

[REDACTED]

From: [REDACTED]@eani.org.uk>
Sent: 08 June 2023 14:59
To: [REDACTED]
Subject: FW: Transition section of the draft Code
Attachments: Section 9 (old sec 8) - Transition Planning for a Child with a Statement - 20th April 2023 [REDACTED].docx

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[REDACTED]

Please see attached.

[REDACTED]

From: [REDACTED]
Sent: Thursday, June 8, 2023 2:14 PM
To: [REDACTED]@education-ni.gov.uk>
Cc: [REDACTED]@education-ni.gov.uk>; [REDACTED]@education-ni.gov.uk>
Subject: RE: Transition section of the draft Code

[REDACTED]

I am so sorry! I was working on it and was going to speak to [REDACTED] and send it over – placements completely took over.

Will send over shortly.

[REDACTED]

From: [REDACTED]@education-ni.gov.uk>
Sent: Thursday, June 8, 2023 2:08 PM
To: [REDACTED]@eani.org.uk>
Cc: [REDACTED]@education-ni.gov.uk>; [REDACTED]@education-ni.gov.uk>
Subject: RE: Transition section of the draft Code

Hi [REDACTED]

Reminder on this one – see below.

Regards,
[REDACTED]

From: [REDACTED]
Sent: Friday, May 12, 2023 2:40 PM
To: [REDACTED]@eani.org.uk' [REDACTED]@eani.org.uk>

Cc: [redacted]@education-ni.gov.uk>; [redacted]@education-ni.gov.uk>
Subject: RE: Transition section of the draft Code

Hi [redacted]

Further to [redacted] email, just a reminder. We would be grateful for your comments.

Regards,
[redacted]

From: [redacted]@eani.org.uk>
Sent: 28 April 2023 12:27
To: [redacted]@education-ni.gov.uk>; [redacted]@eani.org.uk>
Cc: [redacted]@education-ni.gov.uk>; [redacted]@education-ni.gov.uk>;
[redacted]@eani.org.uk>
Subject: RE: Updated Annual Review and Transition sections

Hi [redacted]

I have reminded [redacted] re the wording/terminology and she will feed back to you.

Re 8.51.. We are content to change criteria to considerations as this is really what they are – criteria implies something very concrete! We also think considerations should be used in stat asst section.

[redacted] Senior Adviser
Statutory Assessment & Review Service
Children & Young People's Service



Education Authority
Ballee Road West, Ballymena BT42 2HS
email: [redacted]

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From: [redacted]@education-ni.gov.uk>
Sent: Thursday, April 20, 2023 3:03 PM
To: [redacted]@eani.org.uk>; [redacted]@eani.org.uk>
Cc: [redacted]@education-ni.gov.uk>; [redacted]@education-ni.gov.uk>
Subject: Updated Annual Review and Transition sections

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Hi [redacted]

Following our meeting on 5 December at Fortwilliam to discuss these sections please see attached updated versions. **No need to review in full.** I would however draw your attention in particular to the below points and ask for your consideration/comments of those in orange colour. Also with thanks to [REDACTED] who has refreshed/updated the end diagrams in each section – let us know if you have any comments on those.

Annual review section

Paras 8.24 – 8.28. Re the point about principal inviting anyone else he/she considers appropriate. These may be subject to change – [REDACTED]s to consider legal advice here

Para 8.45 – please note the comment there re art 10(1) manager not being invited to annual review meeting but is invited to transitions one. This is not finalised yet.

Para 8.51 – see comment there. Really just double-checking are you content to change ‘criteria’ to ‘considerations’ here. May not be consistent with statutory assessment section. Would appreciate your thoughts.

Transition planning

Para 9.3 & throughout. We are seeking clarity on the terms ‘EA Designated Officer’ & ‘EA Transition Co-ordinator’ and correct time to use them throughout this section (and you will see I have highlighted each occurrence in yellow). I think at the Fortwilliam meeting on 5 December with [REDACTED] she mentioned a ‘duly authorised officer’, and also the person who signs the TP as being an ‘appropriate person’. We will need [REDACTED] to confirm the correct terminology and a definition of the role/s. This may also then need reflected in the regulations for consistency. [REDACTED] – can you liaise with [REDACTED] on this?

Para 9.14. This relates to para 8.24 comment above.

We would appreciate your comments by 11 May 2023.

Kind regards,

[REDACTED]
Special Education & Inclusion Review Team | Department of Education
Room F11 | Rathgael House | Balloo Road | Bangor | BT19 7PR
Contact: ✉ [REDACTED]@education-ni.gov.uk; ☎ Tel: [REDACTED]

[REDACTED]

From: [REDACTED]
Sent: 12 May 2023 14:40
To: [REDACTED]@eani.org.uk
Cc: [REDACTED]
Subject: RE: Transition section of the draft Code
Attachments: Section 9 (old sec 8) - Transition Planning for a Child with a Statement - 20th April 2023.DOCX

Hi [REDACTED]

Further to [REDACTED] email, just a reminder. We would be grateful for your comments.

Regards,
[REDACTED]

From: [REDACTED]@eani.org.uk>
Sent: 28 April 2023 12:27
To: [REDACTED]@education-ni.gov.uk> [REDACTED]@eani.org.uk>
Cc: [REDACTED]@education-ni.gov.uk> [REDACTED]@education-ni.gov.uk>; [REDACTED]@eani.org.uk>
Subject: RE: Updated Annual Review and Transition sections

Hi [REDACTED]

I have reminded [REDACTED] re the wording/terminology and she will feed back to you.

Re 8.51.. We are content to change criteria to considerations as this is really what they are – criteria implies something very concrete! We also think considerations should be used in stat asst section.

[REDACTED] | Senior Adviser
Statutory Assessment & Review Service
Children & Young People's Service



Education Authority
Ballee Road West, Ballymena BT42 2HS
email: [REDACTED]@eani.org.uk

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From: [REDACTED]@education-ni.gov.uk>
Sent: Thursday, April 20, 2023 3:03 PM
To: [REDACTED]@eani.org.uk>; [REDACTED]@eani.org.uk>
Cc: [REDACTED]@education-ni.gov.uk>; [REDACTED]@education-ni.gov.uk>
Subject: Updated Annual Review and Transition sections

CAUTION: This email originated from outside the Education Authority. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Hi [REDACTED]

Following our meeting on 5 December at Fortwilliam to discuss these sections please see attached updated versions. No need to review in full. I would however draw your attention in particular to the below points and ask for your consideration/comments of those in orange colour. Also with thanks to [REDACTED] who has refreshed/updated the end diagrams in each section – let us know if you have any comments on those.

Annual review section

Paras 8.24 – 8.28. Re the point about principal inviting anyone else he/she considers appropriate. These may be subject to change – [REDACTED]s to consider legal advice here

Para 8.45 – please note the comment there re art 10(1) manager not being invited to annual review meeting but is invited to transitions one. This is not finalised yet.

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Transition planning

Para 9.3 & throughout. We are seeking clarity on the terms 'EA Designated Officer' & 'EA Transition Co-ordinator' and correct time to use them throughout this section (and you will see I have highlighted each occurrence in yellow). I think at the Fortwilliam meeting on 5 December with [REDACTED] she mentioned a 'duly authorised officer', and also the person who signs the TP as being an 'appropriate person'. We will need [REDACTED] to confirm the correct terminology and a definition of the role/s. This may also then need reflected in the regulations for consistency. [REDACTED] – can you liaise with [REDACTED] on this?

Para 9.14. This relates to para 8.24 comment above.

We would appreciate your comments by 11 May 2023.

Kind regards,
[REDACTED]

Special Education & Inclusion Review Team | Department of Education
Room F11 | Rathgael House | Balloo Road | Bangor | BT19 7PR
Contact: ✉ [REDACTED]@education-ni.gov.uk; ☎ Tel: [REDACTED]

[Redacted]

From: [Redacted]@eani.org.uk
Sent: 06 December 2023 17:09
To: [Redacted]
Subject: COP

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Folks

[Redacted]

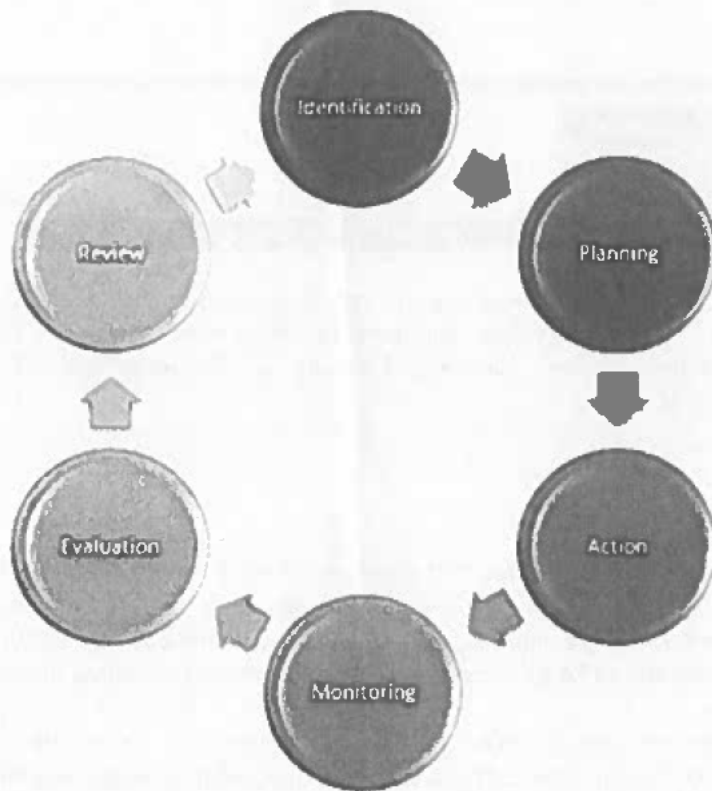
In developing this we keep referring them back to the draft COP and we have noticed something that I hope you can amend/adapt (don't shoot me!).

Section 4 talks about the 6 step process - identification, planning, taking action, monitoring, evaluation and review (see below) but these aren't as clearly set out in the annexes – you have to dig around for them a bit – we think they could be clearer and this would really help school. We are not sure where this cycle came from – are you able to advise (The cycle in England is Assess Plan Do Review)?

Happy to have a chat!

4.18 The continuum of whole school educational provision and special educational provision is delivered through a continuous and systematic cycle of identification, planning, taking action, monitoring, evaluation and review by the school to enable all children, including those with SEN, to learn and progress.

Diagram 4.4: Continuous and Systematic Cycle of Whole School Educational Provision and Special Educational Provision



██████████ Senior Adviser
Statutory Assessment & Review Service
Children & Young People's Service



Education Authority
Ballee Road West, Ballymena BT42 2HS
email: ██████████@eani.org.uk

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[REDACTED]

From: [REDACTED]
Sent: 02 May 2023 15:53
To: [REDACTED]
Cc: [REDACTED]
Subject: RE: COP - consent
Attachments: Extracts from Draft SEND Code of Practice referring to Consent.docx; Section 4 (old sec 3) - Identification, Assessment and Provision by Schools.DOCX; CM: post-consultation versions - Section 5 (Statutory Assessment) & Section 6 (Statementing) of draft SEN Code

Hi [REDACTED]

The extracts from the school section you have attached (see first attachment) are from an older version of the draft Code. You previously sent us your Information Governance (IG) comments which we took account of and I think resolved. See latest version of school section (2nd attachment, paras 4.91 to 4.96), and apologies as I thought I'd shared this with you previously having considered EA IG's comments. Fingers crossed all should be in order here (!).

Regarding the extracts from the assessment section (1st attachment), this too appears to be an older version. I would refer you to the newer version (see third attachment) issued to you on 31 March. Regarding the first 2 IG comments on the assessment section (i.e. in the first attachment), these have been resolved, as we as we refer the reader to the school section new revised paras. Turning to the last IG comment, it refers to the following text in the assessment section:

- The third part might reflect the advice received and any agreement between the EA, health and social care and any other agencies concerned, as to the child's non-educational needs and any appropriate provision including a description. With the relevant party's consent*, the Record of Assessment should also be sent to the child's school and to any professionals who have given advice during the assessment process.

*EA IG comment reads: "See comment above re lawful basis for sharing PLP between schools and EA. The same rationale would seem relevant to the potential sharing of the Record of Assessment to the extent that sharing the Record of Assessment is necessary to perform such public task / statutory functions. SARS (and/or Legal) will however be better placed to confirm whether or not you believe that the sharing of the Record of Assessment is also necessary to perform such public task / statutory functions".

In response [REDACTED] can you advise what happens now with the note in lieu? Do the EA routinely share this back to the school without running it by the parent/seeking permission. I've ran this past [REDACTED] whose view here is that in the new code we are only concerned about consent where it is referred to in the SEND Act, and as the record of assessment is nothing to do with the Act we are happy to follow the EA lead here. On the assumption that EA would obviously already have appropriate operational arrangements in place re note in lieu, I would suggest the above wording could be reworded to something like: "With the relevant party's consent, the Record of Assessment may should also be sent to the child's school...". Let me know your thoughts, and you might wish to include this when responding re the assessment and statementing sections.

Regards,
[REDACTED]

Special Education & Inclusion Review Team | Department of Education
Room F11 | Rathgael House | Balloo Road | Bangor | BT19 7PR
Contact: ✉ [REDACTED]@education-ni.gov.uk; ☎ Tel: [REDACTED]

From: [REDACTED]@eani.org.uk>

Sent: 28 April 2023 12:34

To: [REDACTED]@education-ni.gov.uk>; [REDACTED]@education-ni.gov.uk>

Cc: [REDACTED]@eani.org.uk>; [REDACTED]@eani.org.uk>

Subject: COP - consent

Hi [REDACTED]

IG section in the EA has had an opportunity to review draft COP where consent is referenced, and we are sharing comments with you. It might be helpful to have a chat about this and opportunity for amendments to be made?

[REDACTED] Senior Adviser
Statutory Assessment & Review Service
Children & Young People's Service



Education Authority
Ballee Road West, Ballymena BT42 2HS
email: [REDACTED]@eani.org.uk

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[Redacted]

From: [Redacted]@eani.org.uk
Sent: 28 April 2023 12:27
To: [Redacted]
Cc: [Redacted]
Subject: RE: Updated Annual Review and Transition sections

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I have reminded [Redacted] re the wording/terminology and she will feed back to you.

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[Redacted] Senior Adviser
Statutory Assessment & Review Service
Children & Young People's Service



Education Authority
Ballee Road West, Ballymena BT42 2HS
email [Redacted]@eani.org.uk

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From: [Redacted]@education-ni.gov.uk
Sent: Thursday, April 20, 2023 3:03 PM
To: [Redacted]@eani.org.uk; [Redacted]@eani.org.uk
Cc: [Redacted]@education-ni.gov.uk; [Redacted]@education-ni.gov.uk
Subject: Updated Annual Review and Transition sections

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Hi [Redacted]

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Para 8.45 – please note the comment there re art 10(1) manager not being invited to annual review meeting but is invited to transitions one. This is not finalised yet.

Para 8.51 – see comment there. Really just double-checking are you content to change 'criteria' to 'considerations' here. May not be consistent with statutory assessment section. Would appreciate your thoughts.

Transition planning

Para 9.3 & throughout. We are seeking clarity on the terms 'EA Designated Officer' & 'EA Transition Co-ordinator' and correct time to use them throughout this section (and you will see I have highlighted each occurrence in yellow). I think at the Fortwilliam meeting on 5 December with [redacted] she mentioned a 'duly authorised officer', and also the person who signs the TP as being an 'appropriate person'. We will need [redacted] to confirm the correct terminology and a definition of the role/s. This may also then need reflected in the regulations for consistency. [redacted] – can you liaise with [redacted] on this?

Para 9.14. This relates to para 8.24 comment above.

We would appreciate your comments by 11 May 2023.

Kind regards,

[redacted]

Special Education & Inclusion Review Team | Department of Education
Room F11 | Rathgael House | Balloo Road | Bangor | BT19 7PR
Contact: ✉ [redacted]@education-ni.gov.uk; ☎ Tel: [redacted]

[REDACTED]

From: [REDACTED]@eani.org.uk
Sent: 09 March 2023 13:13
To: [REDACTED]
Cc: [REDACTED]
Subject: FW: Section 14 of the draft Code - children over compulsory school age
Attachments: Section 14 (old sec 13) - Children over Compulsory School Age.DOCX

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[REDACTED]
See comments below from EPS

[REDACTED] Senior Adviser
Statutory Assessment & Review Service
Children & Young People's Service



Education Authority
Ballee Road West, Ballymena BT42 2HS
email: [REDACTED]@eani.org.uk

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From: [REDACTED] (Belfast) [REDACTED]@eani.org.uk
Sent: Thursday, March 9, 2023 12:37 PM
To: [REDACTED]@eani.org.uk
Cc: [REDACTED]@eani.org.uk
Subject: FW: Section 14 of the draft Code - children over compulsory school age

Apologies ladies,
I read this but forgot to get back to you and only noticed today. We did agree a 4 week time frame DE really pushed me on this and this was a compromise so will have to go with it. I also think the 1 year proposal works.

