schools and early childhood care and education centres have:

- an inclusive ethos;
- a broad and balanced curriculum for all children;
- systems for early identification of barriers to learning and participation; and
- high expectations and suitable targets for all children.

PART III: ACTION FOR ASSESSMENT AND PROVISION IN SCHOOLS

Introduction

At the centre of the work of every school and every class lies a cycle of *assess, plan, do, review*. These arrangements in a school take account of the wide range of abilities, aptitudes and interests, which children bring to school. Most children learn and progress well within these arrangements; those who have difficulty in doing so may have additional learning support needs, including SEND.

The proportion of children identified with additional learning support needs, including SEND will vary from school to school and from time to time. In the majority of cases, the child's needs should be met by their schools in the classroom setting through inclusive high-quality teaching, and if necessary, with additional support. A very small number of children may require provision in a specialized or alternative education provision.

In order to help children with learning, teachers and schools should practice the graduated approach of *assess, plan, do, review* through which earlier decisions and actions are revisited, refined and revised, leading to a growing understanding of the child's needs and of what actions are required to support the child in making good progress and securing good outcomes. This approach recognises that there is a continuum of intervention strategies and, where necessary, brings increasing specialist support and expertise to bear.

A 'Graduated Approach' is:

> *A cycle of action and intervention in schools, and early childhood care and education centres settings to support children who have additional learning support needs, including special educational needs and disability (SEND). The approach recognises that there is a continuum of additional learning support needs that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child may be experiencing.*

The continuous cycle of, assess, plan, do, review (Figure 3) is central to decision making and future actions. If the review shows a child has made good progress, this may mean they no longer require the additional learning support needs provision made through the continuum of support outlined in this Code. If this is the case, the child is likely to no longer need to be provided for within this Code and, instead, will be monitored to ensure progress is sustained through ongoing, inclusive, high-quality teaching. For others, the assess, plan, do, review cycle will continue and targets, strategies and provision will be revisited, reviewed and refined.

These cycles in a school take account of the wide range of abilities, aptitudes and interests, which children bring to school. In successive cycles, within the continuum of action phases, the process becomes increasingly personalised as everyone develops a growing understanding of the child's learning needs and the strategies needed to enable them to make progress. Most children learn and progress well within these arrangements; those who have difficulty in doing so may have more substantial and exceptional additional learning support needs, including SEND.

The Graduated Approach

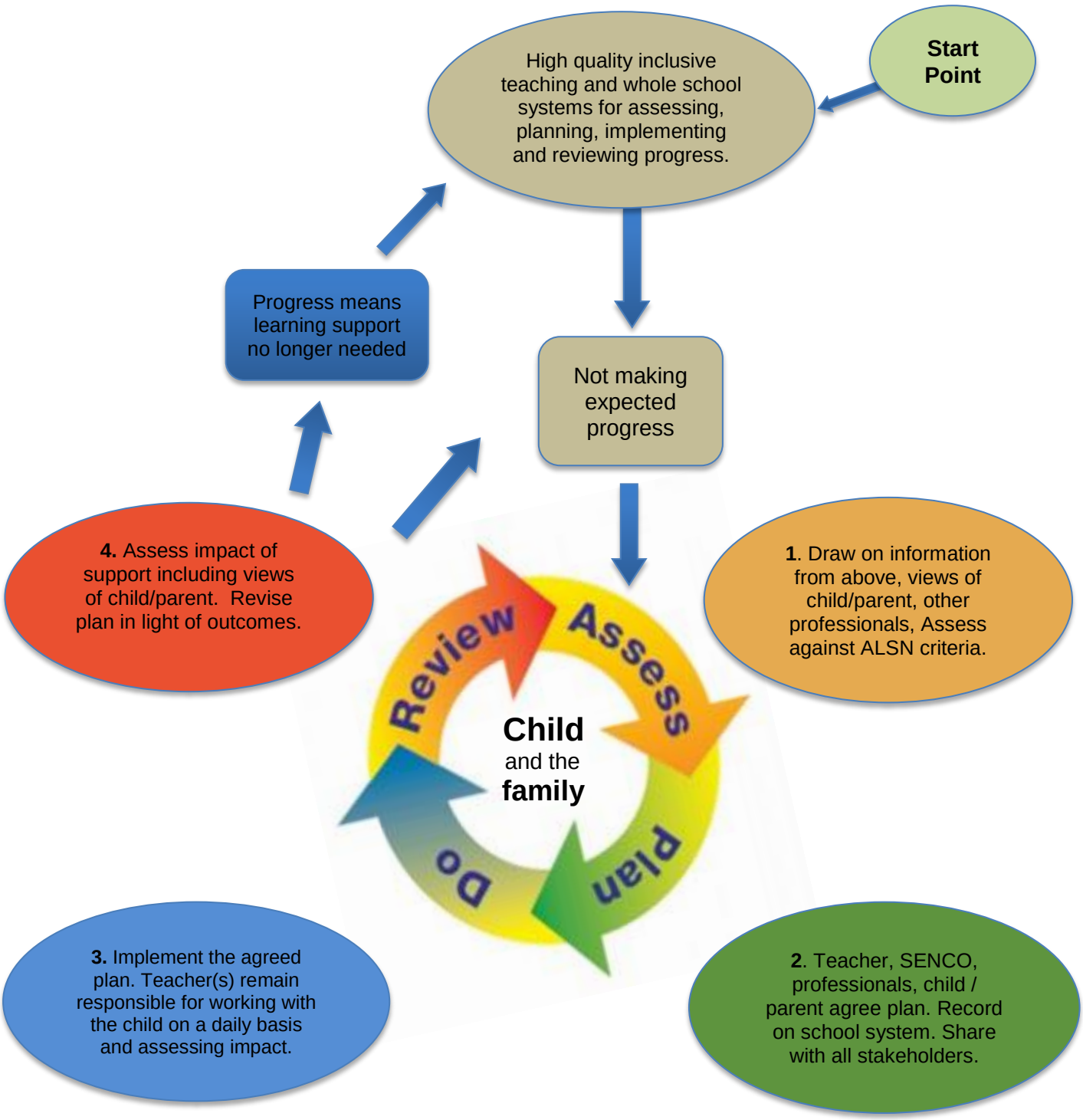

Figure 3: The graduated approach to supporting additional learning support needs

Adapted from: http://www.sec-ed.co.uk/best-practice/assess-plan-do-review-the-graduated-approach-to-sen/

School Action Phases: Teacher Action and School Action

The school-based phases should be seen as a continuous and systematic cycle of *assess, plan, do, review* within the school to enable the child who has, or may have, additional learning support needs, including SEND, to learn and progress. The following paragraphs offer detailed guidance as to the procedures to be followed at Teacher Action and School Action. Individual schools, in consultation with the responsible authority, will need to operationalise the procedures in order to fulfil their responsibilities most effectively.

Teacher Action and School Action phases should have regard to the following key principles:

- high-quality teaching, differentiated for individual children, is crucial in responding to a child's additional learning support needs, that may include SEND. Additional intervention and support cannot compensate for a lack of high-quality teaching;
- the child's needs, the action(s) taken, and the outcomes are recorded;
- provision for a child with additional learning support needs should match the child's needs;
- appropriate consideration should be given to the ascertainable views and feelings of the child;
- parents/guardians should be closely consulted; and
- school-based specialists should be involved, where appropriate, at any phase, but particularly preceding formal assessment consideration / completed.

Use of the Term "Class / Subject Teacher(s)" in Schools

For ease of reference, in addition to its normal application in the primary school context, the term "class teacher" is used in this section of the Code to include teachers in secondary schools and the Caymans Islands' Further Education Centre (CIFEC),

In secondary schools and CIFEC, the school leader should ensure that each class, or teaching group, has a teacher who has specific responsibility for the additional learning support needs of that group of children; and each teacher so designated is included within the definition of "class teacher" in this section, which refers to "schools". Where other staff (i.e. specialist teachers / assistant teachers) suspects that a child may have additional learning support needs, he or she should draw this to the attention of the class or subject teacher in the first instance.

Importantly, all teachers, including subject teachers, are primarily responsible and accountable for the progress of all learners in their class; including cases when children are receiving support from assistant teachers, specialist staff or external providers.

Action Phase 1: Teacher Action

Teacher Action begins with the concern that a child may have additional learning support needs, normally noticed by, or expressed to the class or subject teacher(s). These initial concerns are based on 'standardised measures', including observations relating to learning (expected progress and attainment) and / or behaviour. The class teacher has overall responsibility and should inform the SENCO and consult with the child's parents/guardians.

Roles and Responsibilities

The class / subject teacher(s), with the support of the SENCO, as necessary, should:



Assess: Gather and record information about the child, consulting other teachers as appropriate, and make an initial assessment of the child's learning needs;



Plan: Create a Learning Support Plan (LSP) that provides additional support within the normal curriculum framework; exploring ways in which increased, additional, differentiation of class work, alternative teaching and learning strategies or different classroom organisation might better meet the child's needs;



Do: Implement the strategies and supports outlined and agreed in the LSP, through high quality teaching; and



Review: Monitor and review progress termly, at a minimum.

The SENCO should:

- where appropriate, support the class / subject teacher(s) to gather information and assess the child's needs;
- advise and support the child's teacher(s), as necessary;
- ensure that the LSP is completed, as required;
- identify teacher or school training / support needs; and
- ensure that a record of Teacher Action and the LSP is maintained.

Assessment Information Required

The assessment information required includes the following:

From the teacher(s) and SENCO

- class records, including relevant records from all teachers who teach the child and any from previous schools;
- attainments in relation to the Cayman Islands' National Curriculum or similar;
- all available standardised test results, screeners or profiles;
- summative and formative assessments;
- observations and information about the child's behaviour; and
- attendance information.

From the parent

- perceptions of the child's performance, progress and behaviour at school and at home;
- views on the child's health and development; and
- any other factors that may be contributing to any learning needs.

From the child

- personal perceptions, as appropriate and ascertainable, of any needs and challenges and how they might be addressed through the LSP.

From other sources

- any information available to the school from health and social services or any other source.

This information will identify the perceptions of those with initial evidenced concerns about the child. The class / subject teacher(s) should consult the SENCO, as required, to determine whether to continue the existing educational arrangements, to seek advice and support, or to provide support with the LSP.

Planning Required

This part of the cycle involves discussing, planning and agreeing the proposed targets, strategies and additional differentiated approaches that are included in the LSP. This will be developed from the assessment information gathered. The planning should, as appropriate, involve the child, parents/guardians and other supporting staff from the school (e.g. assistant teacher) who know the child well.

This initial step of the planning process includes agreeing on targets for the child in order to focus attention on key areas and provide a clear idea of what they need to do to achieve success. The provisions should aim to support the child to meet their targets in working towards their long-term outcomes. Following this, additional differentiated or additional supports should be identified, along with any specific teaching strategies, approaches or resources to be used. This might include:

- differentiation
- ICT support
- adapting seating arrangements
- additional resources
- working in a group (e.g. for an intervention / approach)
- peer support
- extra support from an adult (e.g. an assistant teacher)

Once the support has been agreed, it will be recorded and shared with all relevant personnel in the form of a LSP. The teacher(s) are primarily responsible; the SENCO supports and coordinates this process as required. A timescale for reviewing the LSP (at least termly) should be agreed and details of how progress will be monitored must also be identified.

It is essential that the child, parent/guardian, teacher(s), relevant staff and the SENCO are familiar with the information. LSPs should be used to better understand the child's needs and targets, to best inform teaching and learning.

Do

The Code of Practice emphasises that it is the responsibility of class or subject teacher(s) to implement the LSP on a day-to-day basis.

In practice, implementing the LSP will mean:

- delivering high-quality teaching to the child in every lesson;
- implementing any accommodations, specific strategies or approaches to classroom teaching that have been identified in the LSP;
- managing and collaborating with any assistant teachers who are supporting children with additional learning support needs in lessons;
- continually assessing and monitoring the child's progress and making any necessary adjustments to planning and teaching as a result;

- communicating regularly with the child, their parents, the SENCO and any other staff involved, in order to assess the impact of support and if any changes are required.

Review

A review of the LSP should take place termly as a minimum requirement. The review should focus on the child's attainment and progress, the impact of the strategies and supports implemented by the teacher(s), and possible future action, including next steps. The outcome of the review may be that the SBST (quorum) will review and decide if:

- **the child continues at Action Phase 1: Teacher Action**

If evidence demonstrates that progress has been satisfactory, the class / subject teacher(s) should set targets to be achieved by the next agreed review date in the updated LSP, with the support of the SENCO as required. Reviews of the LSP should continue to take place termly as a minimum.

- **the child no longer needs support as outlined in the LSP**

If progress is clearly evidenced after two (2) reviews it may be that the teacher(s) with support from the SENCO may decide that the child no longer requires the additional support as outlined in the LSP. Support and monitoring will continue through high quality, inclusive teaching.

