

## **Case Study 2: Refusal to Issue a Plan Decision**

We accept Jessica does have special educational needs. We are satisfied that Jessica is receiving a high level support directed at her special educational needs. Among the recommendations made by those who have assessed Jessica is that she should receive precision teaching. The support plan drawn up by the local authority (LA) following the EHC needs assessment identifies that this will be provided by Jessica's class teacher and teaching assistant. The information provided by the LA and the school indicates that Jessica's class teacher and the teaching assistant working in her class have both undertaken courses on Dyslexia Awareness and are therefore well positioned to provide the support Jessica requires.

A further recommendation was that Jessica should have sessions with a dyslexia trained teacher and it would appear that the SENCO does have a dyslexia qualification, Level 3 BDA and we note the SENCO is due to undergo Level 5 training in the near future. We are therefore of the view that the key staff involved with Jessica do have the necessary experience and training to be able to put in place appropriate dyslexia focused activities and strategies to address her needs.

There is evidence from school that Jessica is making progress. We were provided with the results of standardised tests carried out by the school in relation to Jessica's spelling and reading. In relation to spelling we were given the results of tests which do show progress over a given period. In relation to reading comprehension we were provided with test scores over time which also show that Jessica has made progress in reading accuracy, rate and comprehension although we acknowledge Jessica is still performing slightly below her chronological age in some areas. We accept the parent's submission that Jessica is not yet performing at an age appropriate level but consider, nevertheless, that she is making progress and does now have the benefit of targeted support from appropriate professionals. The information provided by school in Jessica's recent individual provision plan indicates that her confidence in maths is developing, her handwriting is neat and consistent and her spelling age has improved. All of these are very positive signs and a credit to Jessica and all those working with her. Clearly there is still more work to be done, but Jessica is making progress.

The support Jessica is currently receiving is being delivered from within the resources delegated to her school and at the moment we are not persuaded that any further support is required to meet her needs.

In conclusion we do not consider it is necessary for special educational provision to be made for Jessica in accordance with an EHC plan. Jessica is due to transfer to Year 5 in September and in the following year transfer to secondary school and matters should be kept under review.

**Order:** The appeal is dismissed.