We hope it will be small number but if not may impact on capacity. Not sure if this relevant now but needs to be considered going forward training needs of Eps to be able to deliver on this will the Trust provide this?

Regards
[REDACTED]

From: [REDACTED]@eani.org.uk
Sent: 07 March 2023 10:23

To: [redacted] (Belfast) <[redacted]@eani.org.uk>; [redacted]@eani.org.uk>

Subject: FW: Section 14 of the draft Code - children over compulsory school age

Hi [redacted]

Please see below – are you able to advise?

[redacted] Senior Adviser
Statutory Assessment & Review Service
Children & Young People's Service



Education Authority
Ballee Road West, Ballymena BT42 2HS
email: [redacted]@eani.org.uk

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From: [redacted]@education-ni.gov.uk>

Sent: Monday, February 13, 2023 11:26 AM

To: [redacted]@eani.org.uk>

Cc: [redacted]@eani.org.uk>; [redacted]@education-ni.gov.uk>;

[redacted]@education-ni.gov.uk>; [redacted]@education-ni.gov.uk>

Subject: Section 14 of the draft Code - children over compulsory school age

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Hi [redacted]

Following the code meeting on 2.2.23 with yourself & [redacted] please find attached Section 14 of the draft Code. There are just 2 outstanding points that I would appreciate it if you confirm, and I believe you advised at the meeting you would liaise with [redacted] re same.

- **Para 14.23 & 14.25** – The timeframe to complete a capacity determination. We believe this was agreed as 4 weeks. Can you confirm?
- **Para 14.26** – How long a capacity determination will remain valid. This is not stated in regs. Code para 14.26 states: *'This will remain valid for one academic year unless an earlier review is requested and considered necessary.'* Can you ask [redacted] to agree this wording or suggest alternative wording?

We would appreciate it if you could respond by 27 February.

Kind regards,
[redacted]

Special Education & Inclusion Review Team | Department of Education
Room F11 | Rathgael House | Balloo Road | Bangor | BT19 7PR
Contact: ✉ [redacted]@education-ni.gov.uk; | ☎ Tel: [redacted]

[REDACTED]

From: [REDACTED]@eani.org.uk
Sent: 28 February 2023 14:02
To: [REDACTED]
Cc: [REDACTED]
Subject: RE: FOR REVIEW - Paragraph 7.27 of SEN Code

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Hi [REDACTED]

I would be really concerned about going into such detail as suggested by [REDACTED] – RISE is very specific – what if the name/role of this service changes?

[REDACTED] Senior Adviser
Statutory Assessment & Review Service
Children & Young People's Service



Education Authority
Ballee Road West, Ballymena BT42 2HS
email: [REDACTED]@eani.org.uk

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From: [REDACTED]@education-ni.gov.uk
Sent: Wednesday, February 22, 2023 3:25 PM
To: [REDACTED]@eani.org.uk; [REDACTED]@eani.org.uk
Cc: [REDACTED]@education-ni.gov.uk; [REDACTED]@education-ni.gov.uk
Subject: RE: FOR REVIEW - Paragraph 7.27 of SEN Code

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[REDACTED]

Following the code discussion on 2.2.23 at Academy Street, I asked [REDACTED] to provide some words at para 7.27 of the attached. [REDACTED] has accordingly provided words, and it now reads as below ([REDACTED]'s words in red):

7.27 Children's development and subsequent progress as a school age pupil may be affected by their health, medical and/or social care needs. All nursery classes, nursery schools and other early years' settings should be aware of how to obtain information and advice from relevant health and social care professionals in areas that impact on the child's education. If there are concerns that require support from health and social care professionals, the nursery school should contact the child's Health Visitor. Alternatively, they can discuss this with the named professional or Co-ordinator from the Regional Integrated Support for Education (RISE) team for that area if their health and social care needs are impacting on them in the pre-school environment. These settings should also draw the parent's attention to the EA's arrangements for the provision of advice and information (see Section 12 and the EA's website <https://www.eani.org.uk>).

█ has asked however, is it appropriate for the nursery teacher to contact the Health Adviser? Maybe its common practice but should they not be informing the parents or seeking their consent? Can you advise or suggest any tweaking of the above wording?

I would appreciate your response on this by 1 March. Please note, you may be glad to hear that there's no need to review the rest of the section again (!).

Kind regards,
█

Special Education & Inclusion Review Team | Department of Education

Room F11 | Rathgael House | Balloo Road | Bangor | BT19 7PR

Contact: ✉ █@education-ni.gov.uk; ☎ Tel: █

From: █@hscni.net>

Sent: 21 February 2023 12:34

To: █@education-ni.gov.uk>

Cc: █@education-ni.gov.uk>; █@hscni.net>

Subject: CM: RE: FOR REVIEW - Paragraph 7.27 of SEN Code

"This email is covered by the disclaimer found at the end of the message."

█ please find attached as requested which █ and myself have provided suggested wording to point 7.27 in relation to your request.

Regards █

From: █@education-ni.gov.uk>

Sent: 21 February 2023 10:16

To: █@hscni.net>

Cc: █@education-ni.gov.uk>

Subject: RE: FOR REVIEW - Paragraph 7.27 of SEN Code

You don't often get email from █@education-ni.gov.uk. [Learn why this is important](#)

Hi █

Just a reminder on this one.

Thanks,
[REDACTED]

From: [REDACTED]
Sent: 09 February 2023 14:55
To: [REDACTED]@hscni.net>
Cc: [REDACTED]@education-ni.gov.uk>; [REDACTED]@education-ni.gov.uk>
Subject: FOR REVIEW - Paragraph 7.27 of SEN Code

Hi [REDACTED]

I hope all is well with you.

We met with [REDACTED] from EA SEND Implementation Team on 2.2.23 to discuss a number of code sections.

Could I ask you to review paragraph 7.27 of the attached and the comment thereto. You will see there is a highlighted line in that para that we are removing. We would appreciate it if you could suggest a sentence here on how health may signpost nurseries/early years' settings on how to obtain information and advice from relevant health and social care professionals.

We would appreciate your response by 15 February.

Kind regards,
[REDACTED]

Special Education & Inclusion Review Team | Department of Education
Room F11 | Rathgael House | Balloo Road | Bangor | BT19 7PR
Contact: [REDACTED]@education-ni.gov.uk; | Tel: [REDACTED]

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[REDACTED]

From: [REDACTED]@eani.org.uk >
Sent: 18 July 2023 13:02
To: [REDACTED]
Cc: [REDACTED]
Subject: RE: Statutory assessment & statementing sections
Attachments: Post-consultation version - Section 5 (old sec 4) - Statutory Assessment Content.docx; Post-consultation version - Section 5 (old sec 4) - Statutory Assessment Grammar etc.docx

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[REDACTED]

Apologies but I need to attend a meeting with [REDACTED] – sending through Section 5 – not sure if I will get Section 6 through today.

I have 2 versions – the team made some comments re grammar/layout etc – I'm sure your design team will catch these but sharing anyway.

Other version is comments on content – can discuss tomorrow.

[REDACTED] Senior Adviser
Statutory Assessment & Review Service
Children & Young People's Service



Education Authority
Ballee Road West, Ballymena BT42 2HS
email [REDACTED]@eani.org.uk

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From: [REDACTED]@education-ni.gov.uk >
Sent: Tuesday, July 18, 2023 9:11 AM
To: [REDACTED]@eani.org.uk; [REDACTED]@eani.org.uk >
Cc: [REDACTED]@education-ni.gov.uk; [REDACTED]@education-ni.gov.uk >
Subject: RE: Statutory assessment & statementing sections

Sorry to hear that [REDACTED] If you are able to send through the comments this morning it would be appreciated & we are still content to meet tomorrow.

From: [REDACTED]@eani.org.uk>
Sent: Tuesday, July 18, 2023 9:07 AM
To: [REDACTED]@education-ni.gov.uk>; [REDACTED]@eani.org.uk>
Cc: [REDACTED]@education-ni.gov.uk>; [REDACTED]@education-ni.gov.uk>
Subject: RE: Statutory assessment & statementing sections

Hi [REDACTED]

Wont say all is good – been a nightmare week and a half – will fill you in when I see you. Hope to get the comments finalised and through to you this morning but appreciate that doesn't give you much time to look at them. Happy to go ahead and meet or postpone – I am 3 weeks leave from 1/8.

[REDACTED] Senior Adviser
Statutory Assessment & Review Service
Children & Young People's Service



Education Authority
Ballee Road West, Ballymena BT42 2HS
email: [REDACTED]@eani.org.uk

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From: [REDACTED]@education-ni.gov.uk>
Sent: Tuesday, July 18, 2023 8:57 AM
To: [REDACTED]@eani.org.uk>; [REDACTED]@eani.org.uk>
Cc: [REDACTED]@education-ni.gov.uk>; [REDACTED]@education-ni.gov.uk>
Subject: RE: Statutory assessment & statementing sections

Hi [REDACTED]

I hope all is okay. Can we just check are you and [REDACTED] still okay to make the meeting tomorrow afternoon?

Regards,
[REDACTED]

From: [REDACTED]@eani.org.uk>
Sent: Friday, July 7, 2023 7:41 AM
To: [REDACTED]@education-ni.gov.uk>; [REDACTED]@eani.org.uk>
Cc: [REDACTED]@education-ni.gov.uk>; [REDACTED]@education-ni.gov.uk>
Subject: RE: Statutory assessment & statementing sections

Hi [REDACTED]

Apologies but I hoped to finish these today but have had to take a days leave unexpectedly. I am meant to be on leave next week but will try and get these over to you.

██████████ Senior Adviser
Statutory Assessment & Review Service
Children & Young People's Service



Education Authority
Ballee Road West, Ballymena BT42 2HS
email: ██████████@eani.org.uk

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From: ██████████
Sent: Monday, July 3, 2023 3:50 PM
To: ██████████@education-ni.gov.uk; ██████████@eani.org.uk
Cc: ██████████@education-ni.gov.uk; ██████████@education-ni.gov.uk
Subject: RE: Statutory assessment & statementing sections

Good afternoon ██████████

I aim to have these with you this week – placement of pupils remain the priority at present.

██████████ Senior Adviser
Statutory Assessment & Review Service
Children & Young People's Service



Education Authority
Ballee Road West, Ballymena BT42 2HS
email: ██████████@eani.org.uk

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From: ██████████@education-ni.gov.uk
Sent: Monday, July 3, 2023 9:33 AM
To: ██████████@eani.org.uk; ██████████@eani.org.uk
Cc: ██████████@education-ni.gov.uk; ██████████@education-ni.gov.uk
Subject: Statutory assessment & statementing sections

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Hi [REDACTED]

I note meeting is arranged for 1.30pm in Academy Street on 19 July to discuss the above.

Can you please send your team's comments on the above sections no later than this **Wednesday 5th July**

Thanks,
[REDACTED]

Special Education & Inclusion Review Team | Department of Education

Room F14 | Rathgael House | Balloo Road | Bangor | BT19 7PR

Contact: ✉ [REDACTED]@education-ni.gov.uk; | ☎ Tel: [REDACTED]

[REDACTED]

From: [REDACTED]@eani.org.uk
Sent: 08 January 2024 14:13
To: [REDACTED]
Cc: [REDACTED]
Subject: RE: Statementing section of the draft Code
Attachments: Section 6 (old sec 5) - Making and Maintaining a Statement 3rd Nov 2023.docx

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[REDACTED]

I have made a few comments but on the whole I think all we discussed is covered.

[REDACTED] | Senior Adviser
Statutory Assessment & Review Service
Children & Young People's Service



Education Authority
Ballee Road West, Ballymena BT42 2HS
email [REDACTED]@eani.org.uk

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From: [REDACTED]@education-ni.gov.uk
Sent: Tuesday, January 2, 2024 4:30 PM
To: [REDACTED]@eani.org.uk
Cc: [REDACTED]@eani.org.uk; [REDACTED]@education-ni.gov.uk
Subject: RE: Statementing section of the draft Code

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Happy New Year [REDACTED]

Just a reminder on this one.

Kind regards,
[REDACTED]

From: [redacted]
Sent: Friday, November 3, 2023 12:03 PM
To: [redacted]@eani.org.uk>
Cc: [redacted]@eani.org.uk>; [redacted]@eani.org.uk>; [redacted]@education-ni.gov.uk>; [redacted]@education-ni.gov.uk>
Subject: Statementing section of the draft Code

Hi [redacted]

Following the EA/DE code discussion meeting on 19/9/23, please see attached amended code section. I've left some tracks in place and comments for now so you can see main changes. In particular I'd draw your attention to para 6.41 and the extra line added.

I'd appreciate if you could confirm you're content / any suggested tweaks or comments by 24 November.

Kind regards,
[redacted]

Special Education Review Team | Department of Education
Room F14 | Rathgael House | Balloo Road | Bangor | BT19 7PR
Contact: ✉ [redacted]@education-ni.gov.uk; ☎ Tel: [redacted]



"Every child and young person is happy learning and succeeding."



[REDACTED]

From: [REDACTED]
Sent: 03 November 2023 12:03
To: [REDACTED]
Cc: [REDACTED]
Subject: Statementing section of the draft Code
Attachments: Section 6 (old sec 5) - Making and Maintaining a Statement 3rd Nov 2023.DOCX

Hi [REDACTED]

Following the EA/DE code discussion meeting on 19/9/23, please see attached amended code section. I've left some tracks in place and comments for now so you can see main changes. In particular I'd draw your attention to para 6.41 and the extra line added.

I'd appreciate if you could confirm you're content / any suggested tweaks or comments by 24 November.

Kind regards,
[REDACTED]

Special Education Review Team | Department of Education
Room F14 | Rathgael House | Balloo Road | Bangor | BT19 7PR
Contact: ✉ [REDACTED]@education-ni.gov.uk; ☎ Tel: [REDACTED]



"Every child and young person is happy, learning, and succeeding."



[REDACTED]

From: [REDACTED]@eani.org.uk >
Sent: 31 July 2023 09:08
To: [REDACTED]
Subject: Section 6
Attachments: Post-consultation version - Section 6 (old sec 5) - Making and Maintaining a Statement.docx

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Hi [REDACTED]

Apologies but didn't get time to get through all of section 6 – have made comments up to 6.45. Sending these through as I may not get the rest done before finishing today but gives you something to start with.

We can pick up when I get back.

[REDACTED] Senior Adviser
Statutory Assessment & Review Service
Children & Young People's Service



Education Authority
Ballee Road West, Ballymena BT42 2HS
email: [REDACTED]@eani.org.uk

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[REDACTED]

From: [REDACTED]
Sent: 29 January 2024 10:58
To: [REDACTED]
Cc: [REDACTED]
Subject: RE: Statementing section of the draft Code
Attachments: Section 6 (old sec 5) - Making and Maintaining a Statement.DOCX

Hi [REDACTED]

Thanks for coming back to us on this one.

Just a couple of points:

- **Para 6.16 (b).** You queried what were the extra agreed words added. I have checked previous revision, and I can confirm the extra words are: "As part of their processes"
- **Para 6.49.** [REDACTED] had found this para confusing and made tracked changes. You commented in response: "I think this could be confusing for schools and parents - need to reword".

In relation to para 6.49 can you please send us alternative wording? We would appreciate your response by 16 February.

Kind regards,
[REDACTED]

Special Education Review Team | Department of Education
Room F14 | Rathgael House | Balloo Road | Bangor | BT19 7PR
Contact: ✉ [REDACTED]@education-ni.gov.uk; ☎ Tel: [REDACTED]



"Every child and young person is happy, learning and succeeding."



From: [REDACTED]@eani.org.uk>
Sent: Monday, January 8, 2024 2:13 PM
To: [REDACTED]@education-ni.gov.uk>
Cc: [REDACTED]@eani.org.uk>; [REDACTED]@education-ni.gov.uk>
Subject: CM: RE: Statementing section of the draft Code

[REDACTED]

I have made a few comments but on the whole I think all we discussed is covered.

[REDACTED] Senior Adviser
Statutory Assessment & Review Service
Children & Young People's Service



Education Authority
Ballee Road West, Ballymena BT42 2HS
email: [redacted]@eani.org.uk

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From: [redacted]@education-ni.gov.uk>
Sent: Tuesday, January 2, 2024 4:30 PM
To: [redacted]@eani.org.uk>
Cc: [redacted]@eani.org.uk>; [redacted]@education-ni.gov.uk>
Subject: RE: Statementing section of the draft Code

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Happy New Year [redacted]

Just a reminder on this one.