- **the child moves to Action Phase 2: School Action**

If, following a minimum of two (2) review periods at Teacher Action, progress has not been satisfactory despite evidence of intervention and differentiation, the class teacher / subject teacher(s) with support from the SENCO may consider moving the child to Action Phase 2: School Action. The teacher(s), with the support of the SENCO, must complete a 'continuing concern document' (Appendix 2) for the SBST to consider and decide whether there is a need for School Action or that support should continue at Teacher Action.

Parents/Guardians should always be informed of the outcome of the intervention and differentiation and of strategies or supports they can implement to help their child at home. It is particularly important for schools to discuss with parents/guardians any intention to consider School Action provision.

Termly parent teacher meetings or reporting sessions, and similar occasions may allow parents to contribute to Teacher Action reviews in an efficient manner. Parents/Guardians could also be accommodated remotely using online / video conferencing.

Teacher Action

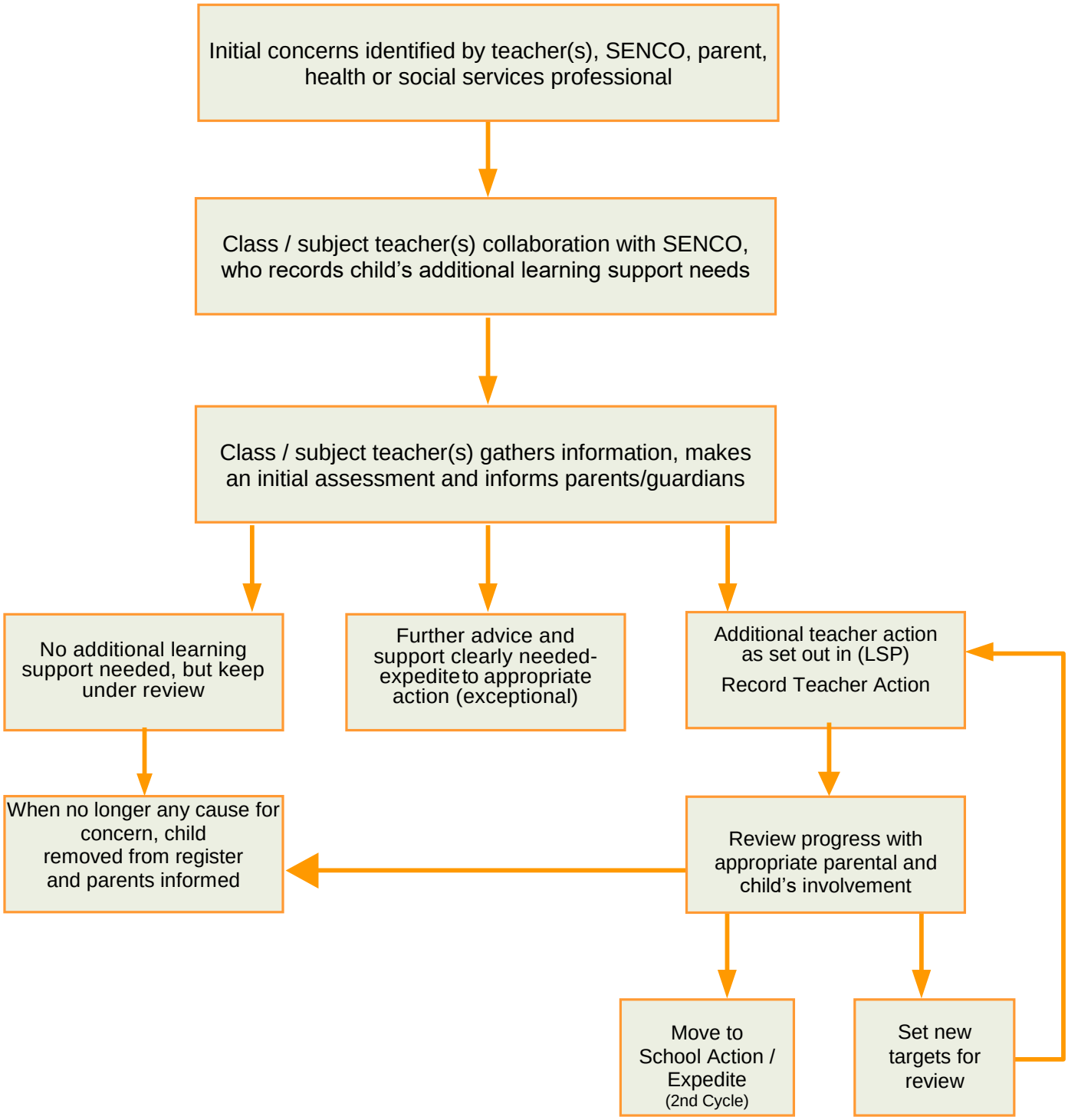

Figure 4: Action Phase 1: Teacher Action

Action Phase 2: School Action

School Action begins with a decision by SBST either after a second Teacher Action review, or in exceptional cases, an expedited decision to proceed with more intensive action to be provided. It is a requirement that a 'continuing concern referral' form (Appendix 2) be completed by the class / subject teacher(s) and the SENCO who outlines which strategies, differentiation and supports have been implemented, and the impact. An outline of the learning challenges and concerns that remain should also be detailed along with all relevant information, including all Teacher Action LSPs. The continuing concern referral form and all relevant information, including data and LSPs, will be considered by a the required quorum of the SBST and this team will decide whether School Action is warranted or if Teacher Action should continue.

Roles and Responsibilities

The SENCO takes the lead in assessing the child's additional learning support needs, and planning, monitoring implementation and reviewing the provision relative to the needs. The SENCO, as required, continues working with the child's teacher(s) who remain responsible for working with the child in the classroom. The SENCO will also seek to collaborate with and receive support from the relevant SBST member(s) as required.

The SENCO along with the teacher(s) and the relevant SBST member(s) will:



Assess: Lead on gathering and recording information about the child, consulting closely with the child's teacher(s) and relevant SBST member(s) (as necessary), to make a more detailed assessment of the child's additional learning support needs;



Plan: A revised LSP that provides additional updated support, including SBST support, within the normal curriculum framework, exploring new or other ways in which increased differentiation of class work, alternative teaching and learning strategies or different classroom organisation might better meet the child's needs;



Do: Ensure that all available school-based strategies and supports outlined in the LSP are provided and implemented through high quality teaching;



Review: Monitor and review progress using the LSP at least once per term with the relevant SBST member(s) including the teacher(s).

The SENCO should:

- coordinate the gathering of information and assessing the child with the support of the relevant SBST member(s);
- consult with relevant SBST member(s) and arrange support as required;
- update the LSP in conjunction with the teacher(s) and relevant SBST;
- coordinate support from relevant SBST member(s) as appropriate;
- advise and support the child's teacher, as necessary;
- review the LSP at least termly, as agreed with relevant SBST members; and
- ensure that a record of the School Action is maintained.

The SBST should:

- as a team, make decisions on all required actions.

The relevant SBST members should:

- provide support with the development and implementation of the LSP;
- provide support as requested, decided upon and agreed;
- support as outlined in the LSP;
- advise and support the child's teacher(s) as necessary; and
- ensure that a record of the School Action is maintained.

The class or subject teacher(s) should:

- continue to take primary responsibility for day-to-day teaching and learning;
- deliver high-quality teaching as outlined in LSP;
- consult and collaborate with both the SENCO and the relevant SBST members; and
- support the termly review process providing evidence as required.

Assess Information Required

All the available assessment information should be reviewed, including that which was gathered at Action Phase 1: Teacher Action. The SENCO should seek advice and support from relevant SBST member(s) as to whether there may be additional learning support needs connected to teaching and learning and/or behaviour with which the relevant SBST member(s) can provide additional support. On this basis, the SENCO should consider whether to seek further advice from the relevant SBST member(s) before proceeding to draw up an updated LSP.

The assessment information required about the child includes documents gathered from the:

Relevant SBST members

- all available standardised test results, screeners or profiles;
- attainment data in relation to the Cayman Islands' National Curriculum or similar;
- class records, including relevant records from all teachers who teach the child, and any records from previous schools;
- formative and summative assessments;
- information and assessments regarding the child's behaviour;
- any other reports or information that support an understanding of the needs of the child including attendance data;

Parent

- perceptions of the child's performance, progress and behaviour at school and at home;
- views on the child's health and development;
- other factors contributing to any learning needs;

Child

- personal perceptions (as appropriate) of their learning strengths and difficulties and how they might be addressed through the LSP;

From other stakeholders

- any information available to the school from health or social services, or any other source.

This review of updated, or the most current assessment information, will provide an improved understanding of the outlined continuing concerns. The SENCO will help to determine whether to continue the existing educational arrangements, in order to seek advice and support from relevant SBST members as required, or to expedite actions.

Planning Required

The SENCO, working with the class teacher / subject teacher(s) and the relevant SBST members, as appropriate; should formulate an updated LSP for the child, taking into account the child's own views on his or her strengths and difficulties and the proposed action. The LSP should build upon the curriculum which the child is following and should make use of other available resources and materials.

Planning will involve the collaboration between SENCO, teacher(s) and the relevant SBST member(s) regarding the school actions, new or updated strategies, and differentiated approaches and interventions. These school actions are included in the LSP and development and refined from the assessment information gathered. Importantly, the planning should involve the child, the parents/guardians, and any other staff from the school who know the child well (e.g. teaching assistant(s)).

The SENCO, teacher(s) and the relevant SBST member(s) should agree on updated and/or new targets for the child in order to focus attention on key areas that provide the, teacher(s), SENCO and relevant SBST members with a clear understanding of what the school needs to do to support learning. The targets should aim to support the child to work towards their long-term outcomes. Following this, all required additional supports should be identified, along with any specific teaching strategies, interventions, approaches or resources that need to be used, including:

- School based intervention (e.g. SLT/OT)
- SENCO providing support and consultation
- SENCO collaborating with SBST members to provide advice / recommendations
- Inclusion / Behaviour specialist(s)
- Counsellor
- SBST members providing support as agreed
- Differentiated work
- ICT support
- Additional resources (e.g. piece of software, specialised equipment)
- Working in a small group (e.g. interventionist lead)
- Peer support
- Extra support from an adult (e.g. assistant teacher)

Once the school supports have been agreed in the LSP, it will be recorded and shared with everyone (all stakeholders). A timescale for reviewing the LSP, termly as a minimum, should be agreed on and recorded, with details of how progress will be monitored. This should also be identified in the LSP.

It is essential that the relevant SBST members, and in particular the class teacher and SENCO, are familiar with the information contained within the LSP. Further development of a School Action LSP should provide an increased understanding of the child's needs and better inform teaching and learning.

Do

The Code of Practice continues to emphasise that it is the responsibility of class or subject teacher(s), with the support of the SENCO and relevant SBST members to implement the LSP on a day-to-day basis. As such, the LSP should be implemented fully, or at least predominantly, in the child's classroom. The SENCO should therefore, ensure close liaison with, and between, the teacher(s) and the relevant SBST members. Parents should also be informed of the action to be taken and advised how best to help their child at home.

In practice, implementing the Learning Support Plan (LSP) will mean:

- delivering high-quality teaching to the child in every lesson;
- the relevant SBST member(s) supporting or implementing any adjustments, specific strategies or approaches to classroom teaching and school based support that has been identified in the LSP;
- implementing any targeted approaches where this requires the involvement of the relevant SBST members;
- continually assessing and monitoring the child's progress and subsequently making any necessary adjustments to planning and teaching;
- all identified staff communicating regularly with each other, the child, parents/guardians, the SENCO and any other staff involved in order to establish the impact and whether any changes are required;
- the SENCO continuing to coordinate with all staff involved; and
- ascertaining the views of the child, as appropriate.

Review

The review of the LSP should take place termly as a minimum requirement. The review should focus on the child's attainment and progress, the impact of the strategies and supports implemented by the teacher(s) and the relevant SBST members, and possible future action, including next steps. The outcome of the review may be that the SBST (quorum) will review and decide if:

- **the child continues at School Action**

If evidence demonstrates that progress has been satisfactory, the SENCO, in conjunction with the teacher(s) and the relevant SBST members, should set targets to be achieved by the next agreed review date in the updated LSP. Reviews should continue to take place termly, as a minimum.

- **the child reverts to Teacher Action / no longer requires additional support**

If progress is clearly evidenced after two (2) reviews it may be that the SENCO, in

conjunction with the SBST, decide that the child no longer requires this School Action support. Support and monitoring will continue through Teacher Action. In exceptional cases the SBST may decide that the child no longer requires additional learning support as set out and that high quality, inclusive teaching will meet the needs of the child.

- **the child is considered for formal assessment**

If, following a minimum of two review periods at School Action, progress has not been satisfactory; the SBST may decide on referring the child for formal assessment (see Part IV). The school leader is required to sign-off on a request for formal assessment

Note: *In a small minority of cases, children may demonstrate such significant difficulties that the SBST may consider it appropriate to immediately refer the child for formal assessment without going through the Teacher Action or School Action; for example, initial early assessments or observations may clearly demonstrated significant additional learning support needs which, without immediate specialist assessment, intervention and provision, will lead to increased difficulties and additional leaning support needs.*

As required, the child and parents/guardians should be involved and fully informed of the actions being taken, and be provided with a clear explanation about why the action is being taken. Informed parental consent is required in writing prior to completing any formal assessments.