Kind regards,
[redacted]

From: [redacted]
Sent: Friday, November 3, 2023 12:03 PM
To: [redacted]@eani.org.uk>
Cc: [redacted]@eani.org.uk>; [redacted]@eani.org.uk>; [redacted]@education-ni.gov.uk>; [redacted]@education-ni.gov.uk>
Subject: Statementing section of the draft Code

Hi [redacted]

Following the EA/DE code discussion meeting on 19/9/23, please see attached amended code section. I've left some tracks in place and comments for now so you can see main changes. In particular I'd draw your attention to para 6.41 and the extra line added.

I'd appreciate if you could confirm you're content / any suggested tweaks or comments by 24 November.

Kind regards,
[redacted]

Special Education Review Team | Department of Education
Room F14 | Rathgael House | Balloo Road | Bangor | BT19 7PR
Contact: ✉ [redacted]@education-ni.gov.uk; ☎ Tel: [redacted]



*"Every child and young person is
happy, learning, and succeeding."*



[REDACTED]

From: [REDACTED]
Sent: 13 February 2023 11:26
To: [REDACTED]
Cc: [REDACTED]
Subject: Section 14 of the draft Code - children over compulsory school age
Attachments: Section 14 (old sec 13) - Children over Compulsory School Age.DOCX

Hi [REDACTED]

Following the code meeting on 2.2.23 with yourself & [REDACTED] please find attached Section 14 of the draft Code. There are just 2 outstanding points that I would appreciate it if you confirm, and I believe you advised at the meeting you would liaise with [REDACTED] re same.

- **Para 14.23 & 14.25** – The timeframe to complete a capacity determination. We believe this was agreed as 4 weeks. Can you confirm?
- **Para 14.26** – How long a capacity determination will remain valid. This is not stated in regs. Code para 14.26 states: *'This will remain valid for one academic year unless an earlier review is requested and considered necessary.'* Can you ask [REDACTED] to agree this wording or suggest alternative wording?

We would appreciate it if you could respond by 27 February.

Kind regards,

[REDACTED]

Special Education & Inclusion Review Team | Department of Education
Room F11 | Rathgael House | Balloo Road | Bangor | BT19 7PR
Contact: ✉ [REDACTED]@education-ni.gov.uk; | 📞 Tel: [REDACTED]

[REDACTED]

From: [REDACTED]
Sent: 29 January 2024 14:49
To: [REDACTED]
Cc: [REDACTED]
Subject: For information - section 7 of the draft code - children under compulsory school age
Attachments: Section 7 (old sec 6) - CUCSA - Services, Assessments and Statements.DOCX

Hi [REDACTED]

Just for information see attached updated version of this section of the draft code. The update is superficial and changes phrases such as "Under 2" and "2 and Over" which looked a little odd, for one thing not quantifying we mean years rather than weeks/months etc (albeit implied); also not in line with Article 21 of the 1996 Order which writes this as 'two' not '2', and quantifies as years. These have been updated to "children under two years of age" and "children two years of age and over".

Thanks,
[REDACTED]

Special Education Review Team | Department of Education
Room F14 | Rathgael House | Balloo Road | Bangor | BT19 7PR
Contact: ✉ [REDACTED]@education-ni.gov.uk; ☎ Tel: [REDACTED]



"Every child and young person is happy, learning, and succeeding."



[Redacted]

From: [Redacted]
Sent: 31 March 2023 13:56
To: [Redacted]
Cc: [Redacted]
Subject: post-consultation versions - Section 5 (Statutory Assessment) & Section 6 (Statementing) of draft SEN Code
Attachments: Post-consultation version - Section 5 (old sec 4) - Statutory Assessment v2.DOCX;
Post-consultation version - Section 6 (old sec 5) - Making and Maintaining a Statement.DOCX

Hi [Redacted]

Some light reading attached for you (!).

We have left comments for you to note or comment on, however feel free of course to comment on any aspects.

We would appreciate your comments by 21 April. Alternatively let us know if you'd prefer a meeting to discuss.

Regards,
[Redacted]

Special Education & Inclusion Review Team | Department of Education
Room F11 | Rathgael House | Balloo Road | Bangor | BT19 7PR
Contact: ✉ [Redacted]@education-ni.gov.uk | 📞 Tel: [Redacted]

[REDACTED]

From: [REDACTED]
Sent: 03 May 2023 14:21
To: [REDACTED]
Cc: [REDACTED]
Subject: RE: Updated Annual Review and Transition sections

Hi [REDACTED]

Thanks for coming back to me on this point. I've discussed with [REDACTED] and we are content to change to 'considerations' in para 8.51. We would not be minded to change to considerations in the statutory assessment section however as we think there should be a set criteria for statutory assessments and making statements i.e. that replaces the current 'provisional' criteria and is in line with paras 5.37 & 5.38 of the draft code, that is, a consistent approach applied in decision making.

Regards,
[REDACTED]

From: [REDACTED]@eani.org.uk>
Sent: 28 April 2023 12:27
To: [REDACTED]@education-ni.gov.uk> [REDACTED]@eani.org.uk>
Cc: [REDACTED]@education-ni.gov.uk> [REDACTED]@education-ni.gov.uk>; [REDACTED]@eani.org.uk>
Subject: RE: Updated Annual Review and Transition sections

Hi [REDACTED]

I have reminded [REDACTED] re the wording/terminology and she will feed back to you.

Re 8.51.. We are content to change criteria to considerations as this is really what they are – criteria implies something very concrete! We also think considerations should be used in stat asst section.

[REDACTED] | Senior Adviser
Statutory Assessment & Review Service
Children & Young People's Service



Education Authority
Ballee Road West, Ballymena BT42 2HS
email: [REDACTED]@eani.org.uk

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From: [REDACTED]@education-ni.gov.uk>
Sent: Thursday, April 20, 2023 3:03 PM
To: [REDACTED]@eani.org.uk>; [REDACTED]@eani.org.uk>
Cc: [REDACTED]@education-ni.gov.uk>; [REDACTED]@education-ni.gov.uk>
Subject: Updated Annual Review and Transition sections

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Hi [REDACTED]

Following our meeting on 5 December at Fortwilliam to discuss these sections please see attached updated versions. No need to review in full. I would however draw your attention in particular to the below points and ask for your consideration/comments of those in orange colour. Also with thanks to [REDACTED] who has refreshed/updated the end diagrams in each section – let us know if you have any comments on those.

Annual review section

Paras 8.24 – 8.28. Re the point about principal inviting anyone else he/she considers appropriate. These may be subject to change – [REDACTED] is to consider legal advice here

Para 8.45 – please note the comment there re art 10(1) manager not being invited to annual review meeting but is invited to transitions one. This is not finalised yet.

Para 8.51 – see comment there. Really just double-checking are you content to change 'criteria' to 'considerations' here. May not be consistent with statutory assessment section. Would appreciate your thoughts.

Transition planning

Para 9.3 & throughout. We are seeking clarity on the terms 'EA Designated Officer' & 'EA Transition Co-ordinator' and correct time to use them throughout this section (and you will see I have highlighted each occurrence in yellow). I think at the Fortwilliam meeting on 5 December with [REDACTED] she mentioned a 'duly authorised officer', and also the person who signs the TP as being an 'appropriate person'. We will need [REDACTED] to confirm the correct terminology and a definition of the role/s. This may also then need reflected in the regulations for consistency. [REDACTED] – can you liaise with [REDACTED] on this?

Para 9.14. This relates to para 8.24 comment above.

We would appreciate your comments by 11 May 2023.

Kind regards,
[REDACTED]

Special Education & Inclusion Review Team | Department of Education
Room F11 | Rathgael House | Balloo Road | Bangor | BT19 7PR
Contact: ✉ [REDACTED]@education-ni.gov.uk; ☎ Tel: [REDACTED]

[REDACTED]

From: [REDACTED]
Sent: 20 June 2023 13:53
To: [REDACTED]
Cc: [REDACTED]
Subject: RE: REMINDER: Transition section of the draft Code
Attachments: Section 9 (old sec 8) - Transition Planning for a Child with a Statement - 12th June 2023.DOCX

Hi [REDACTED]

Apologies for any confusion on this. Yes you replied, and I have updated your comments on the attached MS Word version. (See in particular the new footnote on page 3).

We're really just looking confirmation you are content with the below terms i.e. no change needed to the draft SEN Regulations?

Thanks,
[REDACTED]

From: [REDACTED]@eani.org.uk>
Sent: Tuesday, June 20, 2023 1:42 PM
To: [REDACTED]@education-ni.gov.uk>
Cc: [REDACTED]@education-ni.gov.uk>; [REDACTED]@education-ni.gov.uk>
Subject: RE: REMINDER: Transition section of the draft Code

[REDACTED] I sent this to you about 2 weeks ago?
[REDACTED]

From: [REDACTED]@education-ni.gov.uk>
Sent: Tuesday, June 20, 2023 1:32 PM
To: [REDACTED]@eani.org.uk>
Cc: [REDACTED]@education-ni.gov.uk>; [REDACTED]@education-ni.gov.uk>
Subject: REMINDER: Transition section of the draft Code

Hi [REDACTED]

Just a reminder on this one. If you think any change to the below terms is necessary we would need your views by Friday 23 June at the latest, as the regulations are being finalised.

Thanks,
[REDACTED]

From: [REDACTED]
Sent: Monday, June 12, 2023 3:35 PM
To: [REDACTED]@eani.org.uk>
Cc: [REDACTED]@education-ni.gov.uk>; [REDACTED]@education-ni.gov.uk>

ni.gov.uk>

Subject: CM: RE: Transition section of the draft Code

Hi [REDACTED]

Thanks again for the attached (updated). Can I just ask are you content with the following terms in the attached?

- EA Transition Co-ordinator
- A designated officer of the EA /Designated Officer*

*I note at para 9.3 of the attached you commented '*The Duly Authorised Officer/Designated Officer is ordinarily the SEN Link Officer and is separate to the Transition Co-ordinator*'. I have added that as clarification in a footnote. The draft SEN Regulations are in the process of being finalised very soon, and currently use "designated officer of the Authority", so if any change in terminology is needed we have a window of opportunity to change this.

Appreciate it if you could let me know **by Friday 16 June**.

Thanks,
[REDACTED]

From: [REDACTED]@eani.org.uk>
Sent: Thursday, June 8, 2023 2:59 PM
To: [REDACTED]@education-ni.gov.uk>
Subject: CM: FW: Transition section of the draft Code

[REDACTED]
Please see attached.

[REDACTED]
From: [REDACTED]
Sent: Thursday, June 8, 2023 2:14 PM
To: [REDACTED]@education-ni.gov.uk>
Cc: [REDACTED]@education-ni.gov.uk>; [REDACTED]@education-ni.gov.uk>
Subject: RE: Transition section of the draft Code

[REDACTED]
I am so sorry! I was working on it and was going to speak to [REDACTED] and send it over – placements completely took over.

Will send over shortly.

[REDACTED]
From: [REDACTED]@education-ni.gov.uk>
Sent: Thursday, June 8, 2023 2:08 PM
To: [REDACTED]@eani.org.uk>
Cc: [REDACTED]@education-ni.gov.uk>; [REDACTED]@education-ni.gov.uk>
Subject: RE: Transition section of the draft Code

Hi [REDACTED]

Reminder on this one – see below.

Regards,

From: [REDACTED]
Sent: Friday, May 12, 2023 2:40 PM
To: [REDACTED]@eani.org.uk; [REDACTED]@eani.org.uk
Cc: [REDACTED]@education-ni.gov.uk; [REDACTED]@education-ni.gov.uk
Subject: RE: Transition section of the draft Code

Hi [REDACTED]

Further to [REDACTED] email, just a reminder. We would be grateful for your comments.

Regards,

From: [REDACTED]@eani.org.uk
Sent: 28 April 2023 12:27
To: [REDACTED]@education-ni.gov.uk; [REDACTED]@eani.org.uk
Cc: [REDACTED]@education-ni.gov.uk; [REDACTED]@education-ni.gov.uk;
[REDACTED]@eani.org.uk
Subject: RE: Updated Annual Review and Transition sections

Hi [REDACTED]

I have reminded [REDACTED] re the wording/terminology and she will feed back to you.

Re 8.51.. We are content to change criteria to considerations as this is really what they are – criteria implies something very concrete! We also think considerations should be used in stat asst section.

[REDACTED] Senior Adviser
Statutory Assessment & Review Service
Children & Young People's Service



Education Authority
Ballee Road West, Ballymena BT42 2HS
email: [REDACTED]@eani.org.uk

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From: [REDACTED]@education-ni.gov.uk>
Sent: Thursday, April 20, 2023 3:03 PM
To: [REDACTED]@eani.org.uk>; [REDACTED]@eani.org.uk>
Cc: [REDACTED]@education-ni.gov.uk>; [REDACTED]@education-ni.gov.uk>
Subject: Updated Annual Review and Transition sections

CAUTION: This email originated from outside the Education Authority. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Hi [REDACTED]

Following our meeting on 5 December at Fortwilliam to discuss these sections please see attached updated versions. No need to review in full. I would however draw your attention in particular to the below points and ask for your consideration/comments of those in orange colour. Also with thanks to [REDACTED] who has refreshed/updated the end diagrams in each section – let us know if you have any comments on those.

Annual review section

Paras 8.24 – 8.28. Re the point about principal inviting anyone else he/she considers appropriate. These may be subject to change – [REDACTED] is to consider legal advice here

Para 8.45 – please note the comment there re art 10(1) manager not being invited to annual review meeting but is invited to transitions one. This is not finalised yet.

Para 8.51 – see comment there. Really just double-checking are you content to change 'criteria' to 'considerations' here. May not be consistent with statutory assessment section. Would appreciate your thoughts.

Transition planning

Para 9.3 & throughout. We are seeking clarity on the terms 'EA Designated Officer' & 'EA Transition Co-ordinator' and correct time to use them throughout this section (and you will see I have highlighted each occurrence in yellow). I think at the Fortwilliam meeting on 5 December with [REDACTED] she mentioned a 'duly authorised officer', and also the person who signs the TP as being an 'appropriate person'. We will need [REDACTED] to confirm the correct terminology and a definition of the role/s. This may also then need reflected in the regulations for consistency [REDACTED] – can you liaise with [REDACTED] on this?

Para 9.14. This relates to para 8.24 comment above.

We would appreciate your comments by 11 May 2023.

Kind regards,
[REDACTED]

Special Education & Inclusion Review Team | Department of Education
Room F11 | Rathgael House | Balloo Road | Bangor | BT19 7PR
Contact: ✉ [REDACTED]@education-ni.gov.uk; ☎ Tel: [REDACTED]

[REDACTED]

From: [REDACTED]
Sent: 22 June 2022 10:23
To: [REDACTED]
Cc: [REDACTED]
Subject: Reminder - Seeking further availability for Zoom meeting - Co-operation section of the draft Code of Practice

Hi [REDACTED]

Just waiting on your availability if you can confirm this morning.

[REDACTED] has come back and it looks like I can schedule this on either **Tuesday 5th July 3-4pm** or if this doesn't suit you we could go for **Friday 8th July** if you didn't mind us imposing on your all day meeting with [REDACTED]

I have these held and once you come back to me I can issue the zoom invite.

Thankyou,

[REDACTED]
Special Education and Inclusion Review Team
Department of Education
Tel: [REDACTED]

(Working days Monday (9 to 1pm), Tuesday, Wednesday, Thursday (9 to 5pm) and Friday (9 to 2pm))

From: [REDACTED] (mailto:[REDACTED]@eani.org.uk)
Sent: 21 June 2022 11:22
To: [REDACTED]@education-ni.gov.uk>
Subject: RE: Seeking further availability for Zoom meeting - Co-operation section of the draft Code of Practice

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See below

From: [REDACTED]@education-ni.gov.uk>
Sent: 21 June 2022 10:39
To: [REDACTED]@hscni.net> [REDACTED]@eani.org.uk>; [REDACTED]
[REDACTED]@eani.org.uk>
Cc: [REDACTED]@education-ni.gov.uk> [REDACTED]@education-ni.gov.uk>;
[REDACTED]@education-ni.gov.uk>
Subject: Seeking further availability for Zoom meeting - Co-operation section of the draft Code of Practice

Good Morning,

I was unable to schedule the meeting this week as [redacted] availability wasn't working out with DE and EA. Grateful if everyone can re-visit calendars and complete the availability in the table below please?

Dates free	Availability
Tuesday 28 th June (free 11am -1.00pm)	Available
Wednesday 29 th June (AM)	Not Available
Friday 1 st June (AM/PM)	Available PM only
Monday 4 th July (AM/PM)	Not Available
Tuesday 5 th July (PM)	3-4
Thursday 7 th July (PM)	Not Available
Friday 8 th July (AM/PM)	Have an all day meeting with [redacted] - may be able to take an hour to do this if OK with [redacted]

Please **return today** and I will schedule at the earliest possible date.

Thankyou,

[redacted]

Special Education and Inclusion Review Team
Department of Education
Tel: [redacted]

(Working days Monday (9 to 1pm), Tuesday, Wednesday, Thursday (9 to 5pm) and Friday (9 to 2pm))

From: [redacted]@hscni.net>
Sent: 20 June 2022 10:25
To: [redacted]@eani.org.uk>; [redacted]@education-ni.gov.uk>; [redacted]
[redacted]@eani.org.uk>
Cc: [redacted]@education-ni.gov.uk>; [redacted]@education-ni.gov.uk>
Subject: RE: Seeking availability for Zoom meeting - Co-operation section of the draft Code of Practice

"This email is covered by the disclaimer found at the end of the message."

Sorry Thurs 23rd at 3pm doesn't suit me

[redacted]

From: [redacted]
Sent: 17 June 2022 12:41
To: [redacted]@eani.org.uk>
Cc: [redacted]@hscni.net>; [redacted]@education-ni.gov.uk>; [redacted]
[redacted]@eani.org.uk>; [redacted]@education-ni.gov.uk>
Subject: RE: Co-operation section of the draft Code of Practice

Hi [redacted]

Thanks for this. [redacted] is off today, so I will check with her on Monday about her availability next week and we'll come back to you.

Regards,

Special Education & Inclusion Review Team | Department of Education
Room G17B | Rathgael House | Balloo Road | Bangor | BT19 7PR
Contact: ✉ [redacted]@education-ni.gov.uk; ☎ Tel: [redacted]

From: [redacted] (mailto:[redacted]@eani.org.uk)
Sent: 17 June 2022 12:25
To: [redacted]@education-ni.gov.uk; [redacted]@education-ni.gov.uk
Cc: [redacted]@hscni.net; [redacted]@eani.org.uk; [redacted]
[redacted]@education-ni.gov.uk
Subject: RE: Co-operation section of the draft Code of Practice

[redacted] see attached comments from EA and Health. We would appreciate a quick meeting to discuss if diaries allow next week.

Many thanks

[redacted]
Head of Statutory Assessment and Review Service
Children & Young People's Services



Education Authority
3 Charlemont Place, The Mall, ARMAGH, BT61 9AX
E [redacted]@eani.org.uk | W: www.eani.org.uk

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From: [redacted]@education-ni.gov.uk
Sent: 17 May 2022 17:56
To: [redacted]@eani.org.uk; [redacted]@hscni.net
Cc: [redacted]@eani.org.uk; [redacted]@eani.org.uk; EA CYPS SEND Mailbox <cyps-send@eani.org.uk>; [redacted]@education-ni.gov.uk; [redacted]@education-ni.gov.uk; [redacted]@education-ni.gov.uk
Subject: Co-operation section of the draft Code of Practice

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[redacted] and [redacted]

For your review, please see the attached co-operation section of the draft Code of Practice, which has been updated having considered consultation feedback. You will be aware that a portion of this section was shared last October 2021 with you with regard to the joint EA/health plan. We would be grateful for your review of the wording in

relation to the joint plan, and indeed the rest of the section and we have left a couple of questions for you in the comment bubbles.

EA and health colleagues may wish to consider meeting one another to discuss and agree a joint return.

We are aiming to have all sections of the draft Code revised by the end of this summer. In relation to the attached section we would appreciate your comments by **17 June 2022**.

Regards,

Special Education & Inclusion Review Team | Department of Education

Room G17B | Rathgael House | Balloo Road | Bangor | BT19 7PR

Contact: ✉ [redacted]@education-ni.gov.uk; ☎ Tel: [redacted]

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[REDACTED]

From: [REDACTED]@eani.org.uk>
Sent: 08 December 2023 13:43
To: [REDACTED]
Cc: [REDACTED]
Subject: RE: COP

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That's great [REDACTED] – we have a meeting planned for jan – maybe we can pick up then and if SEND Team have queries in the meantime I can come back to you.

[REDACTED] Senior Adviser
Statutory Assessment & Review Service
Children & Young People's Service



Education Authority
Ballee Road West, Ballymena BT42 2HS
email [REDACTED]@eani.org.uk

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From: [REDACTED]@education-ni.gov.uk>
Sent: Friday, December 8, 2023 12:44 PM
To: [REDACTED]@eani.org.uk>
Cc: [REDACTED]@education-ni.gov.uk>; [REDACTED]@education-ni.gov.uk>; [REDACTED]@education-ni.gov.uk>; [REDACTED]@education-ni.gov.uk>
Subject: RE: COP

CAUTION: This email originated from outside the Education Authority. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Hi [REDACTED]

Apologies for delay in responding. [REDACTED] has checked our records and we can't find where this came from. [REDACTED] and I agree that the 6 cycle seems clearer than the 4 step, Assess Plan Do Review, for one thing, as you say, it includes identification.

Looking at para 4.18 and the diagram below it is rather sparse in detail. Esp. when compared to special educational mapping, which has its own annex 2.

We can consider further next week and perhaps send further thoughts on what each step means, and this may help with development of an additional annex. Happy to talk too.

Regards,

[Redacted]

From: [Redacted]@eani.org.uk
Sent: Friday, December 8, 2023 11:54 AM
To: [Redacted]@education-ni.gov.uk; [Redacted]@education-ni.gov.uk;
[Redacted]@education-ni.gov.uk; [Redacted]@education-ni.gov.uk; [Redacted]
[Redacted]@education-ni.gov.uk
Subject: RE: COP

Good morning everyone

Would welcome your views on the query below – we think the 6 steps are clearer as identification as the forefront - we will develop on the basis of this but will need to look at the annexes.

[Redacted] Senior Adviser
Statutory Assessment & Review Service
Children & Young People’s Service



Education Authority
Ballee Road West, Ballymena BT42 2HS
email: [Redacted]@eani.org.uk

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From: [Redacted]
Sent: Wednesday, December 6, 2023 5:09 PM
To: [Redacted]@education-ni.gov.uk; [Redacted]@education-ni.gov.uk;
[Redacted]@education-ni.gov.uk; [Redacted]@education-ni.gov.uk;
[Redacted]@education-ni.gov.uk
Subject: COP

Folks

[Redacted]

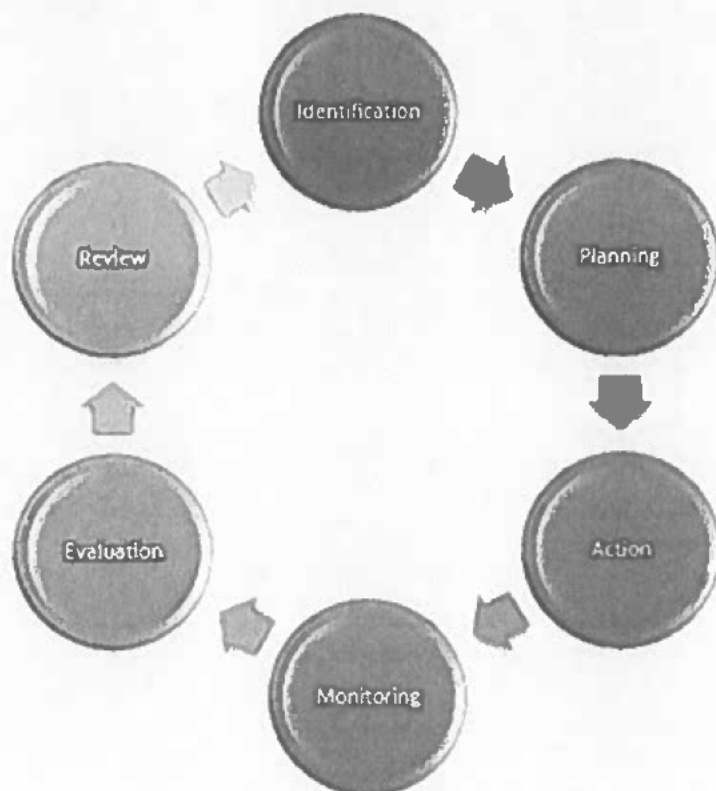
In developing this we keep referring them back to the draft COP and we have noticed something that I hope you can amend/adapt (don't shoot me!).

Section 4 talks about the 6 step process - identification, planning, taking action, monitoring, evaluation and review (see below) but these aren't as clearly set out in the annexes – you have to dig around for them a bit – we think they could be clearer and this would really help school. We are not sure where this cycle came from – are you able to advise (The cycle in England is Assess Plan Do Review)?

Happy to have a chat!

4.18 The continuum of whole school educational provision and special educational provision is delivered through a continuous and systematic cycle of identification, planning, taking action, monitoring, evaluation and review by the school to enable all children, including those with SEN, to learn and progress.

Diagram 4.4: Continuous and Systematic Cycle of Whole School Educational Provision and Special Educational Provision



██████████ Senior Adviser
Statutory Assessment & Review Service
Children & Young People's Service



Education Authority
Ballee Road West, Ballymena BT42 2HS
email: ██████████@eani.org.uk

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[REDACTED]

From: [REDACTED]
Sent: 05 March 2026 08:39
To: [REDACTED]
Subject: RE: Flow charts and checklist

Great- really appreciated! Thank you [REDACTED]

[REDACTED]

From: [REDACTED]@eani.org.uk>
Sent: 05 March 2026 08:37
To: [REDACTED]@education-ni.gov.uk>; [REDACTED]@eani.org.uk>; [REDACTED]@education-ni.gov.uk>
Subject: Re: Flow charts and checklist

CAUTION – This email has been received from outside the NICS network. If you have any concerns, please report for investigation.

Good morning [REDACTED]
I will get those sorted for you.

Thanks,

[REDACTED]
Advisor (Interim)
SEND Implementation and Development Team
SEND & Youth Directorate



Education Authority
3 Charlemont Place, The Mall, Armagh. BT61 9AX
E: [REDACTED]@eani.org.uk | W: www.eani.org.uk

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From: [REDACTED]@education-ni.gov.uk>
Sent: Thursday, March 5, 2026 07:54
To: [REDACTED]@eani.org.uk>; [REDACTED]@education-ni.gov.uk>
Cc: [REDACTED]@eani.org.uk>
Subject: RE: Flow charts and checklist

Morning [REDACTED]

That would be really appreciated if you could!

Thank you so much!!

Special Education Review Team

Department of Education

Room F11 | Rathgael House | Balloo Road | Bangor | BT19 7PR

Contact: ✉ [redacted]@education-ni.gov.uk; ☎ Tel: [redacted]



"Every child and young person is happy, learning and succeeding."



From: [redacted]@eani.org.uk>

Sent: 04 March 2026 21:05

To: [redacted]@education-ni.gov.uk>; [redacted]@education-ni.gov.uk>

Cc: [redacted]@eani.org.uk>

Subject: Re: Flow charts and checklist

Would it help if we inserted them and sent you the updated version for review?

Head of SEND Statutory Services (Interim)

SEND & Youth Directorate



Education Authority

Ballee Road West, Ballymena BT42 2HS

email: [redacted]@eani.org.uk

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From: [redacted]@education-ni.gov.uk>

Sent: Wednesday, March 4, 2026 3:08 PM

To: [redacted]@eani.org.uk>; [redacted]@education-ni.gov.uk>

Cc: [redacted]@eani.org.uk>

Subject: RE: Flow charts and checklist

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Hi [REDACTED]

Thanks, I will take a look at this and make sure they are all updated.

We are under a bit of pressure with this Ministerial motion so it will be done in the next couple of days.

Thanks
[REDACTED]

From: [REDACTED]@eani.org.uk>

Sent: 04 March 2026 14:27

To: [REDACTED]@education-ni.gov.uk>; [REDACTED]@education-ni.gov.uk>

Cc: [REDACTED]@eani.org.uk>

Subject: Fw: Flow charts and checklist

[REDACTED]

We had agreed the new flowcharts and checklists some time ago - can these be inserted into the Annexes doc and resent to us?

[REDACTED]
Head of SEND Statutory Services (Interim)
SEND & Youth Directorate



Education Authority

Ballee Road West, Ballymena BT42 2HS

email: [REDACTED]@eani.org.uk

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From: [REDACTED]@eani.org.uk>

Sent: Wednesday, March 4, 2026 2:21 PM

To: [REDACTED]@eani.org.uk>

Subject: Flow charts and checklist

Hi [REDACTED]

Please see latest flowcharts and checklists attached

Thanks,
[REDACTED]

The team had a look at the language within the six steps again and revised some of it - do you want to have a look at it?

██████████ Senior Adviser
Statutory Assessment & Review Service
Children & Young People's Service



Education Authority
Ballee Road West, Ballymena BT42 2HS
email: ██████████@eani.org.uk

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From: ██████████@education-ni.gov.uk>
Sent: Friday, January 5, 2024 12:05 PM
To: ██████████@eani.org.uk>
Cc: ██████████@education-ni.gov.uk>; ██████████@education-ni.gov.uk>
Subject: Re: 6 step process in the draft code of practice

Happy New Year ██████████

██████████ and I have considered this and suggest that the six steps could include something along the following lines to explain them better. This could be weaved into the end of the existing paragraph 4.18 perhaps as a list of bullet points. Happy for suggested edits/changes here.

- Identification – clearly defining what the issue or concern is, including a child’s strengths and weaknesses.
- Planning – agree who will be involved to help child make progress, what support is required and a timeframe to provide the support; ensure all involved understand child’s needs and parents kept informed.
- Action – put plan into action, understanding that further & continuous adjustments may be necessary.
- Monitoring – ensure monitoring is carried out agreed intervals, e.g. suitable qualitative and quantitative measures.
- Evaluation – assess impact of support and record the progress made by the child (or children) including the identification of any further support required.
- Review – consider if the approach taken has improved the outcomes for the child (or children) and if any amendments are needed to the process etc. and implement the changes if appropriate.

Hope this is useful and happy to talk too.

Kind Regards,
██████████

Special Education Review Team | Department of Education
Room F14 | Rathgael House | Balloo Road | Bangor | BT19 7PR
Contact: [redacted]@education-ni.gov.uk; Tel: [redacted]



"Every child and young person is
happy, learning, and succeeding"



From: [redacted]@eani.org.uk>
Sent: Friday, December 8, 2023 1:43 PM
To: [redacted]@education-ni.gov.uk>
Cc: [redacted]@education-ni.gov.uk>; [redacted]@education-ni.gov.uk>;
[redacted]@education-ni.gov.uk>; [redacted]@education-ni.gov.uk>
Subject: RE: COP

That's great [redacted] – we have a meeting planned for Jan – maybe we can pick up then and if SEND Team have queries in the meantime I can come back to you.

[redacted] Senior Adviser
Statutory Assessment & Review Service
Children & Young People's Service



Education Authority
Ballee Road West, Ballymena BT42 2HS
email: [redacted]@eani.org.uk

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From: [redacted]@education-ni.gov.uk>
Sent: Friday, December 8, 2023 12:44 PM
To: [redacted]@eani.org.uk>
Cc: [redacted]@education-ni.gov.uk>; [redacted]@education-ni.gov.uk>;
[redacted]@education-ni.gov.uk>; [redacted]@education-ni.gov.uk>
Subject: RE: COP

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Hi [redacted]

Apologies for delay in responding. [redacted] has checked our records and we can't find where this came from. [redacted] and I agree that the 6 cycle seems clearer than the 4 step, Assess Plan Do Review, for one thing, as you say, it includes identification.

Looking at para 4.18 and the diagram below it is rather sparse in detail. Esp. when compared to special educational mapping, which has its own annex 2.

We can consider further next week and perhaps send further thoughts on what each step means, and this may help with development of an additional annex. Happy to talk too.

Regards,

[Redacted]

From: [Redacted]@eani.org.uk
Sent: Friday, December 8, 2023 11:54 AM
To: [Redacted]@education-ni.gov.uk; [Redacted]@education-ni.gov.uk;
[Redacted]@education-ni.gov.uk; [Redacted]@education-ni.gov.uk; [Redacted]
[Redacted]@education-ni.gov.uk
Subject: RE: COP

Good morning everyone

Would welcome your views on the query below – we think the 6 steps are clearer as Identification as the forefront - we will develop on the basis of this but will need to look at the annexes.