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School Action

Code of Practice for Additional Learning Support Needs, including SEND

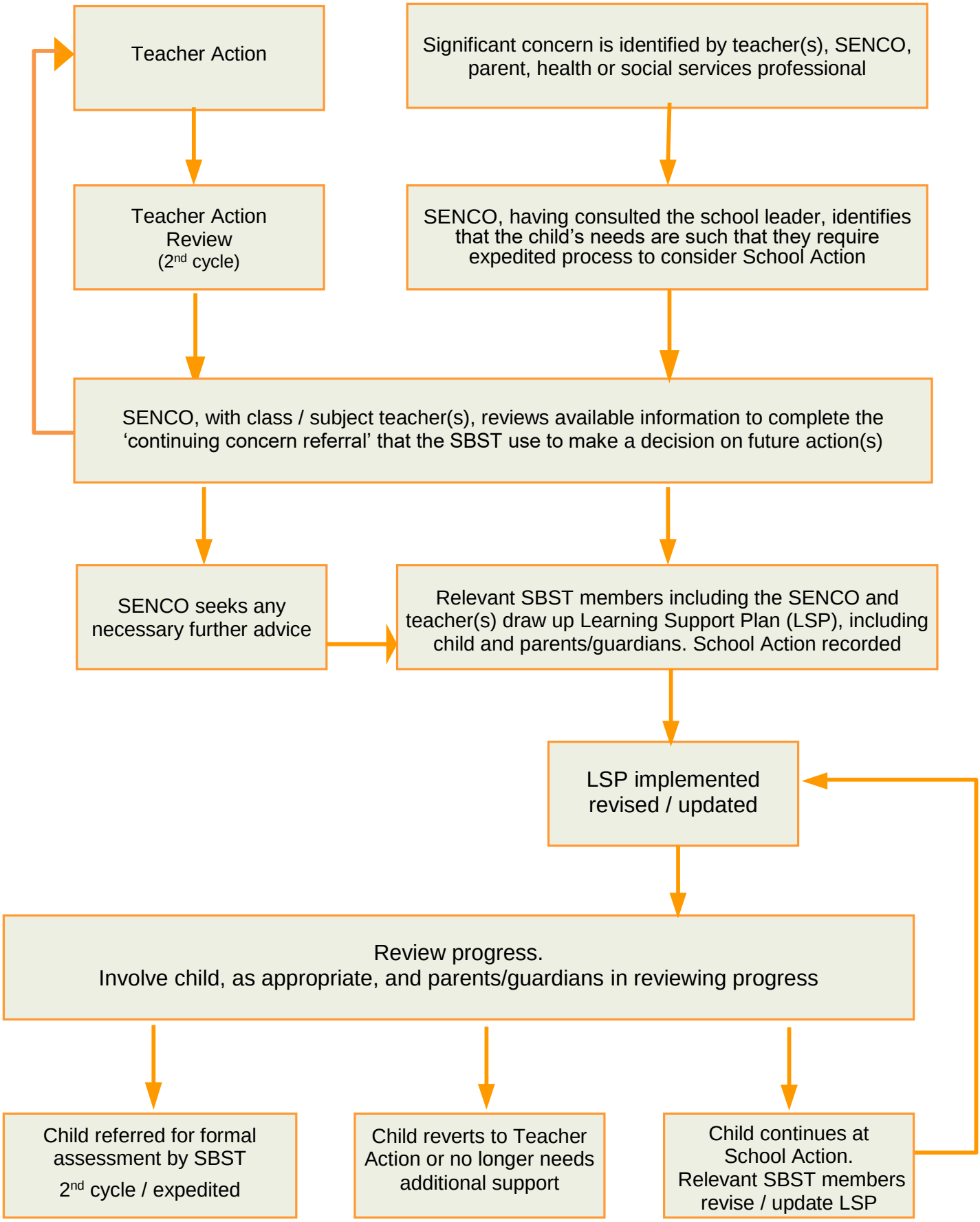

Figure 5: Action Phase 2: School Action

PART IV: FORMAL ASSESSMENT FOR CHILDREN IN SCHOOL

Introduction

The needs of the large majority of children with additional learning support needs will be met within Teacher Action and School Action, without the need for a formal assessment procedures that could lead to the determination that a child has SEND which must be met through a 'statement of eligibility' (Appendix 3). In a small minority of cases the needs of the child are such that it shall necessitate the SBST, parents/guardians and (as appropriate) any other agencies to consider and contribute to a formal assessment of the child's needs.

Consideration for Formal Assessment

Unless an expedited process is agreed for exceptional cases; formal assessment consideration and decision by the SBST after a minimum period of two School Action *assess, plan, do, review* cycles which demonstrates that even with appropriate supports and interventions delivered with fidelity, the child:

- continues to make little or no progress in specific academic areas of literacy and numeracy;
- continues working at standards significantly below that which is expected of children of a similar age;
- has emotional or behavioural difficulties which substantially interfere with the child's own learning or the learning of others;
- has substantial sensory or physical needs and requires additional specialist equipment or regular contact by a specialist service; or
- has ongoing communication difficulties which substantially impede the development of social relationships and cause substantial barriers to learning, resulting in the need for the SBST to decide to refer the child for a formal assessment.

Formal Assessment Referral

The SENCO, in conjunction with the teacher(s), and other relevant SBST members, complete the formal assessment referral setting out the reason(s) for the referral. The school leader will 'sign off' on the completed referral for formal assessment. The SBST will use the referral to decide whether formal assessment will take place.

Parents/Guardians must be fully informed and provide written consent for the referral, with it being made clear to parents/guardians why an assessment is required. Consent from the child's parent/guardian should be gained prior to referral / assessment. However, if the school has made, at a minimum, three failed attempts to obtain consent which are documented, and it is deemed that, without the assessment, the child would not have appropriate access to educational support suitable to the needs of the child; then the school must secure an agreement from the responsible authority for the assessment(s) to be carried out.

Evidence of the attempts to secure parents/guardians consent may comprise of:

- records of meetings which have minutes;
- correspondence such as emails, letters etc. sent to the parents/guardians;
- a phone call to the parent which is logged and followed up, where possible with an email;
- a home visit (a social worker should advice and assist).

The school must be careful to ensure that the time between attempts to secure parents/guardians consent is of reasonable duration both to ensure adequate time for the parents/guardians to consider the request, as well as to ensure that the child is not left without necessary assessments and subsequent services for an extended time. Five business days between requests, as a minimum, shall be considered adequate, not to exceed 30 business days in total for all requests.

Once three (3) attempts have been made, the formal assessment referral form and all evidence of the attempts including a cover letter explaining the reason for which the assessment would be beneficial to the child, should be sent to the responsible authority. Assessments must not be started until written permission is received from the responsible authority.

It is essential that the rationale regarding why the formal assessment is important is demonstrated, documented and communicated. The assessment will help to better inform the needs of the child, what provisions should be made for the child based on the assessment results, and how the assessment will be used to create and inform the LSP.

The Formal Assessment Procedure

Children being formally assessed should receive a multi-factored evaluation. Schools are required to complete the evaluation process within 60 school days after the date of parents/guardians consent, or the date of permission from the responsible authority.

The formal assessment process typically includes, but is not limited to:

- a review of interventions and supports already provided to the child as documented in the LSPs;
- psychometric norm-based assessments;
- a review of existing data (including progress, attainment, attendance, behaviour);
- relevant health and medical history, including results of recent hearing and vision screenings;
- consideration of the primary language of the child at home;
- results of any previous educational assessments;
- documented input from the classroom / subject teacher(s) with regards to the level of educational attainment in comparison to standards expected of children of a similar age (relevant classroom or school behavioural observations should be noted);
- views of the parents/guardians;
- views of the child as appropriate; and

- observations, assessments and information from relevant SBST members, and where appropriate, other providers involved.

The assessment and evaluation reports are to be reviewed by the school's SBST, with, as appropriate, the support (involvement) of external professionals. The SBST, or on the occasions that external professionals are also involved, the multi-disciplinary team (MDT) may proceed with a meeting without the parent/guardian. However, this should only be the case where there has been no response from the parent/guardian following three (3) reasonable and documented attempts as previously outlined.

Not all children with additional learning support needs are determined as having special educational needs and disability (SEND) following formal assessment. There are multiple reasons why a child may not qualify as SEND, including not having additional learning support needs that are consistent with the definition of SEND and categories of SEND as set out However, these children may continue to require additional leaning support as appropriate to their identified additional learning support needs within School Action or Teacher Action as outlined in the Code of Practice.

The formal assessment(s) of a child, including the subsequent meeting to review results and make the determination of SEND and a statement of eligibility, must be completed within 60 school days from the receipt of parent/guardian consent. This timeline may be extended provided that it is in the best interest of the child, and the parents/guardians (or the responsible authority, as applicable) and the school agrees in writing to such an extension.

If the formal assessment determines that the child is eligible for SEND provision, then members of the SBST (on behalf of responsible authority) will write a 'statement of eligibility'.

<u>The responsible authority will prior to the commencement of the statement of eligibility confirm and agree a statement of eligibility that should:</u>

1. identify what the child's category / categories of SEND(s) is/are as set out in this Code of Practice;
2. outline what the child's SEND are;
3. state what the provision should be to meet the child's needs;
4. advise with regards to learning and the learning environment;
5. recommend strategies and programmes to be provided of intervention to meet the child's needs;
6. support the development of a Learning Support Plan (LSP); and
7. form the basis of the Annual Review processes (see section VI).

- Be signed and dated (on behalf of responsible authority)
- Have appendices of all relevant information attached (e.g. assessment reports, medical reports, etc.)

Formal Assessment

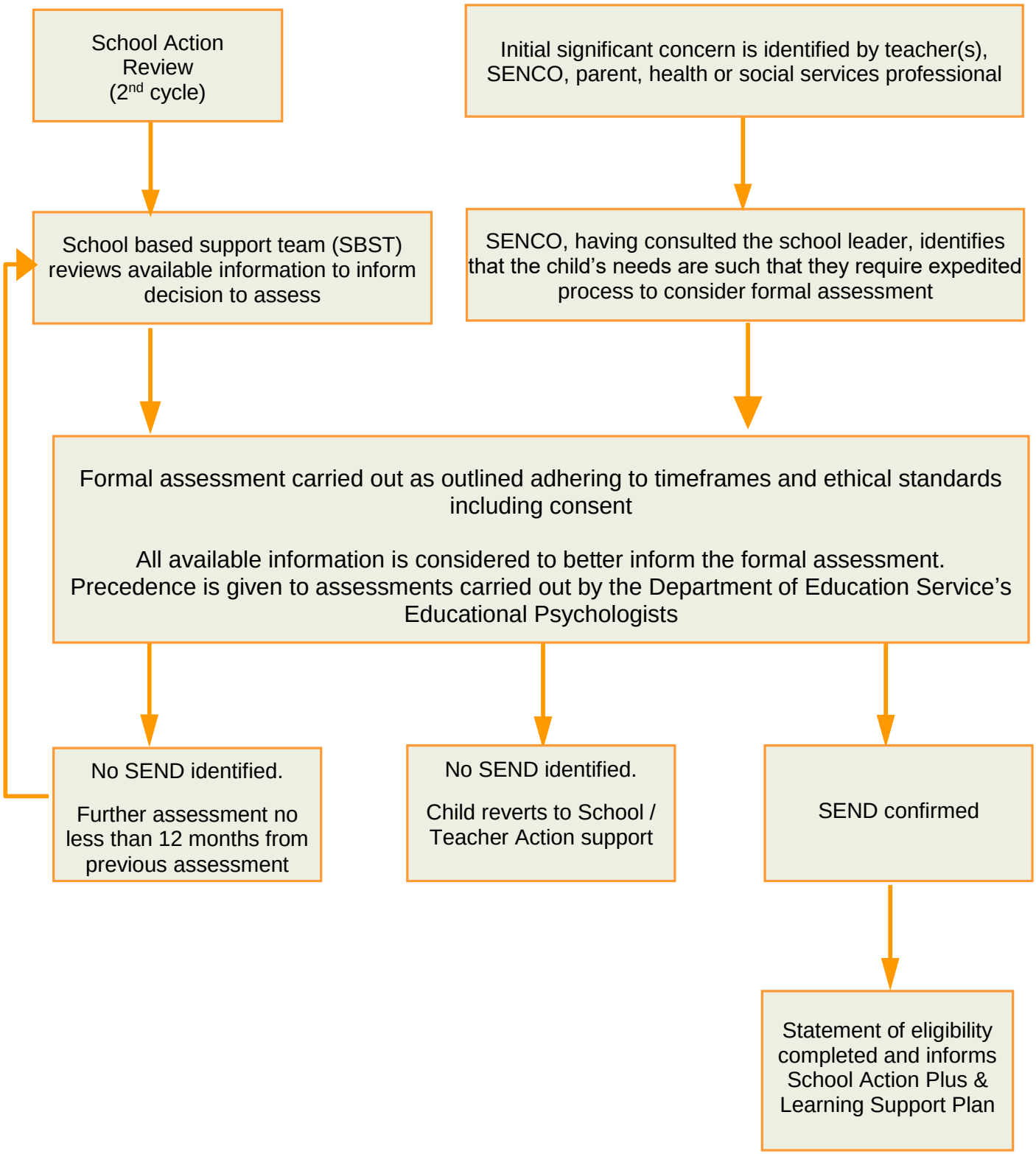

Figure 6: Formal Assessment

PART V: ACTION PHASE 3: SCHOOL ACTION PLUS AND STATEMENT OF ELIGIBILITY PROVISION

The Statement of Eligibility and SEND Categorisation

Within 60 school days and following formal comprehensive assessment of a child, the MDT, comprising the SBST with all required additional (external) multi-disciplinary professionals members present, will meet to review assessment information and determine eligibility for special educational needs and disability (SEND) categorisation and provision.

Assessment to determine SEND eligibility will be made consistent with the definition(s) of Special Educational Needs and Disability and the categories of SEND as set out. The MDT will verify this by documentation in the statement of eligibility, which should:

1. identify what the child's category / categories of SEND(s) is/are as set out in this Code of Practice;
2. outline what the child's SEND are;
3. state what the provision should be to meet the child's needs;
4. advise with regards to learning and the learning environment;
5. recommend strategies and programmes to be provided of intervention to meet the child's needs;
6. support the development of a Learning Support Plan (LSP); and
7. form the basis of the Annual Review processes (see section VI).

- be signed and dated (on behalf of responsible authority)
- have appendices of all relevant information attached (e.g. assessment reports, medical reports, etc.)

SEND Categories

The MDT, comprising the SBST with all required additional (external) multi-disciplinary professionals members present, must confirm that the child meets the criteria in one (or more) of the following educational categories:

Social, Emotional and Mental Health Difficulties (SEMH)
Characterised by severe difficulties in managing emotions and/or behaviour that substantially adversely impacts the child's functioning within the educational setting. Social, emotional and mental health difficulties may manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties including, such as, but not limited to, anxiety or depression, self-harming, substance misuse, physical symptoms that are medically unexplained, attention deficit hyperactivity disorder and attachment disorder.

Schools should have clear processes to support children with SEMH, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other children.

Intellectual Disability (Indicate Mild, Moderate, or Severe) - An impairment of general intellectual functioning falling at or below two standard deviations from the mean for children of the same age, that exists concurrently with sufficient impairment in adaptive behaviour, and adversely affects the child's performance in the educational environment.

Specific Learning Disorder – In significant contrast to measured intellectual ability, substantial and persisting achievement deficits which manifest when learning to read words, comprehend written passages, compute mathematics, reason with mathematics, or produce written expression and which is related to a specific disorder in one or more of the basic psychological processes. This category does not include learning problems primarily the result of vision, hearing, motor coordination impairment, emotional difficulties, intellectual disability or educational disadvantage.

Autism Spectrum Disorder – Autism Spectrum Disorder (ASD) is a neurodevelopmental disorder that substantially adversely affects a child's functioning and results in the need for individually determined educational and treatment programming. Core features of ASD are persistent deficits in social interaction and communication; and restricted, repetitive or stereotyped patterns of behaviour, interests or activities. These characteristics may manifest in a variety of combinations and present with varying levels of impairment in functioning.

Hearing Impairment – A substantial and quantified loss of hearing, which interferes with the child's performance in the educational environment and requires the need of special or related services.

Physical Disability – A substantial and quantified limitation on a child's physical functioning, mobility, dexterity or stamina.

Vision Impairment – A substantial and quantified loss of vision acuity, which interferes with the child's performance in the educational environment and requires the need of special or related services.

Profound and Multiple Learning Disabilities – Profound learning and developmental disorders resulting in multiple disabilities that significantly affect the ability to communicate and be independent and will require intense specialist provision and related services. Individuals with PMLD will have a range of complex difficulties including seeing, hearing, speaking and moving.

Motor Coordination Disorder – A developmental motor coordination condition that substantially affects a child's functional performance in the educational environment. This category may include motor dysfunction caused by neurological or orthopedic anomaly, disease, and other disorders.

Communication Disorders – Diagnostic subcategories for communication disorders include Language Disorder, Social (Pragmatic) Communication Disorder, Speech Sound Disorder, Childhood-Onset Fluency Disorder (Stuttering).

- Language Disorder - Substantial and persistent difficulties in the

acquisition and use of language across modalities (i.e., spoken, written, sign language, or other) due to deficits in comprehension or production and language abilities that are substantially and quantifiably below age expectations.

- Social (Pragmatic) Communication – Substantial and persistent difficulties in the social use of verbal and nonverbal communication which include deficits in using communication for social purposes and difficulties understanding what is not explicitly stated. Children who meet the criteria for autism spectrum disorder are not diagnosed with this communication disorder.

- Speech Sound Disorder – Substantial and persistent difficulty with speech sound production that interferes with speech intelligibility or prevents verbal communication of messages.

- Childhood-Onset Fluency Disorder (Stuttering) - Substantial and persistent disturbances in the normal fluency and time patterning of speech and the disturbance causes anxiety about speaking.

Sensory Processing Disorder – The ability to detect, regulate, interpret, or organise responses to sensory input substantially affects attention, emotion, cognition or motor responses are observed. Disorder can occur in one or more of the following sensory domains: auditory, visual, tactile, olfactory, gustatory, vestibular (relation to gravity seen in response to changes in position or movement), or proprioception (sensation from muscles and joints).

Other Health Impairments – Substantial and quantified limitations in strength, stamina, or alertness due to chronic or acute health problems, which adversely affect a child's educational performance. The type must be specified and confirmed in writing by a registered physician.

Following formal assessment the SBST should agree within the prescribed timeframe and decide as to whether the child meets SEND categorisation, requires a statement of eligibility and be provided for within School Action Plus, or whether the additional learning support needs identified through the assessment should be meet at School Action or Teacher Action.

School Action Plus Learning Support Plan (LSP)

As soon as possible, but not longer than 30 school days, following initial determination of the statement of eligibility for SEND support, the relevant SBST members will develop/update and review a School Action Plus LSP which outlines all necessary supports and provision including consideration and recommendations (as appropriate) of the most suitable agreed and available placement. As part of the statement of eligibility, provision for addressing the needs of the child must be included in detail in a Learning Support Plan (LSP). The plan must be agreed between the parents/guardians and the school and outline in detail all provisions required to meet the child's needs.

School Action Plus LSP must detail the following necessary information to ensure support and provision to accommodate the child's identified SEND. They must include at a minimum:

- all available information on the child that provides the fullest understanding of their needs. This includes strengths and weaknesses of the child, information regarding levels of attainment and the formally assessed and identified category of SEND;
- the views of the child as appropriate and ascertainable;
- identification of support services involved;
- initiation and review dates;
- clear and detailed description in the LSP of targets, strategies, resources and provision to be implemented including time to be provided each week, location and responsible school personnel;
- clear description of supplementary aids, services, or classroom adaptations that are to be provided;
- documentation of any accommodations or exemption for external assessments;
- a separate (as required) Behaviour Intervention Plan (BIP) if the child's behaviour is a concern;
- planning and collaboration to support transitioning between the educational stages and between educational settings. This should include transfer of documentation/information as required by the responsible authority.
- for children in Year 9 onwards, documentation of a formal Transition Plan for Adulthood as part of the Annual Review, which includes post-secondary goals and aspirations, related to education, training, employment or independent living skills. A statement of eligibility should include what school and other supports will be provided to achieve these goals; and
- signed participation from team members, the child and the parents/guardians.

To ensure that the child's SEND provision, resources and accommodations remain effective, LSPs should be reviewed at least termly, as a minimum requirement, or possibly more frequently for some children if necessary.

Within one year prior to exit from any Key Stage, or more frequently if required, children with a statement of eligibility must be routinely comprehensively reevaluated, this may include a formal assessment, to provided updated information to support determining whether they continue to require special educational needs provision. This further supports the understanding of the child's needs in addition to the monitoring process required by the Annual Review of the statement of eligibility.

There may be times when, after re-assessment takes place, it is determined that the child does not need SEND provision. Consideration of whether the statement of eligibility and the outlined associated provision is to be continued must only be considered within the Annual Review Process.

Note: *It is required that the statement of eligibility is reviewed annually, at a minimum, through the Annual Review Process.*

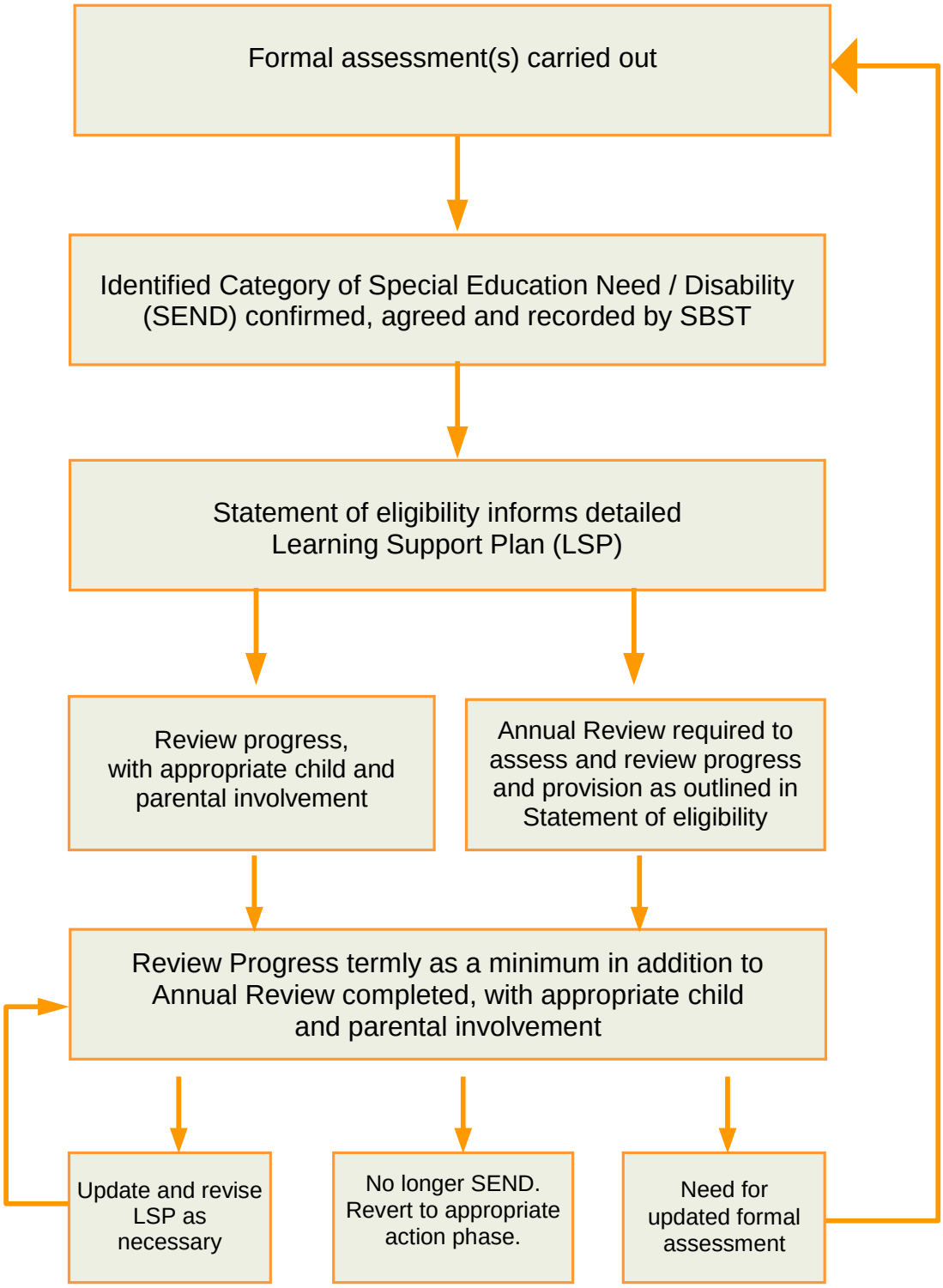

Figure 7: Action Phase 3: School Action Plus

PART VI: ANNUAL REVIEW

Introduction

Schools, with the support of the responsible authority are required to review all statements of eligibility for children with SEND at least annually and these reviews should be seen as part of the graduated and continuous response of *assess, plan, do, review* to meet the needs of children identified as having SEND. Schools can, with the support of the responsible authority review a child's provision within this Annual Review process as often as is necessary. These, additional 'extraordinary (annual) reviews' may need to take place at any time should a sudden or significant change in provision needs or placement considerations arise. Decision making in regards to changes to provision and placement for the child as set out in the statement of eligibility must not be made unilaterally and should be made through the review process as outlined in this section. Responding to these needs should always be dealt with in a time effective manner.

The Annual Review that takes place during Year 9 is particularly significant in preparation for transition to adult life, for which purpose this review, and any subsequent reviews, will include a formal Transition Plan for Adulthood.