[Redacted] Senior Adviser
Statutory Assessment & Review Service
Children & Young People's Service



Education Authority
Ballee Road West, Ballymena BT42 2HS
email: [Redacted]@eani.org.uk

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From: [Redacted]
Sent: Wednesday, December 6, 2023 5:09 PM
To: [Redacted]@education-ni.gov.uk; [Redacted]@education-ni.gov.uk;
[Redacted]@education-ni.gov.uk; [Redacted]@education-ni.gov.uk;
[Redacted]@education-ni.gov.uk
Subject: COP

Folks

[Redacted]

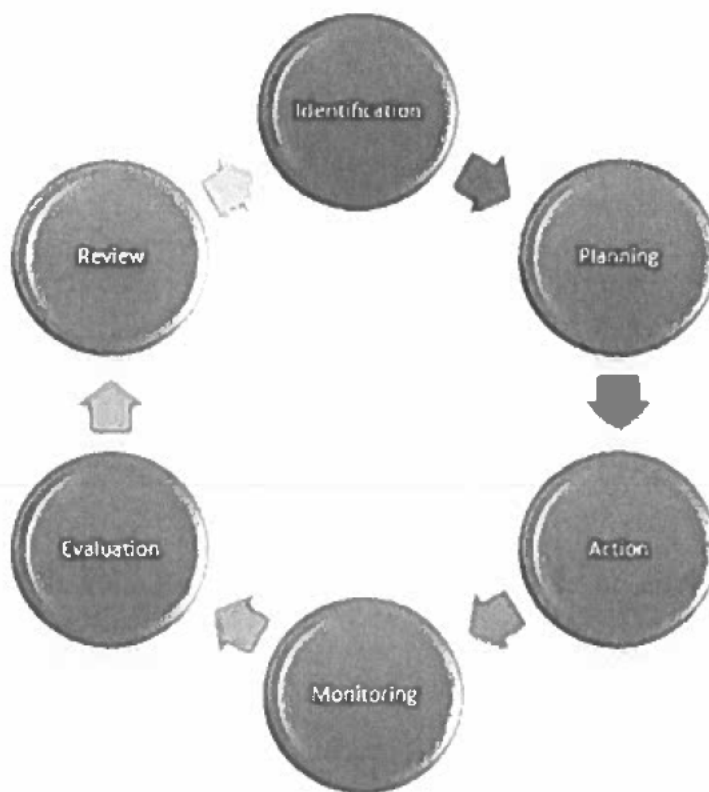
In developing this we keep referring them back to the draft COP and we have noticed something that I hope you can amend/adapt (don't shoot me!).

Section 4 talks about the 6 step process - identification, planning, taking action, monitoring, evaluation and review (see below) but these aren't as clearly set out in the annexes – you have to dig around for them a bit – we think they could be clearer and this would really help school. We are not sure where this cycle came from – are you able to advise (The cycle in England is Assess Plan Do Review)?

Happy to have a chat!

4.18 The continuum of whole school educational provision and special educational provision is delivered through a continuous and systematic cycle of identification, planning, taking action, monitoring, evaluation and review by the school to enable all children, including those with SEN, to learn and progress.

Diagram 4.4: Continuous and Systematic Cycle of Whole School Educational Provision and Special Educational Provision



██████████ Senior Adviser
Statutory Assessment & Review Service
Children & Young People's Service



Education Authority
Ballee Road West, Ballymena BT42 2HS
email: ██████████@eani.org.uk

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[REDACTED]

From: [REDACTED]
Sent: 25 January 2023 13:56
To: [REDACTED]
Cc: [REDACTED]
Subject: Outstanding issue summary sheet & relevant sections of the code and annexes - for Thurs 2nd February 2023
Attachments: Outstanding code queries for DE & EA discussion on 2nd Feb '22.docx; Post-consultation version of Code - Section 2 - The Law, Roles, Rights and Responsibilities.DOCX; Post-consultation version of Code - Section 4 (old sec 3) - Identification, Assessment and Provision by Schools.DOCX; Post-consultation version of Annexes for the Code - school section only.DOCX; Post-consultation version of Code - Section 7 (old sec 6) - CUCSA - Services, Assessments and Statements.DOCX; Post-consultation version of Code - Section 10 (old sec 9) - Co-operation between Education and Health.DOCX; Post-consultation version of Code - Section 13 (old sec 12) - Disagreements, Appeals, Mediation and Tribunals.DOCX; Mediation annex to the draft Code - section 13.DOCX; Post-consultation version of Code - Section 14 (old sec 13) - Children over Compulsory School Age.DOCX

[REDACTED]

Please find attached a summary sheet of outstanding queries/issues for discussion on Thurs 2nd February. This is in respect of:

- Section 2 (laws/responsibilities)
- Section 4 (school section) and its related annexes i.e. flow and checklists
- Section 7 – children under compulsory school age
- Section 10 – co-operation (just 1 query on that one)
- Section 13 – (disputes / mediation / appeals) & annex
- Section 14 – children over compulsory school age

I also attach the above sections/annexes too. We look forward to seeing you on 2nd February.

Regards,
[REDACTED]

Special Education & Inclusion Review Team | Department of Education

Room F11 | Rathgael House | Balloo Road | Bangor | BT19 7PR

Contact: ✉ [REDACTED]@education-ni.gov.uk; | ☎ Tel: [REDACTED]

[REDACTED]

From: [REDACTED]
Sent: 09 March 2023 09:36
To: [REDACTED]@eani.org.uk
Cc: [REDACTED]
Subject: RE: Draft SEN Code - paragraphs on Learning Support Co-ordinator role
Attachments: Learning Support Co-ordinator paras from draft SEN Code.docx

Hi [REDACTED]

Thank you for your suggested wording change on the attached which we will make.

[REDACTED]

Kind regards,
[REDACTED]

From: [REDACTED]@eani.org.uk>
Sent: 08 March 2023 16:42
To: [REDACTED]@education-ni.gov.uk>
Cc: [REDACTED]@education-ni.gov.uk>; [REDACTED]@education-ni.gov.uk>

Subject: FW: Draft SEN Code - paragraphs on Learning Support Co-ordinator role

Good afternoon [REDACTED] and apologies for the delay in responding.

[REDACTED]

Kind regards,
[REDACTED]

From: [REDACTED]@education-ni.gov.uk>
Sent: 08 March 2023 08:36
To: [REDACTED]@eani.org.uk>
Cc: [REDACTED]@education-ni.gov.uk>; [REDACTED]@education-ni.gov.uk>; [REDACTED]@education-ni.gov.uk>
Subject: RE: Draft SEN Code - paragraphs on Learning Support Co-ordinator role

CAUTION: This email originated from outside the Education Authority. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Good morning [REDACTED]

Just a reminder on this one. We would be grateful for any comments you have.

Regards,

Special Education & Inclusion Review Team | Department of Education
Room F11 | Rathgael House | Balloo Road | Bangor | BT19 7PR
Contact: ✉ [redacted]@education-ni.gov.uk; ☎ Tel: [redacted]

From: [redacted]
Sent: 14 February 2023 12:20
To: [redacted]@eani.org.uk' <[redacted]@eani.org.uk>
Cc: [redacted]@education-ni.gov.uk; [redacted]@education-ni.gov.uk>;
[redacted]@education-ni.gov.uk>
Subject: Draft SEN Code - paragraphs on Learning Support Co-ordinator role

Good afternoon [redacted]

I work in a team with responsibility for drafting & finalising the new SEN Code of Practice. By way of background the new Code is still in draft and won't come into effect until new SEN Regulations are made, which in turn requires an NI Assembly.

One of the sections of the new Code contains a set of paragraphs on the new Learning Support Co-ordinator (which will replace the SENCo) role. We have ran these paragraphs past the EA SEND Implementation Team who are content. I have attached the relevant paragraphs and would be most grateful if you could review them and advise if you are content or have any suggested changes.

I would appreciate it if you could respond by 28 February 2023.

Regards,

Special Education & Inclusion Review Team | Department of Education
Room F11 | Rathgael House | Balloo Road | Bangor | BT19 7PR
Contact: ✉ [redacted]@education-ni.gov.uk; ☎ Tel: [redacted]

[REDACTED]

From: [REDACTED]

Sent: 01 August 2023 10:31

To: [REDACTED]

Cc: [REDACTED]

Subject: Latest sections of the draft SEN Code of Practice

Attachments:

CoP Section 1 - Introduction (20 July 2023).DOCX; CoP Section 2 - The Law, Roles, Rights and Responsibilities (31 July 2023).DOCX; CoP Section 3 (old sec 14) - Inclusion (20 July 2023).DOCX; CoP Section 4 (old sec 3) - School section (20 July 2023).DOCX; CoP Section 7 (old sec 6) - CUCSA - (20 July 2023).DOCX; CoP Section 8 (old sec 7) - Annual Review of a Statement for Children (31 July 2023).DOCX; CoP Section 9 (old sec 8) - Transition Planning for a Child with a Statement (31 July 2023).DOCX; CoP Section 10 (old sec 9) - Co-operation between Education and Health (31 July 2023).DOCX; CoP - Section 11 (old sec 10) - Children in Specific Circumstances (31 July 2023).DOCX; CoP Section 12 (old sec 11) - Advice and Information (31 July 2023).DOCX; CoP Section 13 (old sec 12) - Disagreements, Appeals, Mediation and Tribunals (31 July 2023).DOCX; CoP Section 14 (old sec 13) - COCSA (31 July 2023).DOCX

H [REDACTED]

As requested at the code discussion meeting on 19/7 please find attached latest sections of the draft CoP (with the exception of the statutory assessment and statementing sections). Please note that cross-references have not been updated and checked as yet.

Perhaps some light holiday reading!

Kind regards,
[REDACTED]

Special Education & Inclusion Review Team | Department of Education

Room F14 | Rathgael House | Balloo Road | Bangor | BT19 7PR

Contact: ✉ [REDACTED]@education-ni.gov.uk; ☎ Tel [REDACTED]

[REDACTED]

From: [REDACTED]@eani.org.uk>
Sent: 24 July 2020 13:21
To: [REDACTED]
Subject: FW: New SEN Code of Practice - query - Association of Educational Psychologists

Hi [REDACTED]

Please see email thread below. The PEPs and I agree that the wording is a little out dated as we are now under the HCPC as a regulating body.

We agree with the following wording instead:(in RED).

4.86 The educational psychology advice should follow an agreed format ***and ensure compliance with the requirements for continued registration with the Health and Care Professions Council (HCPC).*** A wide range of factors which might affect the child's functioning should be addressed.

This was previously the British Psychological Society. Is this change correct?

Let me know what you think?

Regards

[REDACTED]

From: [REDACTED]@eani.org.uk>
Sent: 23 July 2020 18:40
To: [REDACTED]@eani.org.uk>; [REDACTED]@eani.org.uk> [REDACTED] (Belfast)
[REDACTED]@eani.org.uk>
Subject: RE: New SEN Code of Practice - query - Association of Educational Psychologists

Hi,

I agree that we should use this wording:

Provide evidence of registration ensuring compliance with the requirements for continued registration with the Health and Care Professions Council (HCPC) prior to 1 September 2020.

[REDACTED]

From: [REDACTED]@eani.org.uk>
Sent: 23 July 2020 17:56
To: [REDACTED]@eani.org.uk>; [REDACTED]@eani.org.uk>; [REDACTED] (Belfast)
[REDACTED]@eani.org.uk>
Subject: RE: New SEN Code of Practice - query - Association of Educational Psychologists

Thanks [REDACTED]

I will await feedback from [redacted] and [redacted] before going back to [redacted]

Regards

From: [redacted]@eani.org.uk>

Sent: 23 July 2020 17:35

To: [redacted]@eani.org.uk>; [redacted]@eani.org.uk>; [redacted] (Belfast)

<[redacted]@eani.org.uk>

Subject: RE: New SEN Code of Practice - query - Association of Educational Psychologists

I agree with this [redacted]

Regards

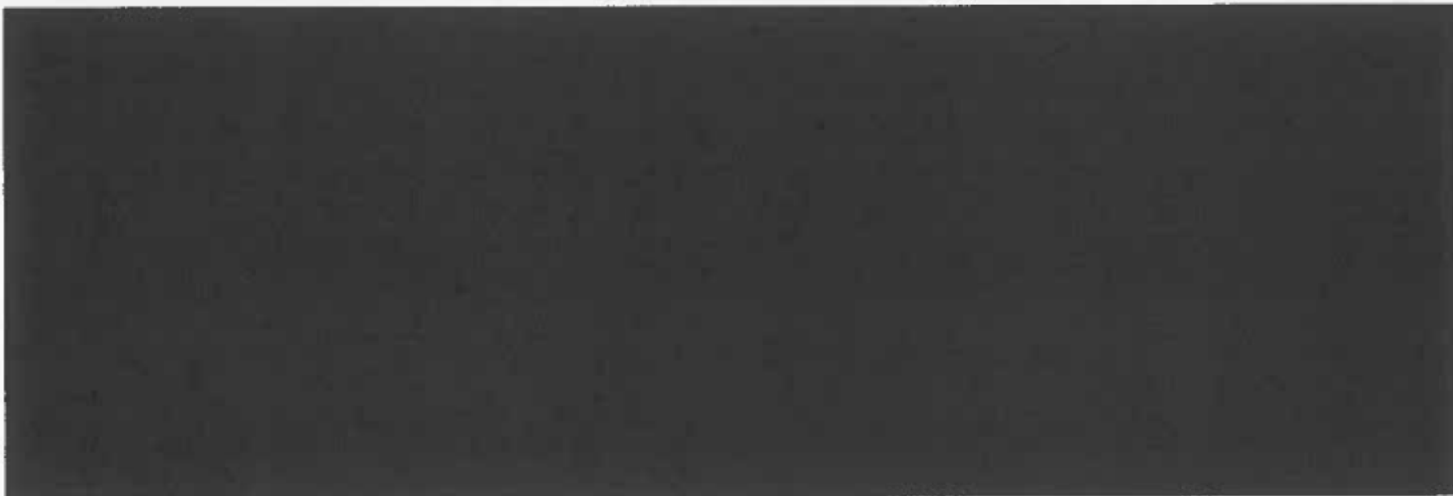
From: [redacted]@eani.org.uk>

Sent: 23 July 2020 16:13

To: [redacted]@eani.org.uk>; [redacted]@eani.org.uk>; [redacted] (Belfast)

<[redacted]@eani.org.uk>

Subject: RE: New SEN Code of Practice - query - Association of Educational Psychologists



From: [redacted]

Sent: 23 July 2020 15:42

To: [redacted]@eani.org.uk>; [redacted]@eani.org.uk>; [redacted] (Belfast)

<[redacted]@eani.org.uk>

Subject: FW: New SEN Code of Practice - query - Association of Educational Psychologists

Importance: High

Hi folks

Please see below. I would be inclined to quote HCPC and not AEP/BPS.

What do you think?

[redacted]

From: [REDACTED]@education-ni.gov.uk>
Sent: 23 July 2020 14:45
To: [REDACTED]@eani.org.uk>
Cc: [REDACTED]@education-ni.gov.uk>
Subject: New SEN Code of Practice - query - Association of Educational Psychologists
Importance: High

CAUTION: This email originated from outside the Education Authority. Do not click links or open attachments unless you recognize the sender and know the content is safe.

[REDACTED]
Hope you are well, Quick question regarding the draft Code

Psychological Advice

4.85 The EA is required to seek psychology advice and information from an educational psychologist.^[1] The educational psychologist from whom the EA seeks advice and information is required to be a psychologist regularly employed by the EA as an educational psychologist or engaged by the Authority as an educational psychologist in the case in question.^[2]

4.86 The educational psychology advice should follow an agreed format and be in accordance with the Association of Educational Psychologists professional standards. A wide range of factors which might affect the child's functioning should be addressed.

This was previously the British Psychological Society. Is this change correct?

Happy to discuss.

[REDACTED]
[REDACTED]
Special Education & Inclusion Review Team
ACCESS, INCLUSION & WELL-BEING DIRECTORATE
DEPARTMENT OF EDUCATION

[REDACTED]
(working remotely from home [REDACTED])

^[1] Draft regulation 10(1) (Advice to be sought by the EA) of the draft SEN Regulations

^[2] Draft regulation 12 (Psychological advice) of the draft SEN Regulations

[REDACTED]

From: [REDACTED]
Sent: 19 September 2024 17:49
To: [REDACTED]
Subject: FW: Emails
Attachments: RE: REMINDER: Transition section of the draft Code; FW: Section 14 of the draft Code - children over compulsory school age

Hi [REDACTED]

I think this is both attached for you. Let me know if you need anything else.

Kind regards,

[REDACTED]

Special Education Review Team | Department of Education
Room F14 | Rathgael House | Balloo Road | Bangor | BT19 7PR
Contact: ✉ [REDACTED]@education-ni.gov.uk; ☎ Tel: [REDACTED]

(Working days Monday (9 to 2pm), Tuesday, Wednesday, Thursday (9 to 5pm) and Friday (9 to 2pm))



*"Every child and young person is
happy, learning and succeeding"*



From: [REDACTED]@eani.org.uk>
Sent: Thursday, September 19, 2024 4:32 PM
To: [REDACTED]@education-ni.gov.uk>
Subject: Emails

CAUTION – This email has been received from outside the NICS network. If you have any concerns, please report for investigation.