Annual Reviews should normally be based on information and written reports from schools, incorporating the views of staff and, as far as possible, acknowledging both the child's and parent's/guardian's views, which should always be sought. Where a child's educational environment has changed during the year, reports should be obtained from those involved. The responsible authority should arrange a reasonable spread of Annual Review dates and parents/guardians should always be informed of arrangements.

Objectives of the Annual Review

The objectives of the Annual Review are to:

i. assess progress towards meeting the recommendations outlined in the statement of eligibility; and collate information for use in planning future support for the child;

ii. assess progress towards achieving targets set out in the LSP;

iii. review the support and provision made for the child, including the appropriateness of any resources or interventions delivered, in the context of the Cayman Islands' National Curriculum, or similar, and associated assessment arrangements. The school should provide a profile of the child's levels of attainment and progress. Where the statement of eligibility modifies or adapts the statutory curriculum or statutory assessment arrangements, the school should indicate what arrangements have been made for the child;

iv. consider, in light of the child's performance and any additional learning support needs which may have become apparent, whether it might be appropriate to

cease to maintain, or amend, the statement of eligibility. Any proposed amendment to a statement of eligibility should always be discussed with the parents/guardians and their views taken into account;

v. where appropriate, set updated targets and when they should be reviewed within minimum requirements.

Annual Reviews for Children at School*

* This section applies to all Annual Reviews in schools except the review in Year 9 (and all other subsequent reviews)

The school with the support of the responsible authority initiates the Annual Review process. The responsible authority concludes the process by considering the review report and recommendations prepared by the school, and then makes, if necessary, its own recommendations. These are sent to the school, the child's parents/guardians and all those invited to the review meeting. The overwhelming majority of the process is school-based, involving close co-operation between everyone concerned.

Where the school leader delegates any prescribed duties to the SENCO, or a teacher at the school, all those involved in the review should be informed. The school leader should ensure that the SENCO or designated teacher, to whom responsibility is delegated, is aware of all relevant health and social services representatives, and any individual professionals who should be invited to the review.

Preparation for the Review

The school, with the support of the responsible authority, must initiate the review by formally arranging in writing a review meeting that identifies a date and time for the review meeting. The school, with the support of the responsible authority should request and prepare for receiving written contributions and reports. At least two (2) calendar months notice from the Annual Review date must be given of the day by which the written contributions and reports must be returned to the school. The school, with the support of the responsible authority should ensure that all those involved with the child are asked to contribute to the review and attend the review meeting. Those invited to the review meeting should include:

- the child's parents/guardians, or if the child is under the care of the Department for Children and Family Services (DCFS), his or her guardian and/or social worker;

- a relevant teacher, who may be the school's SENCO, the child's teacher, or some other person responsible for the provision of education for the child, as per the principal's recommendation. In some schools, for example small schools, the functions of school leader and relevant teacher may be fulfilled by one person.

- a representative of the responsible authority where necessary.

The responsible authority may advise that the HSA, social services or Department of Child and Family Services (DCFS) representatives should be invited to contribute to the review and attend the meeting; or the school may invite such representatives as appropriate (i.e. external private providers). It is advisable when inviting professionals to attend a review meeting to indicate the priority attached to their attendance. Schools should explain to parents/guardians that professionals will not always be able to attend all review meetings and that if, beyond the review meeting, parents/guardians wish to discuss matters of concern in the SBST professionals' reports that were contributed, they should first approach the SENCO.

In preparing for the review meeting, the school must request written advice from the child's parents/guardians, all those specified as providing support for the child and any others considered to have a contribution to make. The SENCO or designate must collate the advice received at least 2 weeks in advance, making it available as required, and invite additional comments, including comments from those who may be unable to attend.

Supporting agencies such as DCFS should respond to requests for written advice as required within a specified timeframe.

The evidence and comments received, together with an account of the meeting, form the basis of the Annual Review Report. Where parents/guardians do not respond to an invitation to make a contribution in writing to the review, or to attend a review meeting, this should be noted in the report with any reasons given. Where possible, the child should be supported to provide their own perspective on their progress and any difficulties encountered.

Involvement of Parents/Guardians

Every effort should be made to involve parents/guardians in the review meeting. Parents/Guardians may bring a friend, relative, adviser or interpreter to the meeting to provide support.

If communication problems arise because of impairment, or because the parents/guardians are not fluent in English, appropriate arrangements should be made to ensure the involvement and understanding of the review purpose and processes. This may at times involve ensuring that an interpreter is involved as is appropriate and available, to facilitate communication.

Where a child with a statement of eligibility is subject to a care order, the Department for Child and Family Services (DCFS) will assume parental/guardian responsibility or will share parental/guardian responsibility with the child's parents. The extent of the contribution to be made by parents/guardians will be determined by the DCFS.

Involvement of the Child

The child should, where possible, according to age, maturity and capability, contribute to, and be involved in the Annual Review. This includes setting learning targets, contributing to LSPs, discussing and deciding about placement and provision type, contributing to assessment of child's needs and transition processes. Schools,

responsible authorities, and all others should actively seek these views and they should be given due weight according to the age, maturity and capability of the child.

The Review Meeting

The review meeting will normally take place in the child's school and should be chaired by the school leader, SENCO or the teacher to whom responsibility for the school-based elements of the review has been delegated. The following questions should be addressed and appropriate responses and recommendations made:

1. *What are the parents'/guardians' views of the past year's progress and their aspirations for their child's future?*

2. *What are the child's views of the past year's progress and his or her aspirations for the future?*

3. *What is the school's view of the child's progress over the past year? What has been the child's progress towards meeting the overall objectives and recommendations in the statement of eligibility?*

4. *What has the child's progress been towards achieving targets set out in the LSP?*

5. *What educational targets should be adopted against which the child's educational progress will be assessed during the coming year and at the next review?*

6. *Have there been significant changes in the child's circumstances, which affect his or her development and progress?*

7. *Is current provision, including the curriculum or arrangements modified/substituted for it, appropriate to the child's needs?*

8. *Is any further action required and if so, by whom?*

9. *Does the statement of eligibility remain appropriate?*

10. *Are any amendments to the statement of eligibility required or should it be recommended to:*

    a. *maintain the statement of eligibility;*
    b. *update the statement of eligibility; or*
    c. *cease the statement of eligibility.*

Action Following Annual Reviews

Following the Annual Review meeting, the SENCO, or designate must prepare and circulate to all concerned a brief report summarising outcomes and setting out any updated or new educational recommendations or targets for the coming year. The responsible authority will provide guidance as to the preferred form of such reports. The responsible authority must then review the statement of eligibility, as required, in the light of the review report and any other relevant information, and make its own recommendations, if necessary. If the child is in Year 9 or above, it should consider whether any amendment is necessary to the Transition Plan for Adulthood. The responsible authority makes recommendations, and any amended Transition Plan for Adulthood, should be conveyed, as appropriate, to the child's school, parents/guardians and all those invited to the review meeting.

A review meeting may recommend amendments to a statement of eligibility if:

- significant new needs have emerged which are not recorded on the statement of eligibility;
- significant needs which are recorded on the statement of eligibility are no longer present;
- the provision should be amended to meet the child's changing needs and the recommendations and targets specified at the review meeting; or
- the child changing school should be considered, either at the point of transfer between school sectors (primary/secondary), or when his or her needs would more appropriately be met in a different school, for example by integration into mainstream or transition to more specialised provision;

The review meeting and the review report may also recommend that the statement of eligibility be amended or cease to be maintained.

Amending the Statement of Eligibility

Where the school, with the support of the responsible authority proposes to amend a statement of eligibility, whether to recommend a change of placement or provision; the child's parents/guardians must be informed of that recommendation and of their right to make representations within a time efficient manner in regards to the recommendations. The school, with the support of the responsible authority, should always explain the reasons for the recommendations and provide copies of relevant evidence, as necessary. Recommendations to amend the statement of eligibility will most often arise from the Annual Review, in which case the parents/guardians should have already received copies of the review report and the recommendations.

The school, with support as necessary from the responsible authority, must consider any representations made by the parents/guardians before deciding whether and how to amend the statement of eligibility as recommended.

Ceasing to Maintain the Statement of Eligibility

A statement of eligibility will remain in operation until the school, in conjunction with the responsible authority, ceases to maintain it, or until the child is no longer its responsibility; for example, on moving to further or higher education or to social services provision, in which case the statement will lapse. Ceasing to maintain a statement of eligibility for a child takes place if it is agreed that it is no longer necessary to maintain it. Parents/Guardians are to be given written notice of the decision, and may not cease to maintain the statement until 40 school days after the written notification. The school, in conjunction with the responsible authority, should always explain its decision to the parents/guardians and their right of appeal to the decisions, and should provide copies of any relevant evidence.

Further Formal Assessments

Where the parents/guardians of a child with a statement of eligibility requests a new formal assessment of their child, the school, in conjunction with the responsible authority, must consider the request, so long as no such assessment has been made within the previous 12 months and there is agreement that concludes that it is necessary to make a further assessment. In considering such requests, account should be taken of whether there have been any significant changes in the circumstances of the child. If the request follows an Annual Review, much of the information on which to base a decision will already be available.

If the school, with the support of the responsible authority, concludes that a further assessment is not necessary, it must write to the parents/guardians explaining the decision and the reasons for it.

If the school, in conjunction with the responsible authority, decides that a further assessment is necessary, the procedures in the Code apply. Thereafter, if the school, in conjunction with the responsible authority, decides to amend the statement of eligibility, the relevant procedures described above apply. Any resultant new or updated statement of eligibility will supersede the previous statement of eligibility.

Transferring from School / Setting / Sector

The child's transfer between schools, settings or sectors should be carefully considered at the Annual Review meeting during the last year in the child's current stage or school or transferring schools. If necessary, it should be brought forward to allow sufficient time for consideration of the school, or setting which will be appropriate for the child in the next stage. Arrangements for a child's placement should be finalised by the beginning of the child's last term before transfer so as to allow time for any advance arrangements relating to that placement to be made and to ensure that parents/guardians feel confident and secure about the arrangements. For example, primary and high schools should consider developing a common system of record keeping, and the required passing on of records, to ease the transfer of children between schools.

Transition Plans for Adulthood

The Annual Review that takes place in Year 9 (and all subsequent Annual Reviews) is of particular significance, and should include a Transition Plan for Adulthood drawing together information from a range of individuals within and beyond the school in order to plan coherently for the child's transition to adult life.

The Transition Plan should address the following questions:

The School

- What are the child's curriculum needs during transition?
- How can the curriculum help the child to play his or her role in the community; make use of leisure and recreational facilities; assume new roles in the family; develop new educational, vocational and employment skills?
- What approaches should the school be making to other institutions or agencies to ensure a smooth transition?

The Professionals

- How can they develop close working relationships with colleagues in other agencies to ensure effective and coherent plans for the child in transition?
- Which professionals may need to be involved in planning for transition, for example, occupational therapists, psychologists or other support services?
- Does the child have any health or welfare needs requiring HSA or DCFS support?
- What specific independence skills need to be particularly fostered during the remaining year(s) in school?
- Are assessment arrangements for transition clear, relevant and shared between all agencies concerned?
- How can information best be transferred from child to adult services, to ensure a smooth transition?
- Do the arrangements for transition include appropriate training and technological support, (e.g. in encouraging independence in travel, money management)?
- Is education after the age of 17 (Year 12) appropriate, and if so, at school, training provider, college or university?

The Family

- What do parents/guardians expect or aspire to for their child's adult life?
- What can they contribute in terms of helping their child develop personal and social skills, an adult life-style and acquire new skills?
- Will parents/guardians experience new care needs and require practical help in terms of aids, adaptations or general support during these years?

The Child

- What information does the child need in order to make informed choices?
- What local arrangements exist to provide advocacy and advice if required?
- How can the child be encouraged to contribute to his or her own Transition Plan and make positive decisions about the future?
- What are the child's hopes and aspirations for the future, and how can these be met?

The Transition Plan for Adulthood should build on the recommendations, conclusions reached and targets set at previous Annual Reviews, including the contributions of teachers responsible for careers education and guidance. It should focus on strengths as well as areas for development and cover all aspects of the child's development, allocating clear responsibility for different aspects of development to specific agencies and professionals. Schools, with the support of the responsible authority should advise on the proper balance of the transition programme components and ensure that all relevant information is available, together with advice and support as required. HSA, adult services and careers advice services should be actively involved in the plan as required.

Transfer to Further Education or Training (CIFEC only)

Statements of eligibility for SEND **should be maintained** in respect of children enrolled (or dual enrolled) at the Cayman Islands Further Education Centre (CIFEC) only.

In respect of a child who is transferring from school to further education or training, the school should seek the consent, as appropriate, of the child to pass on relevant information to the college or other provision to be attended. Relevant information would include the statement of eligibility and the report of the most recent Annual Review, including the Transition Plan for Adulthood.

Schools, with the support of the responsible authority, should seek to explain the importance of the information and the potential benefit to be gained from its transfer, but should respect the wishes of the child and parents/guardians with written consent being required.

Where schools have fostered links with local further education centres, this can help inform the decision-making process. Links with colleges can be of particular benefit to a child with SEND by providing opportunities for integration, extending the curriculum and offering induction into an adult training or employment environment.

Note: *Statements of eligibility for SEND are* ***not to be maintained*** *in respect of children enrolled in all other institutes of further and higher education.*

The Involvement of the Child in Assessment and Review

The child's views should be sought and recorded wherever possible in any assessment, reassessment or review during the years of transition to adulthood. Some children may wish to express these views through a trusted professional, family member, independent advocate or adviser, staff member or representative. Effective arrangements for transition to adulthood will involve children addressing issues of personal development, self- advocacy, awareness of the implications of any long-term health problem or disability and the acquisition of independent living skills.

The ongoing annual involvement of children themselves in the Annual Review is required and should be supported by:

- incorporating their own views in planning for transition; this might involve the use of counsellors, advocates or advisers, social workers or peer support;
- focusing curriculum planning on activities which encourage children to review their own experiences and formulate their own views;
- where appropriate, providing help for a child to come to terms with the wider implications of a special education need or disability and going forward into adult life adult life;
- having access to all relevant information pertaining to transitioning to adulthood, including, careers guidance, counselling, work experience and the opportunity to consider a wide range of options during the transition phase.

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PART VII: EQUITIES FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Introduction

Educational equity means that everyone – all children – have the opportunities to achieve their full potential. Educational equity is about fairness. Social justice, equity, respect and dignity are basic rights for all individuals, regardless of developmental ability, race, ethnicity, gender, culture, religion, age and economic level. Education should be understood as a fundamental right and crucial to improvements in quality of life and as a prerequisite for meaningful participation in social and economic activities. Articles 28 & 29 of the United Nations Convention on the Rights of the Child (UN, 1989) states all individuals are entitled to access to quality education and training. Access to quality education that is meaningful and appropriate is especially important for individuals with additional learning support needs, including SEND, who, for a variety of reasons, face increased challenges in accessing opportunities to improve the quality of their lives, be educated and subsequently improve their economic level.

Equities and the Law

According to the Education Law, 2016:

36. (1) It is the duty of the responsible authority in relation to a school to ensure, that "reasonable accommodation" is made so that every student at the school to whom a statement of eligibility in response of special educational need applies receives education in accordance with that statement of eligibility.

(2) A responsible authority shall not refuse to allow a student to be enrolled at or attend the relevant school on the basis of that student's statement of eligibility in respect of special educational needs if the student is otherwise qualified to be enrolled at or attend the school and reasonable accommodation can be made to provide education in accordance with that statement of eligibility.

(3) The duty of the parents or legal guardians to secure that a student of compulsory school age attends school or otherwise receives suitable education shall include, in respect of a student (child) to whom a statement of eligibility in respect of special educational needs applies, a duty to ensure that the student receives education in accordance with that statement of eligibility.

According to the Education Regulations, 2017:

51. (1) Early childhood care and education centres shall ensure that "reasonable accommodation" is available so that every child who may have or has special education needs or disabilities enjoys rights, privileges, benefits and treatment on an equal basis with children without special education needs or disabilities.

(2) Provision at early childhood care and education centres shall comply with national policy and the Ministry's policy and guidelines for special education needs or disabilities for children under compulsory school age.

Accommodations and Exemptions from Assessments

Accommodations are specific practices and procedures that provide children with equitable access during instruction and assessment. Accommodations are made in order to provide a child with the equal access to learning and equal opportunity to demonstrate what is known. They are intended to ameliorate the effects of a child's SEND. Accommodations can be changes in the presentation, response, setting, and timing/scheduling of educational activities including assessments and examinations. There should be a direct connection between a child's SEND and the accommodation(s) provided to the child during educational activities, including assessments and tests.

The child should receive the same accommodations for classroom instruction, classroom assessments, and external assessments. No accommodations should be provided during assessments that are not also provided during instruction. However, not all accommodations for instruction are appropriate for use during a large-scale standardised assessment.

Accommodations may not provide verbal or other clues or suggestions that hint at or provide the correct response to the child. Therefore, it is not permissible to simplify, paraphrase, explain, or eliminate any test item, prompt, or multiple-choice option. Additionally, accommodations provided for one child may not impede or impact other children in the assessment/testing room. It is the responsibility of the Testing Administrator to see that each child who qualifies for testing accommodations receives these accommodations while also ensuring that other children who do not receive accommodations are not affected.

Three levels of accommodations exist:

1. ***Standard Accommodations*** are provisions made in how a child accesses and demonstrates learning that does not substantially change the instructional level, the content, or the performance criteria.

    Depending on standardised administration requirements of the tests' publishers, examples of standard accommodations might include extended testing time, separate location or preferential seating, small group or individual administration, more breaks, read aloud or sign instructions for math or writing items, special lighting, special furniture or pencil, more breaks or shorter sessions, repeat directions, write answers directly into test booklet, record or dictate answers to multiple choice responses to a scribe, or use colour overlay.

    ** Although English as an Additional Language learners are not considered within this Code of Practice as having SEND, they may also need to be considered for standard accommodations.*

2. ***Non-Standard Accommodations*** are provisions that involve substantial changes in what a child is expected to learn and/or in the way that learning is demonstrated. Such changes are made to provide a child with meaningful and productive learning experiences, environments, and assessments based on individual needs and abilities. Non-standard accommodations affect the comparability of test scores, and results will be disaggregated from those of same-aged peers when reporting.

   School-Based Support Teams should exercise caution when deciding whether a child requires non-standard accommodations in order to access the test. Children considered for these accommodations should be using such alternative accommodations consistently in their daily instruction.

   Depending on standardised administration requirements of the tests' publishers, examples of non-standard accommodations might include using assistive technology (spell check, grammar check, or predict-ahead software), recording of responses or dictating to a scribe on writing tests, or reading or signing for items on reading tests.

3. ***Exemptions*** are only intended for children who meet eligibility criteria for SEND which prevent meaningful participation in testing. In the case of exemption from internal and external assessments, children nonetheless should be engaged in on-going criterion-referenced assessments as part of their instruction that documents attainment and progress within the Cayman Islands' National Curriculum, or similar.

   ** Although English as an Additional Language (EAL) learners are not covered under this Code of Practice as having SEND, they may be considered for exemption if they have been enrolled for less than one academic year and the SBST documents demonstrate that they are unable to meaningfully participate.*

Emergency Placements

In exceptional cases it may be necessary to make an emergency placement for a child with SEND, or who may have SEND where:

- **a.** the child's education needs and / or medical circumstances have changed suddenly, causing a rapid and serious deterioration in health or development;
- **b.** the child has recently arrived into the education system of the Cayman Islands, or sector, and placement needs to take place in a timely manner;
- **c.** the responsible authority, parents/guardians, the school and relevant professionals agree that a sudden and serious deterioration in the child's behaviour makes the current placement, inappropriate, untenable or unsafe;
- **d.** a period of assessment is required to better understand the needs of the child.

An emergency placement can only be made available when the responsible authority, parents/guardians, school and any relevant professionals who are / will be involved with the child agree that the child's needs are such that action must be taken immediately and an emergency placement is the best way forward. An emergency placement application should be made by the school or parents/guardians and approved by the responsible authority.

Consent should be sought from parents/guardians if the application for an emergency placement is being made to the school. Parents/Guardians can also apply for an emergency placement unilaterally.

Emergency placements should be reviewed after a period of no longer than 40 working days. The review should be led by a designated representative from the responsible authority. This review process may vary in private schools according to their policies and procedures.

When an emergency placement is made the responsible authority should initiate a new or updated formal assessment. Decisions about how the child's needs should be best met in the longer term should not be prejudiced by the nature of the emergency placement.

Where the assessment concludes that a statement of eligibility is not warranted, the responsible authority should take immediate steps, in consultation with the parents/guardians, to secure the most appropriate placement for the child in the most time effective manner.

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PART VIII: IDENTIFICATION, ASSESSMENT AND PROVISION IN EARLY CHILDHOOD CARE AND EDUCATION CENTRES

Introduction

This part of the Code explains the actions early childhood care and education centres (ECCECs) should take to fulfil their roles and responsibilities in relation to identifying and supporting all children with additional learning support needs, including special educational needs and disabilities (SEND).

All ECCECs, including reception classes, are expected to **follow the same procedures** for assessing, identifying and providing for children's additional learning support needs including SEND, as outlined for children of compulsory school age.

As per the Education Law, 2016:

2 (1) "early childhood care and education" means education provided to children under the compulsory school age in early childhood care and education centres and in reception classes (or the equivalent) in educational institutions, and includes the care, stimulation and socialisation necessary to support development and learning;

"early childhood care and education centre" means an institution that provides early childhood care and education to children under compulsory school age for at least four hours per day and includes a private residence in which care is provided to three or more children not of the same family;

All children in ECCECs should be understood as being all children who are below the compulsory school age of 5 as of the 1st day of September at the commencement of the school year.

All children in ECCECs are entitled to an education that enables them to:

- achieve the best possible educational and other outcomes;
- become confident young children with a growing ability to communicate their own views and be prepared to make the transition into compulsory education.

All early childhood care and education centres, in both the Government and private sectors, are required to 'have regard' to this Code including the principles and procedures outlined. If an early childhood care and education centre chooses to depart from the guidelines in the Code, it should evidence justification for that action by providing qualitative support that is the same or better than the Code's guidance. The Office for Education Standards (OES) will consider, in the context of their inspections, the effectiveness of policies and practices and the extent to which they 'have regard' to the Code.

In addition, all ECCECs will be monitored, regulated and supported by the responsible authority to ensure practices and procedures in early childhood care and education centres, to whom they have responsibility, 'have regard' to the Code.

Early childhood care and education centres should have arrangements in place to support children with additional learning support needs, including special educational needs and disabilities (SEND). These arrangements should include a clear approach to identifying and responding to additional learning support needs, including SEND. The benefits of early identification are widely recognised – identifying needs at their earliest point, and then making effective provision, to improve long-term outcomes for children.

All those who work with the youngest children in education should monitor development, being alert to emerging difficulties and respond early. In particular, parents/guardians know their children best and it is important that all practitioners listen and understand when parents/guardians express concerns about their children's development. They should also listen to and address any concerns raised by children themselves.

Legal Responsibilities and Requirements

All ECCECs in the Cayman Islands should adhere to the requirements and responsibilities as set out in the relevant laws, regulations and policies. These include:

- United Nations Convention on the Rights of the Child, 1989;
- United Nations Convention on the Rights of the Child Persons with Disabilities, 2007;
- Children's Law, 2012;
- Cayman Islands Disability Policy, 2014 – 2033;
- Education Law, 2016;
- Education Regulations, 2017;
- Disability (Solomon Webster) Law 2016;
- Successful Schools & Achieving Students 2, Office of Education Standards (OES), October 2020.

All early ECCECs should adhere to the Cayman Islands Disability (Solomon Webster) Law, 2016. In particular, they should not discriminate against, children with, SEND and they should make "reasonable accommodations" to prevent children from being at a substantial disadvantage. This duty is also anticipatory – it requires thought to be given in advance to what children with SEND might require and what adjustments might need to be made to prevent any disadvantage.

According to the Cayman Islands Disability (Solomon Webster) Law, (2016):

"Discrimination" means any distinction, exclusion or restriction, on the basis of disability, which:

a) has the purpose or effect of impairing or nullifying the recognition, enjoyment or exercise, on an equal basis with others, of all rights and freedoms in the political, economic, social, cultural, civil, or any other field; and,
b) cannot be shown to be a proportionate means of achieving a legitimate aim;

According to the Education Regulations, 2017:

51. (1) Early childhood care and education centres shall ensure that "reasonable accommodation" is available so that every child who may have or has special education needs or disabilities enjoys rights, privileges, benefits and treatment on an equal basis with children without special education needs or disabilities.

According to the Education Law, 2016:

"Reasonable accommodation" means the necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden where needed in a particular case, to ensure to a person with a disability, the enjoyment or exercise, on an equal basis with persons who do not have disabilities, of privileges, interests, benefits and treatment, and the facilitation of such privileges, interests, benefits and treatment, by the provision of auxiliary aids and services, including:

a) assistive devices;
b) interpreters, technologies and effective methods of making aurally delivered and received materials available to a person with a disability;
c) readers, taped audio visually recorded texts or other effective methods of making visually delivered and received materials available to a person with a disability; and
d) physical modification to buildings and the built environment.

In this Law, "disproportionate or undue burden" includes:

a) the nature of the benefit likely to accrue to, or the detriment likely to be suffered by, any person concerned;
b) the effect of the relevant disability on a person concerned;
c) the financial circumstances of the person concerned who is claiming a disproportionate or undue burden; or
d) the estimated amount of expenditure or other allocation of resources required by the person concerned who is claiming a disproportionate or undue burden and whether it is reasonably proportionate to the benefit likely to accrue.

According to the Education Regulations, (2017):

51. (2) Provision at early childhood care and education centres shall comply with national policy and the Ministry's policy and guidelines for special education needs or disabilities for children under compulsory school age.