[REDACTED]

Do you have copies of the emails that were sent re Transitions and Capacity - one to get [REDACTED]'s agreement re designated officer and one for [REDACTED] re timeframes re capacity?

[REDACTED] Senior Adviser

Statutory Assessment & Review Service

Children & Young People's Service



Education Authority

Ballee Road West, Ballymena BT42 2HS

email: [REDACTED]@eani.org.uk

The information contained in this email is confidential. It is intended solely for the use of the individual or entity to whom it is addressed, and others authorised to receive it who have a 'need to know'. If you are not the intended recipient, you are hereby notified that any use, copying, dissemination or disclosure of this information is strictly prohibited and may be unlawful. If you have received this communication in error, please return it to the sender.

[REDACTED]

From: [REDACTED]@eani.org.uk>
Sent: 19 January 2024 09:24
To: [REDACTED]
Subject: FW: Flow charts and checklists primary
Attachments: Flow chart and Checklists - Annex to CoP.zip

Caution – This email has been received from outside the NICS network. Please ensure you can verify the sender's name and email address. Treat all attachments and links with caution.
FOR INTERNAL NICS STAFF ONLY - If you have any concerns regarding the email please forward to spam@finance-ni.gov.uk.

[REDACTED]

Following on from our meeting earlier in the week, please find attached the proposed changes to flow charts and checklists as discussed. Do you want to review them and come back with comments and we can then discuss if they could replace the ones in the draft COP?

[REDACTED] Senior Adviser
Statutory Assessment & Review Service
Children & Young People's Service



Education Authority
Ballee Road West, Ballymena BT42 2HS
email: [REDACTED]@eani.org.uk

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[REDACTED]

From: [REDACTED]
Sent: 24 January 2024 14:58
To: [REDACTED]
Cc: [REDACTED]
Subject: RE: Flow charts and checklists primary
Attachments: Concerns School Process Flowchart (Primary).docx; Flowcharts - For Review.docx; Stage 2 School Process Flow Chart.docx; Stage 3 School Process Flowchart - (Primary).docx; Post-consultation version of Annexes for the Code - dated 11 October 2023 (002).docx

Hi [REDACTED]

We have reviewed the attached and added comments.

These are definitely laid out much better than the existing draft code ones – visually easier to follow, and I think you mentioned they are accessibility cleared which is great. I see the attached relates only to primary phase; we are content for your team to develop these for nursery & post-primary too.

In relation to my comments, I assume in some instances your team may have been using an older version of the annexes, and not the more up-to-date one you attached dated 11 October. For example, you will know we previously agreed to remove parental consent requirement for school to make a statutory assessment request, but it has reappeared. I have noted this on the attachments.

Kind regards,
[REDACTED]

Special Education Review Team | Department of Education
Room F14 | Rathgael House | Balloo Road | Bangor | BT19 7PR
Contact: ✉ [REDACTED]@education-ni.gov.uk; ☎ Tel: [REDACTED]



*"Every child and young person is
happy, learning, and succeeding."*



From: [REDACTED]@eani.org.uk>
Sent: Friday, January 19, 2024 9:24 AM
To: [REDACTED]@education-ni.gov.uk>; [REDACTED]@education-ni.gov.uk>
Subject: FW: Flow charts and checklists primary

[REDACTED]

Following on from our meeting earlier in the week, please find attached the proposed changes to flow charts and checklists as discussed. Do you want to review them and come back with comments and we can then discuss if they could replace the ones in the draft COP?

[REDACTED] Senior Adviser
Statutory Assessment & Review Service
Children & Young People's Service



Education Authority

Ballee Road West, Ballymena BT42 2HS

email: [REDACTED]@eani.org.uk

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[REDACTED]

From: [REDACTED]
Sent: 12 June 2023 15:35
To: [REDACTED]
Cc: [REDACTED]
Subject: RE: Transition section of the draft Code
Attachments: Section 9 (old sec 8) - Transition Planning for a Child with a Statement - 12th June 2023.DOCX

Hi [REDACTED],

Thanks again for the attached (updated). Can I just ask are you content with the following terms in the attached?

- EA Transition Co-ordinator
- A designated officer of the EA /Designated Officer*

*I note at para 9.3 of the attached you commented '*The Duly Authorised Officer/Designated Officer is ordinarily the SEN Link Officer and is separate to the Transition Co-ordinator*'. I have added that as clarification in a footnote. The draft SEN Regulations are in the process of being finalised very soon, and currently use "designated officer of the Authority", so if any change in terminology is needed we have a window of opportunity to change this.

Appreciate it if you could let me know by Friday 16 June.

Thanks,
[REDACTED]

From: [REDACTED]@eani.org.uk>
Sent: Thursday, June 8, 2023 2:59 PM
To: [REDACTED]@education-ni.gov.uk>
Subject: CM: FW: Transition section of the draft Code

[REDACTED]

Please see attached.

[REDACTED]

From: [REDACTED]
Sent: Thursday, June 8, 2023 2:14 PM
To: [REDACTED]@education-ni.gov.uk>
Cc: [REDACTED]@education-ni.gov.uk>; [REDACTED]@education-ni.gov.uk>
Subject: RE: Transition section of the draft Code

[REDACTED]

I am so sorry! I was working on it and was going to speak to [REDACTED] and send it over – placements completely took over.

Will send over shortly.

[REDACTED]

From: [REDACTED]@education-ni.gov.uk>
Sent: Thursday, June 8, 2023 2:08 PM
To: [REDACTED]@eani.org.uk>
Cc: [REDACTED]@education-ni.gov.uk>; [REDACTED]@education-ni.gov.uk>
Subject: RE: Transition section of the draft Code

Hi [REDACTED]

Reminder on this one – see below.

Regards,
[REDACTED]

From: [REDACTED]
Sent: Friday, May 12, 2023 2:40 PM
To: [REDACTED]@eani.org.uk'; [REDACTED]@eani.org.uk>
Cc: [REDACTED]@education-ni.gov.uk>; [REDACTED]@education-ni.gov.uk>
Subject: RE: Transition section of the draft Code

Hi [REDACTED]

Further to [REDACTED] email, just a reminder. We would be grateful for your comments.

Regards,
[REDACTED]

From: [REDACTED]@eani.org.uk>
Sent: 28 April 2023 12:27
To: [REDACTED]@education-ni.gov.uk>; [REDACTED]@eani.org.uk>
Cc: [REDACTED]@education-ni.gov.uk>; [REDACTED]@education-ni.gov.uk>;
[REDACTED]@eani.org.uk>
Subject: RE: Updated Annual Review and Transition sections

Hi [REDACTED]

I have reminded [REDACTED] re the wording/terminology and she will feed back to you.

Re 8.51.. We are content to change criteria to considerations as this is really what they are – criteria implies something very concrete! We also think considerations should be used in stat asst section.

[REDACTED] Senior Adviser
Statutory Assessment & Review Service
Children & Young People's Service



Education Authority
Ballee Road West, Ballymena BT42 2HS
email: [REDACTED]@eani.org.uk

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From: [REDACTED]@education-ni.gov.uk>
Sent: Thursday, April 20, 2023 3:03 PM
To: [REDACTED]@eani.org.uk>; [REDACTED]@eani.org.uk>
Cc: [REDACTED]@education-ni.gov.uk>; [REDACTED]@education-ni.gov.uk>
Subject: Updated Annual Review and Transition sections

CAUTION: This email originated from outside the Education Authority. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Hi [REDACTED]

Following our meeting on 5 December at Fortwilliam to discuss these sections please see attached updated versions. No need to review in full. I would however draw your attention in particular to the below points and ask for your consideration/comments of those in orange colour. Also with thanks to [REDACTED] who has refreshed/updated the end diagrams in each section – let us know if you have any comments on those.

Annual review section

Paras 8.24 – 8.28. Re the point about principal inviting anyone else he/she considers appropriate. These may be subject to change – [REDACTED] is to consider legal advice here

Para 8.45 – please note the comment there re art 10(1) manager not being invited to annual review meeting but is invited to transitions one. This is not finalised yet.

Para 8.51 – see comment there: Really just double-checking are you content to change 'criteria' to 'considerations' here. May not be consistent with statutory assessment section. Would appreciate your thoughts.

Transition planning

Para 9.3 & throughout. We are seeking clarity on the terms 'EA Designated Officer' & 'EA Transition Co-ordinator' and correct time to use them throughout this section (and you will see I have highlighted each occurrence in yellow). I think at the Fortwilliam meeting on 5 December with [REDACTED] she mentioned a 'duly authorised officer', and also the person who signs the TP as being an 'appropriate person'. We will need [REDACTED] to confirm the correct terminology and a definition of the role/s. This may also then need reflected in the regulations for consistency. [REDACTED] can you liaise with [REDACTED] on this?

Para 9.14. This relates to para 8.24 comment above.

We would appreciate your comments by 11 May 2023.

Kind regards,
[REDACTED]

Special Education & Inclusion Review Team | Department of Education
Room F11 | Rathgael House | Balloo Road | Bangor | BT19 7PR
Contact: ✉ [REDACTED]@education-ni.gov.uk; ☎ Tel: [REDACTED]

[REDACTED]

From: [REDACTED]
Sent: 15 January 2020 15:56
To: [REDACTED]
Cc: [REDACTED]
Subject: RE: HPRM: RE: Code annexes request for EA views/assistance

[REDACTED]

Thanks so much for the information below.

I will do a comparison and amend anything we have in the Code.

Kindest Regards,

[REDACTED]

[REDACTED]

Special Education and Inclusion Review Team
Department of Education
Tel: [REDACTED]

(Working days Tuesday, Wednesday, Thursday (9 to 5pm) and Friday (9 to 2pm))

From: [REDACTED] (mailto:[REDACTED]@eani.org.uk)
Sent: 15 January 2020 15:47
To: [REDACTED]@education-ni.gov.uk> [REDACTED]@education-ni.gov.uk>
Subject: RE: HPRM: RE: Code annexes request for EA views/assistance

H [REDACTED]

We felt that it was sufficient for the LSC or class teacher to sign off on the checklists following collaboration with relevant school staff as a record of the actions taken by them in considering the need for the next stage of special educational provision. Obviously the principal would be part of this collaboration but it would be the LSC and class teachers who would be taking the actions, completing the checklist and compiling the evidence/records at class level to support the decision to move the child to the next stage.

I have also attached here updated versions of the code annexes on

- LSC Reporting to Board of Governors,
- SpEP Mapping and
- Checklists and Flowcharts

There have been a few minor changes following recent feedback from our team and our conversation yesterday. [REDACTED] has also shared the LSC templates and SpEP Mapping documents with the EA Heads of Service and we are awaiting feedback from them which will most probably require further amendments to be made which I will then forward to you also.

Regards,

[REDACTED]

From: [REDACTED]@education-ni.gov.uk>
Sent: 15 January 2020 14:17

To: [redacted]@eani.org.uk>
Cc: [redacted]@education-ni.gov.uk>
Subject: FW: HPRM: RE: Code annexes request for EA views/assistance

Hi [redacted]

Just a very quick question that has come up.

The checklists does the Principal need to sign?

Regards,

[redacted]

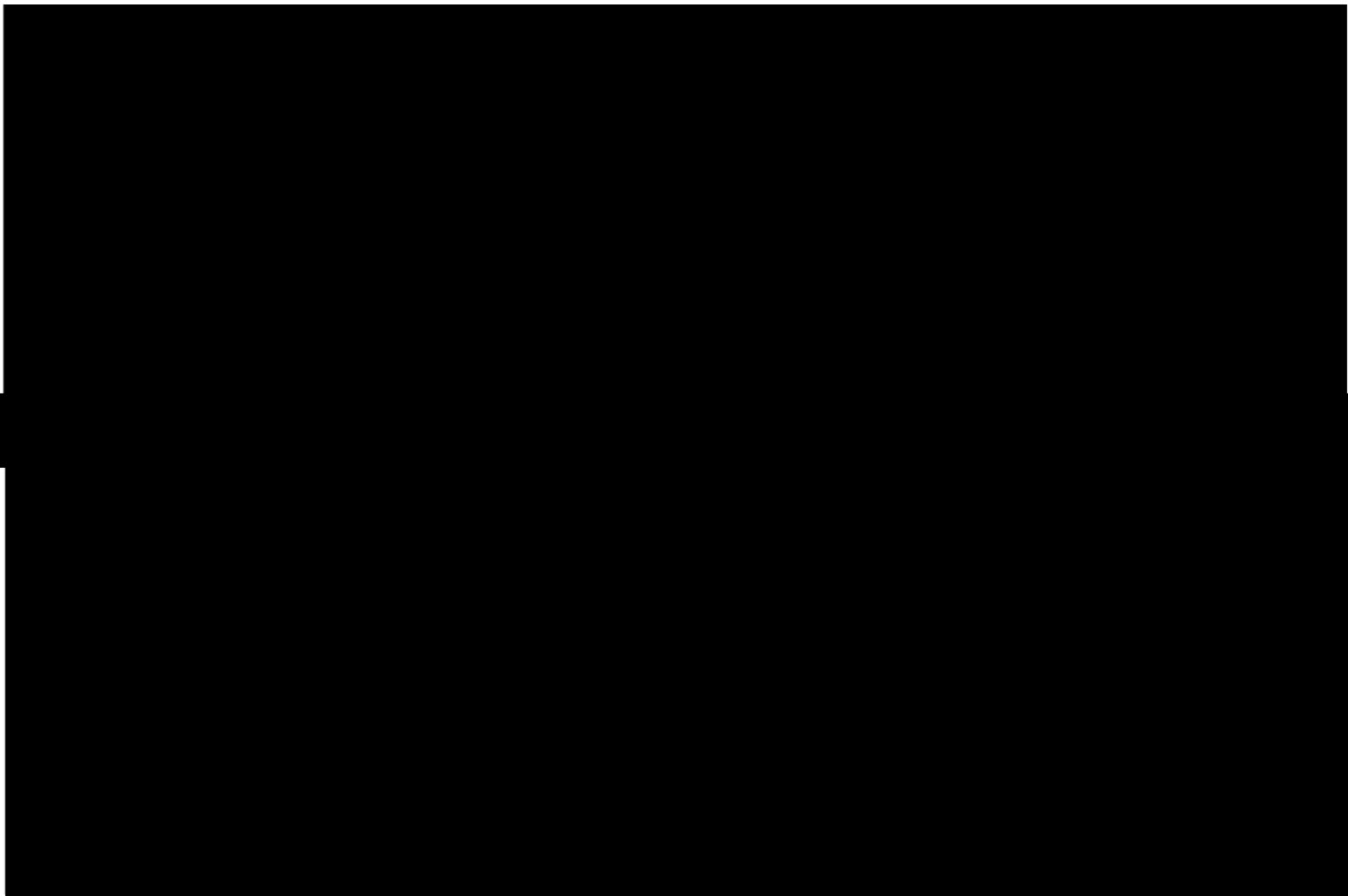
[redacted]

Special Education and Inclusion Review Team
Department of Education
Tel: [redacted]

(Working days Tuesday, Wednesday, Thursday (9 to 5pm) and Friday (9 to 2pm))

From: [redacted] [mailto:[redacted]@eani.org.uk]

[Large redacted area covering the main body of the email]





[REDACTED]

From: [REDACTED]
Sent: 05 March 2020 17:55
To: [REDACTED]
Subject: Final Version of Provision Mapping Booklet
Attachments: Guidance on the Approach to SpEP Mapping Booklet -FINAL version .pdf

Hi [REDACTED]

Thanks so much for sending to on.

[REDACTED]

Kindest Regards,

[REDACTED]

Special Education and Inclusion Review Team
Department of Education
Tel: [REDACTED]

(Working days Monday (9 to 1pm), Tuesday, Wednesday, Thursday (9 to 5pm) and Friday (9 to 2pm))

From: [REDACTED] (mailto:[REDACTED]@eani.org.uk)
Sent: 04 March 2020 16:22
To: [REDACTED]@education-ni.gov.uk>
Subject: Final Version of Provision Mapping Booklet

Hi [REDACTED]

I thought I should send you the finalised SpEP Mapping booklet. There's very little difference between this version and the previous one sent to you except that the front cover has our team logo and there are some very minor amendments to the templates inside- no change to text content.