Responsibility of Early Childhood Care and Education Centres

It is the responsibility of the early childhood care and education centres to:

- designate a teacher / lead person to be responsible for coordinating additional learning support needs, including special educational needs and disabilities (i.e. SENCO / designated lead person);
- ensure that children with additional learning support needs, including special

educational needs and disabilities (SEND), are provided with the support they need;

- ensure that children with additional learning support needs, including SEND, engage in the activities of the centre alongside all other peers;

- inform parents/guardians when and why they are making additional learning support needs provision for their child.

Early childhood care and education centres should also prepare and make available:

- the policy to be implemented for additional learning support needs, including special educational needs and disabilities (SEND);

- their arrangements for the admission of a child with additional learning support needs, including SEND;

- the steps being taken to include children with additional learning support needs, including SEND;

- information on the facilities and resources needed to enable access to the ECCECs for children with additional learning support needs, including SEND.

Early childhood care and education centres should provide information for parents/guardians on how the centre supports children with additional learning support needs, including SEND, and should regularly review and evaluate the quality and breadth of the support they offer. Both government and private early childhood care and education centres should collaborate with the responsible authority, in reviewing and developing the provision that is available in the Cayman Islands. All centres should work in partnership with other providers and professionals to explore how different types of need can be met most effectively.

The responsible authority should ensure that ECCECs promote equity and inclusion for all children with additional learning support needs, including SEND. This includes removing barriers that prevent children with additional learning support needs, including SEND, accessing early childhood education and working with parents/guardians to give each child the support required to fulfil their potential.

Where assessment indicates that support from specialist services is required, it is important that ECCECs work in collaboration with parents/guardians and service providers to help ensure that the child receive the service(s) in a time effective manner.

Education Centres

Early childhood care and education centres should ensure that they have an identified, designated SENCO / Designated Lead in order to ensure the implementation of all required procedures as set out in the Code for children with additional learning support needs, including SEND. The role of the SENCO / Designated Lead for additional learning support needs, including SEND involves:

- implementing the day-to-day operation of the centre's policy for additional learning support needs, including SEND;
- responding to requests for support and advice from other centre staff;
- ensuring the identification of additional learning support needs, including SEND, through standardised measures including assessment tools, screening and observations;
- coordination of provision, ensuring appropriate liaison with the various staff who will interact with any given child with additional learning support needs, including SEND;
- maintaining a register, with records on children with additional learning support needs, including SEND;
- coordination of provision with the relevant School-Based Support Team (SBST) members as appropriate;
- close liaison with parents/guardians of children with additional learning support needs, including SEND;
- identifying, brokering and providing for in-service training requirements of the staff, and contributing as appropriate to their training needs;
- collaborating to support transitions to and from the centre ensuring the exchange of all information;
- ensuring parents/guardians are involved throughout, and that their insights inform action taken by the centre;
- listening and responding to (as appropriate) concerns raised by parents in regards to their child's progress; and
- liaison with external agencies and other professionals, as required.

The Role of the Early Childhood Care and Education Unit (ECCEU)

The Ministry of Education established the Early Childhood Care and Education Unit to support their goal "to ensure that all children, regardless of income, special education needs and disabilities, or background, have access to high quality early childhood care and education".

The ECCEU serves the Cayman Islands through:

- reviewing and redeveloping early childhood regulations and laws;
- providing curriculum guidance, professional development and training for early years care and education settings and practitioners;
- supporting centre owners to ensure they are providing best practice;
- empowering parents with knowledge about child development and in identifying best practice for their child; and
- encouraging and supporting persons to train and work in the field of early childhood education.

Through the development and implementation of the Early Years Foundation Stage (EYFS) curriculum, the Cayman Islands Early Years Framework Curriculum (CIEYCF), and other similar frameworks, the ECCEU aspires to ensure that "Children will be self-confident, resilient, critical thinker who are intrinsically motivated to explore their world through play and active learning, able to clearly and creatively communicate their thoughts and ideas with respect to the people and the world around them" (CIEYCF, 2015, p.9).

The Role of the Early Intervention Programme

The Cayman Islands Early Intervention Programme operates under the direction of the Cayman Islands Department of Education Services. The Early Intervention Programme offers services to support children with additional leaning support needs, including special educational needs and disabilities (SEND) between birth to compulsory school age. The Early Intervention Programme provides the following services:

- Developmental/ Educational Services
- Speech and Language Therapy
- Occupational Therapy
- Vision Therapy
- Hearing Therapy
- Educational Psychology
- Counselling

The Early Intervention Programme (EIP) provides formal assessment of a child, including the completion of reports and conducting the subsequent meetings to determine eligibility for SEND services, Assessments conducted by the EIP must be completed within 60 school days. This 60-day timeline may be extended up to an additional 30 school days, provided it is in the best interest of the child. Extension can also be made if a parents/guardians fails to make their child present on the days scheduled for assessment.

Early Childhood Care and Education Provision

Early childhood care and education centres should have arrangements in place that include a clear approach to assessing additional learning support needs, including special educational needs and disabilities (SEND). This should be part of the setting's overall graduated approach (see Figure 2, pgs. 17-18) to *assess, plan, do,*

review to ensure the needs of all children are met. Referrals to the Early Intervention Programme (EIP) and other appropriate agencies should be made when increased support and further action is required within the procedures as set out. The Early intervention Programme provides a support service to all eligible children from birth to school age (see section below).

In assessing the progress of children in the early childhood care and education centres, practitioners can use, the Early Years Foundation Stage framework, the Cayman Islands' Early Years Curriculum comparable or similar frameworks and guidance materials, as a way to assess the extent to which a young child is developing at expected levels for their age. Frameworks and guidance sets out what most children do at each stage of their learning and development. These include typical development and behaviours across the main areas of learning, such as, but not limited to:

- Communication and language
- Physical development
- PS&ED
- Literacy
- Mathematics
- Understanding of the world
- Expressive arts and design
- Caymanian culture and history

It is the expectation that parents/guardians will receive regular written reports from the centre on their child's learning and development throughout early childhood. Throughout early childhood, practitioners will be using recognised frameworks and guidance materials to track and review progress against developmental milestones through observation and all other appropriate means. This will provide clear information for parents/guardians and practitioners on the learning and development of their child.

Identifying Additional Learning Support Needs in Early Childhood

All practitioners working with children in early childhood care and education centres should monitor and review the progress and development of all children.

Where a child appears to be behind age appropriate stages of development, or where a child's progress gives cause for concern, practitioners should consider all the information about the child's learning and development from within and beyond the centre. This can include practitioner information gleaned from observations and assessments that provide a greater understanding of the child's needs. From within the centre, practitioners should particularly consider information on a child's progress in communication and language, physical development and personal, social and emotional development. Where any specialist advice following a referral has been sought from beyond the centre, this should also be considered to help inform decisions about whether or not a child has additional learning support needs, including special educational needs and disabilities (SEND). All information should be collated and considered together in its entirety, along with the observations and information provided by parents/guardians.

A delay in learning and development in early childhood may or may not indicate that a child has SEND. A child may have additional learning support needs that require for a graduated approach to be made for the child without having an identified SEND. Equally, difficult or withdrawn behaviour does not necessarily mean that a child has SEND, but instead has additional learning support needs that should be responded to without premature exploration and categorisation of SEND. However, where there are concerns, there should be an assessment to determine whether there are any causal factors such as underlying learning or communication difficulties. If it is assumed that housing, family or other domestic circumstances may be contributing to the presenting behaviour, a multi-agency approach should be considered.

Identification and assessment for SEND of young children with English as an Additional Language (EAL) requires particular care. Early childhood practitioners should look carefully at all aspects of a child's learning and development to establish whether any delay is related to learning English as an additional language or if it arises from SEND. Challenges related solely to learning English as an additional language are not SEND but may require additional learning needs support.

Additional learning support should be matched to the child's additional learning support needs, including identified SEND. Children's additional learning support needs, including SEND are generally thought of in the following 4 broad areas of need and support:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

These areas give an overview of the broad range of additional learning support needs, including SEND, which providers should plan for. However, individual children often have needs that traverses some, or all of these areas, and these needs may change over time. For instance, speech, language, and communication needs can also be a feature of a number of other areas of additional learning support needs, including SEND. A clear example of this is that children with autism spectrum disorder (ASD) may have needs across all areas. The additional learning support needs provision, including SEND provisions made for a child should always be based on and understanding of their particular strengths and needs and should seek to address them all, using well-evidenced interventions targeted at areas of difficulty and, where necessary, specialist equipment or software. This will help to overcome barriers to learning and participation. Support and all action should also be family centered and should consider the individual family's needs and the best ways to support them.

The Graduated Approach to Additional Learning Support Needs, including SEND, in Early Childhood Care and Education Centres

It is particularly important in early childhood that there is no delay in responding to additional learning support needs including SEND, and providing any necessary supports in a timely manner through the continuum of action in broadly the same manner as outlined in the Code for children who are of compulsory school age. Delay

in early childhood can exacerbate difficulties and reduce the likelihood of ameliorating or remediating barriers to learning and subsequently affects to self-esteem, frustration in learning, and behavioural challenges. Early appropriate action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for their onward learning journey.

Where a setting identifies a child as having additional learning support needs, including SEND, they must work in partnership with parents/guardians to establish the support and actions to meet the needs of the child.

Where a centre provides actions for a child with additional learning support needs, including SEND, they should inform the parents/guardians.

All settings should adopt a graduated approach for children in early childhood centres broadly the same as those outlined for children who are of school age:

Assess



In identifying a child as having additional learning support needs, including SEND, the early childhood practitioner, working with the centre, the SENCO / designated lead person, and the child's parents/guardians, will have carried out an assessment of the child's needs. This initial assessment should be reviewed regularly to ensure that support is matched to needs. Where there is little or no improvement in the child's progress, more specialist assessment may be called for from specialist teachers or from the HSA or other agencies beyond the setting. Where professionals are not already working within the setting, the SENCO / designated person from the early childhood care and education centre should, as appropriate, contact them, only with prior consent from the parents/guardians.

Plan



Where it is decided to provide for additional learning support needs, and having formally notified the parents/guardians, the practitioner and the SENCO / designated lead person should formulate a Learning Support Plan (LSP). In consultation with the parent/guardian, the LSP should detail the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. The LSP should take into account the views of the child as appropriate and ascertainable. The actions, including supports and interventions provided, should be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge.

Any related staff development needs should be identified and addressed to support the implementation of the LSP.

Parents/guardians should be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.

Do



The early childhood practitioner/teacher, usually the child's key person, remains responsible for working with the child on a daily basis. With support from the SENCO / designated lead person, they should oversee the implementation of the interventions or programmes agreed as part of the required and agreed actions. The SENCO / lead person should support the practitioner in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

Review



The effectiveness of the support and its impact on the child's progress should be reviewed in line with the agreed date. The impact and quality of the support should be evaluated by the teacher / practitioner and the SENCO / designated lead person working with the child's parents/guardians and taking into account the child's views as appropriate and ascertainable. They should agree any changes to the outcomes and support for the child in light of the child's progress and development. Parents/Guardians should have clear information about the impact of the support provided and be involved in planning next steps.

This graduated cycles within the phases of action should be revisited in increasing detail and with increasing frequency, as required, to identify the best action to respond to additional learning support needs and promote good progress. At each review parents/guardians and the child should be engaged with the centre, contributing their insights to assessment and planning. Intended outcomes should be shared with parents/caregivers and the child and reviewed with them, along with action taken by the setting, at agreed times.

Transition

All additional learning support needs, including support for children with SEND, should include planning and preparing for transition, before a child moves into another centre or school. This can also include a review of the support being provided. To support the transition, information should be shared by the current centre with the receiving centre or school. The current centre should agree with parents/guardians which information is to be shared as part of this planning process. This should also include any medical and physical needs.

Record keeping

All ECCECs should keep a register of all children with additional learning support needs, including SEND; recording the steps taken to meet those needs and the progress (impact), which has resulted. The SENCO / designated lead person should ensure that these records are properly updated and available as needed. Records will better inform the centre's approach going forward; and, where assessment is necessary, all records should be made available. It would be helpful to have consistent

proformas (in management system) agreed between the Ministry of Education, the Department of Education Services, and early childhood settings for recording additional learning needs, including SEND.

Involving Specialists

Where a child continues to make less than expected progress, despite evidence-based support and interventions that are matched to the child's area of need, practitioners should consider involving appropriate specialists, for example:

- health visitors
- pediatricians
- pediatric nurses and school nurses
- speech and language therapists
- occupational therapist
- educational psychologists, or
- specialist teachers.

These professionals may be able to identify effective strategies, equipment, programmes or other interventions to enable the child to make progress towards the desired learning and development outcomes. The decision to involve specialists should be made with the child's parents/guardians.

Where a child continues to make much less than expected progress it will be necessary for the child's needs to be formally assessed.

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PART IX: FORMAL ASSESSMENT IN EARLY CHILDHOOD

Introduction

It should be understood that children will progress at different rates within different areas during early childhood. It should not be assumed, therefore, that children who are making slower progress have special educational needs and disabilities. However, such children will need carefully differentiated learning opportunities to help them progress. Frequent and careful monitoring of children's progress should be maintained.

Consistent with the already outlined school-age section of the Code, a graduated response of *assess, plan, do, review* should be implemented in early childhood care and education centres to inform the continuum of action and support when a child's rate of progress is less than expected. The early childhood care and education centre should make full use of all on-site resources and document both teacher/practitioner and centre/school action as consistent with school age action before considering outside resources.

If no progress is being made despite teacher/practitioner and then centre/school action, the additional expertise of early intervention specialist teachers, speech and language therapists, educational psychologists, or occupational therapists, available through the Early Intervention Programme (EIP) within the Department of Education Services may be called upon, with prior parents/guardians consent. These specialists may give advice on the use of new strategies, materials, or training supports for particular learning activities.

Referral for Assessment

The triggers for referral for formal multi-disciplinary assessment to the Early Intervention Programme could be that, despite Teacher / Practitioner Action and subsequent School / Centre action, the child:

- continues to make little or no progress in specific areas of development;
- continues working at a developmental level substantially below that expected of children of a similar age;
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of others;
- has physical or sensory needs, and requires additional equipment or regular visits for direct intervention or advice by practitioners from a specialist service;
- has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Informed parental / guardian consent is required prior to completing any formal assessments.

The formal assessment of a child, including the completion of reports and conducting the subsequent multi-disciplinary meeting to determine eligibility for SEND

services, must be completed within 60 school days. This 60-day timeline may be extended up to an additional 30 school days, provided it is in the best interest of the child and the parents and EIP agree in writing to such an extension. Extension can also be made if the parents/guardians fail to make their child present on the days scheduled for assessment.

SEND Eligibility and Provision in the Early Childhood Care and Education Centres

Each multi-disciplinary evaluation to determine early childhood SEND eligibility must include the administration of a comprehensive developmental assessment. In addition, at least one more specialized norm-referenced instrument must be given by a qualified examiner to substantiate need within areas, which appear to be specifically delayed.

Determination of consideration for provision, procedures and the requirements for LSP development and implementation are consistent with those outlined in the school-age section of this Code of Practice.

Not all children requiring early intervention support will have SEND as outlined below, but may receive support as appropriate within Centre/School Action and demonstrated through a completed continuing concern referral.

The EIP Team will verify eligibility by documentation that a child meets criteria in one (or more) of the SEND categories previously listed in Part V (p.41-42) or the following categories of SEND specific to Early Childhood:

Developmental Delay: - Performance by a child on a norm- referenced test that indicates substantial delays in the following developmental domains: (a) cognitive development, (b) physical development, (c) communication development, (d) personal, social or emotional development, or (e) adaptive development. A delay of 1.5 standard deviations or more below the mean in two or more developmental domains or a delay of 2.0 standard deviations or more below the mean in a single domain is classified as a developmental delay. The results of the norm-referenced measure must be corroborated by documented systematic observation in the child's routine setting by an appropriate professional and information from at least one other source, which may include criterion-referenced instruments, language samples, or curriculum-based measures. If there is a discrepancy between the measures, the assessment team shall determine eligibility based on a preponderance of the information presented. Other disability categories shall be used if they are more descriptive of a young child's strengths and needs.

Due to confirmed medical, genetic, or congenital report, a child who may be at risk for more serious developmental delay without special or related services. (Examples: Prader-Willi Syndrome, Down Syndrome, trauma or medical complication at birth or in early childhood, or significant prematurity).

0-3 Medically, Genetically, or Congenitally "At-Risk" - Due to confirmed medical, genetic, or congenital report, a child who may be at risk for more serious developmental delay without special or related services. (Examples: Prader-Willi Syndrome, Down Syndrome, trauma or medical complication at birth or in early childhood, or significant prematurity).

Early Years Motor and Coordination Delay – Performance by an early year's child on a norm-referenced motor abilities test that measures at least one and one-half standard deviation below the mean for children of the same chronological age. This category may include motor delay caused by neurological or orthopaedic anomaly, disease, and other disorders. Eligibility is appropriate only if a comprehensive developmental assessment or norm-referenced assessment and parental input indicate that the child is not eligible for services under another early year's category.

Early Years Communication Disorder – Diagnostic subcategories for communication disorders include Language Disorder, Social (Pragmatic) Communication Disorder, Speech Sound Disorder, Childhood-Onset Fluency Disorder (Stuttering).

- Language Disorder - Substantial and persistent difficulties in the acquisition and use of language across modalities (i.e., spoken, written, sign language, or other) due to deficits in comprehension or production and language abilities that are substantially and quantifiably below age expectations.

- Social (Pragmatic) Communication – Substantial and persistent difficulties in the social use of verbal and nonverbal communication which include deficits in using communication for social purposes and difficulties understanding what is not explicitly stated. Children who meet the criteria for autism spectrum disorder are not diagnosed with this communication disorder.

- Speech Sound Disorder – Substantial and persistent difficulty with speech sound production that interferes with speech intelligibility or prevents verbal communication of messages.

- Childhood-Onset Fluency Disorder (Stuttering) - Substantial and persistent disturbances in the normal fluency and time patterning of speech and the disturbance causes anxiety about speaking.

Regulatory-Sensory Processing Disorder (RSPD) 0-3 years of age: The child's difficulties to regulate his own behaviour, his physiological, sensory, attention, motor or affective processes and difficulties in organizing a state of calm, of alert or a positive affective state.

Sensory Processing Disorder 4-5 years of age - When a child's ability to detect, regulate, interpret, or organize responses to sensory input is so impaired that abnormal attention, emotion, cognition or motor responses are observed. Abnormalities in a child can occur in one or more of the following sensory domains: auditory, visual, tactile, olfactory, gustatory, vestibular (relation to gravity seen in response to changes in position or movement), or proprioception (sensation from muscles and joints).

Other Health Impairments – Limited strength, vitality, or alertness (including heightened alertness to environmental stimuli) due to chronic or acute health problems which adversely affect a child's educational performance. The type must be specified and confirmed in writing by a registered physician.

EIP Transition Planning Prior to School Services

The Early Intervention Programme (EIP) should, within at least the term prior to a child transferring from an early childhood centre to a school aged setting, conduct a review of the LSP in order to consider the most appropriate provision at school- age. Arrangement for the transfer of all records for children for early childhood centres should be made at that time.

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PART X: DISPUTE AVOIDANCE, PARENT COMPLAINTS AND APPEALS

Avoidance of Areas of Disagreement

Good communication and the sharing of information between parents, schools and centres, and responsible authorities is the key to good relationships and for avoiding or minimising areas of disagreement. The partnership approach with parents/guardians, as set out (See p.13), has an important role to play in this. The views of parents should be actively sought and valued, with early childhood care and education centres and schools encouraging dialogue as soon as difficulties arise. Different options should be considered at an early stage. This will help to avoid or prevent potential problems from developing into major disagreements. The responsible authority, schools and early childhood care and education centres should ensure that delays in addressing parent's concerns and children's needs are avoided at all action phases of the Code of Practice. Also, where possible, at those times before a child is placed at Action Phase 1: Teacher Action of the Code of Practice. The aim must always be that practical educational solutions are reached as quickly as possible, ensuring the minimum of disruption to the child's education.

Complaints and Appeals in Government Schools and Centres

Within a Government School, if parents/guardians, or any other member of the School-Based Support Team SBST, makes a complaint about or appeals a decision made by the SBST, or has a complaint regarding the actual provision of services, this should be directed for the purposes of mediation to the relevant Senior School Improvement Officer (SSIO), Cayman Islands' Department of Education Services. This Officer will reconvene the Team to attempt resolution of the complaint or appeal. Written notice of the results of that conference will be provided to the petitioner and the Director of the Department of Education Services.

Appeals in respect of the education provision in the statement of eligibility are outlined in the Education Regulations, 2017. They state:

> **64.** A parent or legal guardian who is dissatisfied with the education provided pursuant to the determination made under regulation 63(5), may appeal to the Chief Officer or the Chief Officer's designate in accordance with the Ministry's policy and guidelines in respect of that provision of education.

Therefore, if parents/guardians are dissatisfied with the provision for additional learning support needs, determination of their child's special educational needs eligibility or the provision offered to address their child's special educational needs / disabilities that the parents/guardians may appeal to the Chief Officer or the Chief Officer Officer's designate. The appeal should be put in writing, and evidence which supports the parent's/guardian's statements should be provided.

Complaints in Private Schools and Early Childhood Care and Education Centres

Complaints in regard to private centres and schools should be directed to the school leader and / or the responsible authority.

Additionally, as set out, complaints can be made to the Chief Officer or the Chief Officer's designate in accordance with the Ministry's policy and guidelines.



Learning Support Plan (LSP)

Current Attainment Levels	

Student Name:	**Year:**
DOB:	**Class Teacher:**
Student Voice: Strengths/I want you to know that:	**Student Voice: Area(s) for Development/ I find it difficult to:**
Nature of Additional L earning Support Need(s): **Phase of COP:** Teacher Action ☐ School Action ☐ School Action Plus ☐	**Start Date:** **Review Date:** Support Services: Yes ☐ No ☐ Support Services Provision: ☐ ESL ☐ SLT ☐ OT ☐ EP ☐ MT ☐ BSS ☐ Counselling ☐ HI ☐ VI Care/Intervention plan(s) attached

Core Targets (Skill, When and Measure)	Teaching Strategies/Resources/Provision	Outcome	Future Action
			○ Consider new target ○ Fine tune target ○ Select more appropriate target

Parent/Guardian: **Date:**	**Notes regarding sharing and signing:**
Student: **Date:**	**Teacher:** **SENCO / Designate:** **Date:**

EXAMPLE

CCR 1

Continuing Concern Referral Form

Name:		**Date:**		**D.O.B.:**		**Age:**	
School:		**Year:**		**Class:**			
Address:							

Learning Support Plan(s) Completed	Yes		No		Date(s):	1. 2.
Supporting documentation	Yes		No		Detail:	

Academic Levels: (as applicable)	Reading		Maths		Writing	
	Other		Other		Other	

Identify areas of concern: (tick as many as is appropriate)

Cognition & Learning		Behavioural, Emotional & Social Development		Other:
Communication & Interaction		Sensory and/or Physical Needs		

Description of the concerns:

Include …..

Impact of support / strategies / interventions to date:

Include…….

Parent Comments / Concerns:

Include…….

Signature:_____ Date: __/__/__

Decision of SBST:

Include……..

SENCO / Designated Lead: _____ Signature:_____ Date: __/__/__

Name: _____ Signature:_____ Role: _____ Date: __/__/__
Name: _____ Signature:_____ Role: _____ Date: __/__/__
Name: _____ Signature:_____ Role: _____ Date: __/__/__
Name: _____ Signature:_____ Role: _____ Date: __/__/__

School Leader: _____ Signature:_____ Date: __/__/__

EXAMPLE

Logo Here

Special Educational Needs and Disability (SEND): **Statement of Eligibility**

STUDENT NAME:	**SCHOOL:**
DATE OF BIRTH:	**YEAR GROUP:**
ELIGIBILITY DETERMINATION/RE-EVALUATION DATE:	

1. Based on information from a variety of sources that have been documented and carefully considered, The School-Based Support Team has determined:

   ❑ This student **Is Eligible for a Statement of SEND** because s/he **meets** the Cayman Islands' Code of Practice eligibility criteria under the following category or categories of need.

   _____(Primary) _____(Secondary) _____(Tertiary)

   The student's needs should be met by implementing the recommendations set out below through ongoing School Action Plus as outlined in the Code of Practice (2021)

   ❑ This student **Is NOT Eligible for Statement of SEND** because s/he **does not meet** the Cayman Islands' Code of Practice eligibility criteria. *The student's needs should be met by implementing the recommendations set out below through ongoing Teacher / School Action as outlined in the Code of Practice (2021)*

2. ❑ Yes ❑ No The student's Special Educational Needs/Disability adversely impacts educational performance in his/her learning environment.

3. The following factors have been ruled out as the primary cause of the student's educational difficulties:

   ❑ Yes ❑ No Inadequate academic instruction ❑ Yes ❑ No Limited English proficiency

4. Educationally relevant medical findings, if any:

   _____

   _____

5. Vision Screening Results: _____ Date: _____

   Hearing Screening Results: _____ Date _____

6. ❑ Evaluation results are documented and the student's eligibility determination documentation is attached.

Recommendations with regard to Learning Environment/Educational Placement:

-
-
-

EXAMPLE

Recommendations with regard to **Provision** to meet student's needs:

-
-
-
-
-

Recommendations with regard to **Strategies and Programmes**:

-
-
-
-
-

Role	Print Name	Signature	Date
Parent(s)/ Guardian(s)			
SENCO			
Educational Psychologist			
Speech and Language Therapist			
Occupational Therapist			
Teacher for Vision/Hearing Impaired			
Other:			
Other:			
Lead Educational Psychologist			
Responsible Authority Representative FINAL APPROVAL			

EXAMPLE