Regards,
[REDACTED]

[REDACTED] | Assistant Advisory Officer
SEND Implementation Team



Education Authority

Child Guidance Centre, 45 Derrychara Road, Enniskillen, Co Fermanagh BT74 6JF

T: [REDACTED] | M: [REDACTED] | E: [REDACTED]@eani.org.uk | W:

www.eani.org.uk

[REDACTED]

From: [REDACTED]
Sent: 15 January 2020 14:17
To: [REDACTED]
Cc: [REDACTED]
Subject: FW: HPRM: RE: Code annexes request for EA views/assistance
Attachments: NURSERY FLOWCHARTS & CHECKLISTS STAGE 1-3.zip; POST-PRIMARY FLOWCHARTS & CHECKLISTS STAGE 1-3.zip; PRIMARY FLOWCHARTS & CHECKLISTS STAGE 1-3.zip; FW: LSC Annual Report on SEN to BoG, Principal and SLT- Primary, Post-Primary, Nursery and Special Versions; EA Annual Review Notes of Guidance 2018.pdf; LSC REPORT ON SEN TO BoG, PRINCIPAL AND SMT.zip; Key headings to be included in the LSC Annual Report on Special Educational Needs to Board of Governors.docx

Hi [REDACTED]

Just a very quick question that has come up.

The checklists does the Principal need to sign?

Regards,

[REDACTED]

Special Education and Inclusion Review Team
Department of Education
Tel: [REDACTED]

(Working days Tuesday, Wednesday, Thursday (9 to 5pm) and Friday (9 to 2pm))

From: [REDACTED] mailto:[REDACTED]@eani.org.uk
Sent: 13 November 2019 14:58
To: [REDACTED]@education-ni.gov.uk>; [REDACTED]@education-ni.gov.uk>; [REDACTED]@education-ni.gov.uk>; [REDACTED]@eani.org.uk>; [REDACTED]@eani.org.uk>
Subject: HPRM: RE: Code annexes request for EA views/assistance

[REDACTED]

From: [REDACTED]
Sent: 26 May 2022 09:33
To: [REDACTED]
Cc: [REDACTED]
Subject: RE: COP/Regs

[REDACTED]

In what context are you referring to exceptional circumstances - if you mean in relation to the application of exceptions within the statutory assessment process then it's something like the child/parent is in hospital for a prolonged period/serious condition, death etc.

Regards

[REDACTED]

From: [REDACTED]@eani.org.uk>
Sent: 26 May 2022 08:16
To: [REDACTED]@education-ni.gov.uk>
Cc: [REDACTED]@education-ni.gov.uk>; [REDACTED]@education-ni.gov.uk>
Subject: RE: COP/Regs

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And another query... We need to do some work with EPS on what an exceptional circumstance is – somewhere in my mind I think [REDACTED] had mentioned that DE were looking at this?

From: [REDACTED]@education-ni.gov.uk>
Sent: 25 May 2022 19:07
To: [REDACTED]@eani.org.uk>
Cc: [REDACTED]@education-ni.gov.uk>; [REDACTED]@education-ni.gov.uk>
Subject: RE: COP/Regs

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Hi [REDACTED]

[REDACTED]

Turning to the draft Code. We are hoping to begin reviewing the statutory assessment section soon. Specifically regarding paragraph 4.90 I can see we received consultation feedback from health that advice from health may also

I hope this helps.

Regards,

Special Education & Inclusion Review Team | Department of Education
Room G178 | Rathgael House | Balloo Road | Bangor | BT19 7PR
Contact: ✉ [redacted]@education-ni.gov.uk; ☎ Tel: [redacted]

From: [redacted] [mailto:[redacted]@eani.org.uk]

Sent: 25 May 2022 14:34

To: [redacted]@education-ni.gov.uk>; [redacted]@education-ni.gov.uk>

Subject: COP/Regs

Good afternoon gentleman

We are doing the workshops with Health on 8th & 9th June re contents of advice. Are there any major changes to the COP/Regs in this area (see below)

[redacted] Senior Adviser
Children & Young People's Service



Education Authority
Ballee Road West, Ballymena BT42 2HS
email: [redacted]@eani.org.uk

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[REDACTED]

From: [REDACTED]@eani.org.uk>
Sent: 25 March 2020 18:56
To: [REDACTED]
Subject: FW: Comments on the Annexes to the Code of Practice
Attachments: Finalised Annexes for the Code of Practice - finalised - copy passed to EA 6 March 2020 with comments 25-03-20.DOCX; Finalised Code of Practice - Section 8 - finalised - copy passed to EA 11 Feb 2020.DOCX; 4 step SpEP Mapping Process diagram.docx; Key headings to be included in the LSC Annual Report on Special Educational Needs to Board of Governors.docx

Hello [REDACTED] and [REDACTED]

[REDACTED]

I've been spending some time going through the draft annexes in detail. There were a number of points that I wanted to make so I ended up making comments on the annexes document (attached) for ease of reference and I've also attached any other documents that I've referenced within my comments.

One other point I have not noted in the comments and would like to maybe suggest is in relation to the **ordering of the flowcharts and checklists (Annex 3a-9c)**. In the draft version attached here the flowcharts and checklists are ordered according to **stages of provision**, e.g. nursery, primary, post primary concern flowcharts, then nursery, primary, post primary concern checklists, and so on. However, when [REDACTED] and I were working on these, it would have been our intention that all the documents relating to **each phase** would be put together in the Code, e.g. Nursery Concern Flowchart, Nursery Concern Checklist, Nursery Stage 1 Flowchart, Nursery Stage 1 to Stage 2 Checklist, etc and same for primary and post primary. We also colour coded these according to what stage of provision the child is at. The idea of doing it like this was to make it user-friendly and less confusing for SENCOs/teachers so that all the flowcharts and checklists for their phase would be located consecutively within the Code therefore easier for them to find and also so that it would show them at a glance what the processes for each stage of provision should be and give them an overall sense of the graduated approach to provision from Concern Stage to Stage 3.

Hope that makes sense.
Regards,

[REDACTED]
Assistant Advisory Officer
SEND Implementation Team



Education Authority

Child Guidance Centre, 45 Derrychara Road, Enniskillen, Co Fermanagh BT74 6JF

T: [REDACTED] | M: [REDACTED] E: [REDACTED]@eani.org.uk | W:

www.eani.org.uk

[REDACTED]

From: [REDACTED] <[REDACTED]@eani.org.uk>
Sent: 15 December 2020 15:06
To: [REDACTED]
Cc: [REDACTED]
Subject: RE: Section 10 of the draft Code
Attachments: amendment to CoP point 10.7.docx

Good afternoon [REDACTED]

[REDACTED] and I met this afternoon and would like to suggest one further amendment to point 10.7 of the Code (attached).

We will need to further pursue the second action you had asked us to follow up on in relation to whether pupil wellbeing and pupil engagement should be included on the primary and post-primary versions of the PtP and will contact you separately on this.

Kind regards,
[REDACTED]

From: [REDACTED]@education-ni.gov.uk>
Sent: 04 December 2020 14:09
To: [REDACTED]@eani.org.uk>; [REDACTED]@eani.org.uk>
Cc: [REDACTED]@education-ni.gov.uk>; [REDACTED]@education-ni.gov.uk>; [REDACTED]@education-ni.gov.uk>; [REDACTED]@education-ni.gov.uk>
Subject: Section 10 of the draft Code

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[REDACTED]

Thank you both for your time at today's meeting.

I attach Section 10 of the draft Code and would draw your attention to paragraph 10.7. We would appreciate it if you could consider and suggest any additional wording/amendments.

Regards,
[REDACTED]

Special Education & Inclusion Review Team | Department of Education
Room G17B | Rathgael House | Balloo Road | Bangor | BT19 7PR
Contact: ✉ [REDACTED]@education-ni.gov.uk; | 📞 Tel: [REDACTED]

[REDACTED]

From: [REDACTED]
Sent: 14 February 2023 12:20
To: [REDACTED]@eani.org.uk
Cc: [REDACTED]
Subject: Draft SEN Code - paragraphs on Learning Support Co-ordinator role
Attachments: Learning Support Co-ordinator paras from draft SEN Code.docx

Good afternoon [REDACTED]

I work in a team with responsibility for drafting & finalising the new SEN Code of Practice. By way of background the new Code is still in draft and won't come into effect until new SEN Regulations are made, which in turn requires an NI Assembly.

One of the sections of the new Code contains a set of paragraphs on the new Learning Support Co-ordinator (which will replace the SENCo) role. We have ran these paragraphs past the EA SEND Implementation Team who are content. I have attached the relevant paragraphs and would be most grateful if you could review them and advise if you are content or have any suggested changes.

I would appreciate it if you could respond by 28 February 2023.

Regards,
[REDACTED]

Special Education & Inclusion Review Team | Department of Education
Room F11 | Rathgael House | Balloo Road | Bangor | BT19 7PR
Contact: ✉ [REDACTED]@education-ni.gov.uk; ☎ Tel: [REDACTED]

email: [REDACTED]@eani.org.uk

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From: [REDACTED]
Sent: 15 January 2020 4:29 PM
To: [REDACTED]@eani.org.uk
Cc: [REDACTED]@eani.org.uk; [REDACTED]@education-ni.gov.uk; [REDACTED]
[REDACTED]@education-ni.gsi.gov.uk; [REDACTED]@education-ni.gov.uk; [REDACTED]
[REDACTED]@education-ni.gsi.gov.uk; [REDACTED]@education-ni.gsi.gov.uk;
[REDACTED]@education-ni.gov.uk
Subject: FW: HPRM: RE: Code annexes request for EA views/assistance

Hi [REDACTED]

Happy New Year!!!

Many thanks for your most recent comments regarding Section 3, the flowchart and checklists etc. At this stage, however, rather than making any amendments to the current draft Code, we are keeping a record of any Comments/Issues received in this intervening period (prior to consult on the draft SEN regulations and the draft Code of Practice). We will consider the Comment/Issues list along with consultation responses received during the consultation analysis stage.

Again may thanks for your comments.
Regards.

From: [REDACTED]
Sent: 15 January 2020 4:05 PM
To: [REDACTED]@education-ni.gov.uk
Cc: [REDACTED]@education-ni.gov.uk; [REDACTED]@education-ni.gov.uk;
[REDACTED]@education-ni.gov.uk
Subject: FW: HPRM: RE: Code annexes request for EA views/assistance

Hi [REDACTED]

You asked a question on the Code Annexes 'Does Principal need to sign checklists?', please see the answer to this highlighted in yellow from [REDACTED]

I have discussed with [REDACTED] and the changes to the documents I am going to print off do a comparison and make any amendments as necessary.

Regards,

[REDACTED]

Special Education and Inclusion Review Team
Department of Education
Tel: [REDACTED]

(Working days Tuesday, Wednesday, Thursday (9 to 5pm) and Friday (9 to 2pm))

From: [REDACTED]mailto:[REDACTED]@eani.org.uk
Sent: 15 January 2020 15:47
To: [REDACTED]@education-ni.gov.uk; [REDACTED]@education-ni.gov.uk
Subject: RE: HPRM: RE: Code annexes request for EA views/assistance

Hi [REDACTED]

We felt that it was sufficient for the LSC or class teacher to sign off on the checklists following collaboration with relevant school staff as a record of the actions taken by them in considering the need for the next stage of special educational provision. Obviously the principal would be part of this collaboration but it would be the LSC and class teachers who would be taking the actions, completing the checklist and compiling the evidence/records at class level to support the decision to move the child to the next stage.

I have also attached here updated versions of the code annexes on

- LSC Reporting to Board of Governors,
- SpEP Mapping and
- Checklists and Flowcharts

There have been a few minor changes following recent feedback from our team and our conversation yesterday. [REDACTED] has also shared the LSC templates and SpEP Mapping documents with the EA Heads of Service and we are awaiting feedback from them which will most probably require further amendments to be made which I will then forward to you also.

Regards,

From: [REDACTED]@education-ni.gov.uk>

Sent: 15 January 2020 14:17

To: [REDACTED]@eani.org.uk>

Cc: [REDACTED]@education-ni.gov.uk>

Subject: FW: HPRM: RE: Code annexes request for EA views/assistance

Hi [REDACTED]

Just a very quick question that has come up.

The checklists does the Principal need to sign?

Regards,

[REDACTED]
Special Education and Inclusion Review Team

Department of Education

Tel: [REDACTED]

(Working days Tuesday, Wednesday, Thursday (9 to 5pm) and Friday (9 to 2pm))

[REDACTED]
Hi [REDACTED]

[REDACTED]

From: [REDACTED]

Sent: 20 January 2021 15:16

To: [REDACTED]

Cc: [REDACTED]

Subject: Short note of the meeting to discuss amended EOTAS guidance /suggestions from behaviour support team - Friday 4th December 2020

Attachments: Short note of the meeting to discuss amended EOTAS guidance suggestions...docx

[REDACTED]

[REDACTED]

If I don't hear anything anything I will assume you are both content with the note of the meeting.

Kindest Regards,

[REDACTED]

Special Education and Inclusion Review Team
Department of Education
Tel: [REDACTED]

(Working days Monday (9 to 1pm), Tuesday, Wednesday, Thursday (9 to 5pm) and Friday (9 to 2pm))

[REDACTED]

From: [REDACTED]
Sent: 20 September 2024 11:33
To: [REDACTED]
Cc: [REDACTED]
Subject: RE: Regs & COP
Attachments: SI template SEN Regs 30.7.24.doc

Hi [REDACTED]
[REDACTED] agreed to share at the meeting (we are still reviewing).

The COP sections that [REDACTED] sent before summer are the latest versions.

Thankyou,
[REDACTED]

From: [REDACTED]@eani.org.uk>
Sent: Friday, September 20, 2024 7:53 AM
To: [REDACTED]@education-ni.gov.uk>
Subject: Regs & COP

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[REDACTED]
[REDACTED] I have forwarded the COP sections that [REDACTED] sent ne before the summer - are these the most up to date ones?

[REDACTED] Senior Adviser
Statutory Assessment & Review Service
Children & Young People's Service



Education Authority

Ballee Road West, Ballymena BT42 2HS

email: [REDACTED]@eani.org.uk

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[REDACTED]

From: [REDACTED]@eani.org.uk
Sent: 19 July 2023 15:32
To: [REDACTED]
Subject: Post-consultation version - Section 5 (old sec 4) - Statutory Assessment v2 [REDACTED]
Comments 16.05.23
Attachments: Post-consultation version - Section 5 (old sec 4) - Statutory Assessment v2 [REDACTED]
Comments 16.05.23.docx

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[REDACTED]

From: [REDACTED]
Sent: 20 July 2023 13:57
To: [REDACTED]
Cc: [REDACTED]
Subject: RE: Post-consultation version - Section 5 (old sec 4) - Statutory Assessment v2 [REDACTED] Comments 16.05.23
Attachments: Section 5 (old sec 4) - Statutory Assessment v2 [REDACTED] EA Comments 16.05.23.docx

[REDACTED]

When you have time to consider this, please also look at para 5.64, as attached & which I think [REDACTED] has missed. If [REDACTED]'s suggested approach at para 5.31 is accepted, then para 5.64 reference to consent (& key point beneath it) will need removed. However, para 5.64 references reg 9(8) which places a burden on EA to seek consent which is not needed under performance of a public task. That reg's wording may need removed but ultimately I assume we'll need a DSO view? As mentioned however, I don't know where previous DSO advice is on this, and if DSO considered the matter from how [REDACTED] has explained it – see his comment at 5.63.

Copying [REDACTED] in as he may know where previous legal advice is and if it considered an explanation like [REDACTED]'s etc.

Thanks,
[REDACTED]

From: [REDACTED]
Sent: Thursday, July 20, 2023 8:49 AM
To: [REDACTED]@education-ni.gov.uk>
Cc: [REDACTED]@education-ni.gov.uk>
Subject: RE: Post-consultation version - Section 5 (old sec 4) - Statutory Assessment v2 [REDACTED] Comments 16.05.23

[REDACTED]

To see [REDACTED] (EA) comments at para 5.31 & 5.63. [REDACTED] has very helpfully not only offered comments, but also provided us draft tracked changes too. I agree with what [REDACTED]'s saying here. Para 5.31 changes are quite straightforward. As regards para 5.63, I think what he is saying is: (1) EA can share a child's SEN info with health under the auspices of seeking advice, under performance of public task, and (2) where health request info from EA, this is where Article 12(A)(2) applies, i.e. in that circumstance EA need to seek permission. In scenario 1, they just make relevant party aware.

Unfortunately I don't know where our legal advice is on this, however, this is the first time I have seen [REDACTED]'s advice stated this way, and it makes sense to my non-legal mind anyway! I will add [REDACTED]'s changes to our trim master version.

Thanks,
[REDACTED]

Special Education & Inclusion Review Team | Department of Education
Room F14 | Rathgael House | Balloo Road | Bangor | BT19 7PR
Contact: ✉ [REDACTED]@education-ni.gov.uk; ☎ Tel: [REDACTED]

From: [REDACTED]@eani.org.uk>
Sent: Wednesday, July 19, 2023 3:32 PM

[REDACTED]

From: [REDACTED]@eani.org.uk >
Sent: 24 November 2023 15:10
To: [REDACTED]
Subject: RE: Annexes to new draft SEN code of practice

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Sorry – I had read that should it be removed AND changed to SMS!

So yes remove and change to SMS

[REDACTED] Senior Adviser
Statutory Assessment & Review Service
Children & Young People's Service



Education Authority
Ballee Road West, Ballymena BT42 2HS
email: [REDACTED]@eani.org.uk

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From: [REDACTED]@education-ni.gov.uk >
Sent: Friday, November 24, 2023 2:05 PM
To: [REDACTED]@eani.org.uk >
Subject: RE: Annexes to new draft SEN code of practice

Hi [REDACTED]

Thanks for getting back to me. Just want to clarify one point.

I asked – 'Should SIMS be removed or changed to SMS?' You replied 'Yes'. Please clarify which option you mean.

Kind regards,
[REDACTED]

From: [REDACTED]@eani.org.uk>
Sent: Friday, November 24, 2023 1:29 PM
To: [REDACTED]@education-ni.gov.uk>
Cc: [REDACTED]@eani.org.uk>; [REDACTED]@education-ni.gov.uk>
Subject: RE: Annexes to new draft SEN code of practice

Apologies [REDACTED] - thought I had sent this through.

[REDACTED] Senior Adviser
Statutory Assessment & Review Service
Children & Young People's Service



Education Authority
Ballee Road West, Ballymena BT42 2HS
email: [REDACTED]@eani.org.uk

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From: [REDACTED]@education-ni.gov.uk>
Sent: Wednesday, October 11, 2023 1:31 PM
To: [REDACTED]@eani.org.uk>
Cc: [REDACTED]@eani.org.uk>; [REDACTED]@education-ni.gov.uk>
Subject: Annexes to new draft SEN code of practice

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Hi [REDACTED]

At the Ballymena SARS visit 2nd Oct you asked to see the latest version of the code annexes – see attached. I know we went through these before and agreed changes, so they should hopefully be 99% final. There are just a few minor comments on the attached for your consideration.

With thanks to [REDACTED] who has re-reviewed Annex 8 in light of latest draft SEN regs, however these will need reviewed again when regulations are made/finalised.

Kind regards,

[REDACTED]
Special Education & Inclusion Review Team | Department of Education
Room F14 | Rathgael House | Balloo Road | Bangor | BT19 7PR
Contact: ✉ [REDACTED]@education-ni.gov.uk; | ☎ Tel [REDACTED]

[REDACTED]

From: [REDACTED]@eani.org.uk >
Sent: 24 November 2023 13:29
To: [REDACTED]
Cc: [REDACTED]
Subject: RE: Annexes to new draft SEN code of practice
Attachments: Post-consultation version of Annexes for the Code - dated 11 October 2023 (002).docx

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Apologies [REDACTED] - thought I had sent this through.

[REDACTED] Senior Adviser
Statutory Assessment & Review Service
Children & Young People's Service



Education Authority
Ballee Road West, Ballymena BT42 2HS
email [REDACTED]@eani.org.uk

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From: [REDACTED]@education-ni.gov.uk>
Sent: Wednesday, October 11, 2023 1:31 PM
To: [REDACTED]@eani.org.uk>
Cc: [REDACTED]@eani.org.uk>; [REDACTED]@education-ni.gov.uk>
Subject: Annexes to new draft SEN code of practice

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Hi [REDACTED]

At the Ballymena SARS visit 2nd Oct you asked to see the latest version of the code annexes – see attached. I know we went through these before and agreed changes, so they should hopefully be 99% final. There are just a few minor comments on the attached for your consideration.

With thanks to [REDACTED] who has re-reviewed Annex 8 in light of latest draft SEN regs, however these will need reviewed again when regulations are made/finalised.

Kind regards,

[REDACTED]

Special Education & Inclusion Review Team | Department of Education
Room F14 | Rathgael House | Balloo Road | Bangor | BT19 7PR
Contact: ✉ [REDACTED]@education-ni.gov.uk; ☎ Tel: [REDACTED]

[REDACTED]

From: [REDACTED]
Sent: 11 October 2023 13:31
To: [REDACTED]
Cc: [REDACTED]
Subject: Annexes to new draft SEN code of practice
Attachments: Post-consultation version of Annexes for the Code - dated 11 October 2023.DOCX

Hi [REDACTED]

At the Ballymena SARS visit 2nd Oct you asked to see the latest version of the code annexes – see attached. I know we went through these before and agreed changes, so they should hopefully be 99% final. There are just a few minor comments on the attached for your consideration.

With thanks to [REDACTED] who has re-reviewed Annex 8 in light of latest draft SEN regs, however these will need reviewed again when regulations are made/finalised.

Kind regards,

[REDACTED]

Special Education & Inclusion Review Team | Department of Education
Room F14 | Rathgael House | Balloo Road | Bangor | BT19 7PR
Contact: ✉ [REDACTED]@education-ni.gov.uk; ☎ Tel: [REDACTED]

[REDACTED]

From: [REDACTED]@eani.org.uk>
Sent: 15 December 2020 11:54
To: [REDACTED]
Subject: RE: Section 2 of the draft Code of Practice

Hi [REDACTED]

[REDACTED]

From: [REDACTED]@education-ni.gov.uk>
Sent: 12 November 2020 09:47
To: [REDACTED]@eani.org.uk>
Cc: [REDACTED]@eani.org.uk> [REDACTED]@education-ni.gov.uk>; [REDACTED]@education-ni.gov.uk>, [REDACTED]@education-ni.gov.uk>
Subject: Section 2 of the draft Code of Practice

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Hi [REDACTED]

[REDACTED]

I have attached Section 2 of the draft code for your information. I would draw your attention to paragraphs 2.17 to 2.26 which cover the new EA plan. You may be interested in terms of how your new service for children who are looked after may fit into the new plan.

Regards,
[REDACTED]

Special Education & Inclusion Review Team | Department of Education
Room G17B | Rathgael House | Balloo Road | Bangor | BT19 7PR
Contact: ✉ [REDACTED]@education-ni.gov.uk; | 📞 Tel: [REDACTED]

[REDACTED]

From: [REDACTED]
Sent: 05 January 2024 12:05
To: [REDACTED]
Cc: [REDACTED]
Subject: RE: 6 step process in the draft code of practice
Attachments: Section 4 (old sec 3) - Identification, Assessment and Provision by Schools.DOCX

Happy New Year [REDACTED]

[REDACTED] and I have considered this and suggest that the six steps could include something along the following lines to explain them better. This could be weaved into the end of the existing paragraph 4.18 perhaps as a list of bullet points. Happy for suggested edits/changes here.

Identification – clearly defining what the issue or concern is, including a child’s strengths and weaknesses.
Planning – agree who will be involved to help child make progress, what support is required and a timeframe to provide the support; ensure all involved understand child’s needs and parents kept informed.
Action – put plan into action, understanding that further & continuous adjustments may be necessary.
Monitoring – ensure monitoring is carried out agreed intervals, e.g. suitable qualitative and quantitative measures.
Evaluation – assess impact of support and record the progress made by the child (or children) including the identification of any further support required.
Review – consider if the approach taken has improved the outcomes for the child (or children) and if any amendments are needed to the process etc. and implement the changes if appropriate.

Hope this is useful and happy to talk too.

Kind Regards,
[REDACTED]

Special Education Review Team | Department of Education
Room F14 | Rathgael House | Balloo Road | Bangor | BT19 7PR
Contact: ✉ [REDACTED]@education-ni.gov.uk; ☎ Tel: [REDACTED]



"Every child and young person is happy, learning and succeeding."



From: [REDACTED]@education-ni.gov.uk
Sent: Friday, December 8, 2023 1:43 PM
To: [REDACTED]@education-ni.gov.uk
Cc: [REDACTED]@education-ni.gov.uk; [REDACTED]@education-ni.gov.uk; [REDACTED]@education-ni.gov.uk; [REDACTED]@education-ni.gov.uk
Subject: RE: COP

That's great [REDACTED] – we have a meeting planned for jan – maybe we can pick up then and if SEND Team have queries in the meantime I can come back to you.

[REDACTED] Senior Adviser
Statutory Assessment & Review Service



Education Authority

Ballee Road West, Ballymena BT42 2HS

email: [redacted]@eani.org.uk

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From: [redacted]@education-ni.gov.uk>
Sent: Friday, December 8, 2023 12:44 PM
To: [redacted]@eani.org.uk>
Cc: [redacted]@education-ni.gov.uk>; [redacted]@education-ni.gov.uk>; [redacted]@education-ni.gov.uk>; [redacted]@education-ni.gov.uk>
Subject: RE: COP

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Hi [redacted]

Apologies for delay in responding. [redacted] has checked our records and we can't find where this came from. [redacted] and I agree that the 6 cycle seems clearer than the 4 step, Assess Plan Do Review, for one thing, as you say, it includes identification.

Looking at para 4.18 and the diagram below it is rather sparse in detail. Esp. when compared to special educational mapping, which has its own annex 2.

We can consider further next week and perhaps send further thoughts on what each step means, and this may help with development of an additional annex. Happy to talk too.

Regards,
[redacted]

From: [redacted]@eani.org.uk>
Sent: Friday, December 8, 2023 11:54 AM
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Subject: RE: COP

Good morning everyone

Would welcome your views on the query below – we think the 6 steps are clearer as Identification as the forefront - we will develop on the basis of this but will need to look at the annexes.

██████████ Senior Adviser
Statutory Assessment & Review Service
Children & Young People's Service



Education Authority
Ballee Road West, Ballymena BT42 2HS
email ██████████@eani.org.uk

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From ██████████
Sent: Wednesday, December 6, 2023 5:09 PM
To: ██████████@education-ni.gov.uk; ██████████@education-ni.gov.uk>;
██████████@education-ni.gov.uk>; ██████████@education-ni.gov.uk>;
██████████@education-ni.gov.uk
Subject: COP

Folks

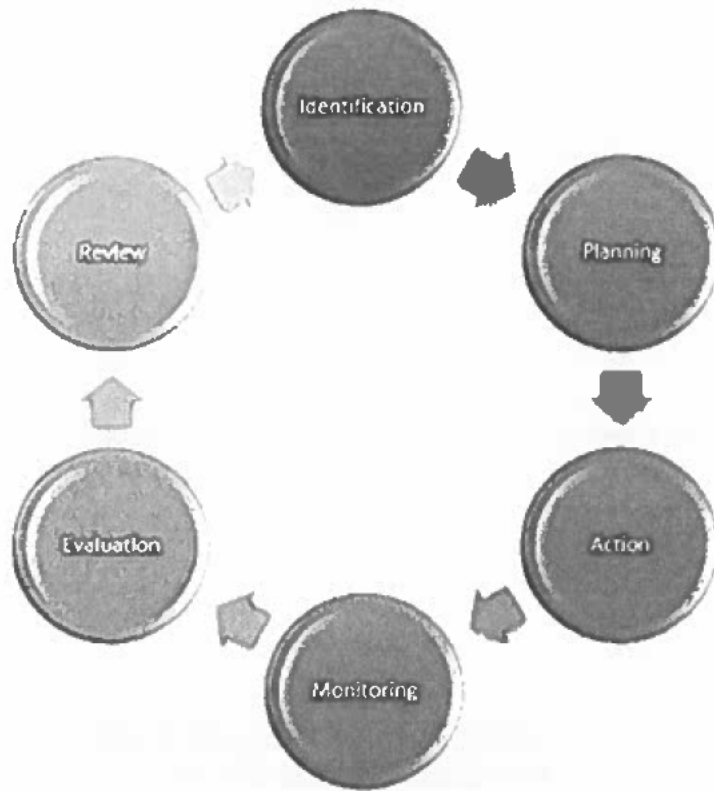
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4.18 The continuum of whole school educational provision and special educational provision is delivered through a continuous and systematic cycle of identification, planning, taking action, monitoring, evaluation and review by the school to enable all children, including those with SEN, to learn and progress.

Diagram 4.4: Continuous and Systematic Cycle of Whole School Educational Provision and Special Educational Provision



██████████ Senior Adviser
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[REDACTED]

From: [REDACTED]@eani.org.uk >
Sent: 08 January 2024 13:57
To: [REDACTED]
Subject: GR
Attachments: GR - Task 3 - 6 part cycle (002).docx

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FOR INTERNAL NICS STAFF ONLY - If you have any concerns regarding the email please forward to spam@finance-ni.gov.uk.

Hi [REDACTED]

The team had a look at the language within the six steps again and revised some of it - do you want to have a look at it?

[REDACTED] Senior Adviser
Statutory Assessment & Review Service
Children & Young People's Service



Education Authority
Ballee Road West, Ballymena BT42 2HS
email: [REDACTED]@eani.org.uk

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From: [REDACTED]@education-ni.gov.uk >
Sent: Friday, January 5, 2024 12:05 PM
To: [REDACTED]@eani.org.uk >
Cc: [REDACTED]@education-ni.gov.uk >, [REDACTED]@education-ni.gov.uk >
Subject: RE: 6 step process in the draft code of practice

Happy New Year [REDACTED]

[REDACTED] and I have considered this and suggest that the six steps could include something along the following lines to explain them better. This could be weaved into the end of the existing paragraph 4.18 perhaps as a list of bullet points. Happy for suggested edits/changes here.

Identification – clearly defining what the issue or concern is, including a child's strengths and weaknesses.

Planning – agree who will be involved to help child make progress, what support is required and a timeframe to provide the support; ensure all involved understand child’s needs and parents kept informed.
Action – put plan into action, understanding that further & continuous adjustments may be necessary.
Monitoring – ensure monitoring is carried out agreed intervals, e.g. suitable qualitative and quantitative measures.
Evaluation – assess impact of support and record the progress made by the child (or children) including the identification of any further support required.
Review – consider if the approach taken has improved the outcomes for the child (or children) and if any amendments are needed to the process etc. and implement the changes if appropriate.

Hope this is useful and happy to talk too.

Kind Regards,

Special Education Review Team | Department of Education
Room F14 | Rathgael House | Balloo Road | Bangor | BT19 7PR
Contact: ✉ [redacted]@education-ni.gov.uk; ☎ Tel: [redacted]



"Every child and young person is happy, learning and succeeding."



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Sent: Friday, December 8, 2023 1:43 PM
To: [redacted]@education-ni.gov.uk>
Cc: [redacted]@education-ni.gov.uk>; [redacted]@education-ni.gov.uk>; [redacted]@education-ni.gov.uk>; [redacted]@education-ni.gov.uk>
Subject: RE: COP

That’s great [redacted] – we have a meeting planned for jan – maybe we can pick up then and if SEND Team have queries in the meantime I can come back to you.

[redacted] Senior Adviser
Statutory Assessment & Review Service
Children & Young People’s Service



Education Authority
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email: [redacted]@eani.org.uk

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[redacted]@education-ni.gov.uk
Subject: COP

Folks

I didn't get too much time to talk to those of you who were at ABC yesterday. You will have gathered that we are 'assisting' the Transformation Team with the work around the Graduated Response.

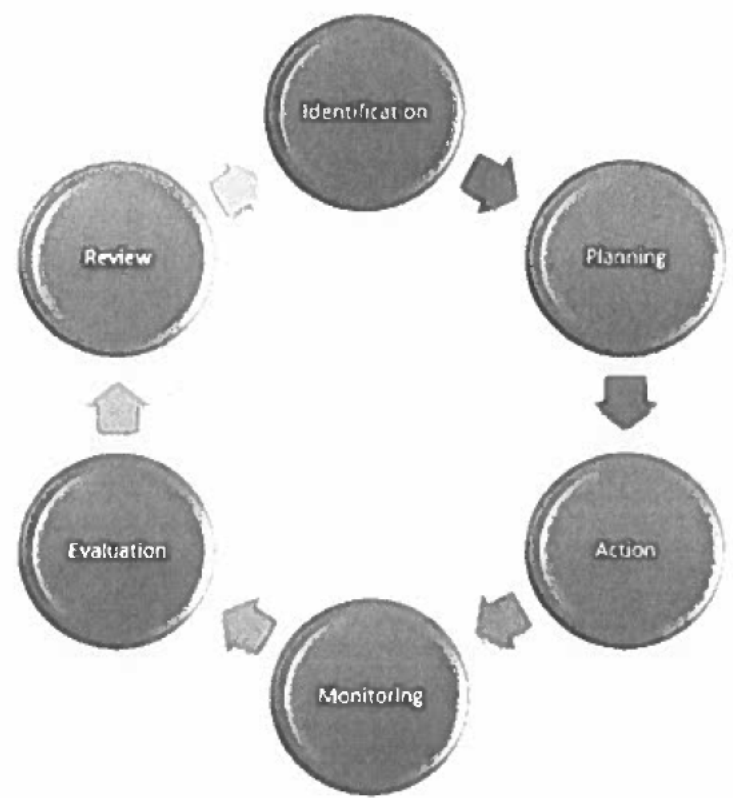
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