



PARLIAMENTARY QUESTION NO. 38
Answered on 2 October 2026
Second Meeting 2026-2027 Session – Third Sitting

**PARLIAMENTARY QUESTION
ASKED BY**

MR. ROY TATUM
ELECTED MEMBER FOR RED BAY

TO

HON. ROLSTON M. ANGLIN
MINISTER OF FINANCE & ECONOMIC DEVELOPMENT *AND*
EDUCATION & TRAINING

QUESTION:

Can the Honourable Minister say how is each student's progress monitored against their Learning Support Plan under the School Action Plus provision of the Ministry of Education's policy document for students with additional learning needs, and what action is taken when the intended progress is not being made?

ANSWER:

Mister Speaker, under School Action Plus, each student has a Statement of Eligibility and a Learning Support Plan (LSP) which sets out specific, measurable and time-bound targets based on the student's identified needs, together with the interventions, resources and support required.

Progress is monitored through the graduated approach, which follows the Assess-Plan-Do-Review cycle, coordinated by the school's SENCO in partnership with classroom teachers. Schools use a range of evidence, including classroom and standardised assessments, teacher observations, student work, intervention data and, where relevant, reports from specialists such as Educational Psychologists, Speech and Language Therapists and Occupational Therapists.

The LSP is formally reviewed at least once per term, with parents, school staff, relevant specialists and, where appropriate, the student contributing to the review. This allows the school to determine

whether interventions are being implemented effectively, whether the student is making the expected progress and whether the level of support remains appropriate.

Where the intended progress is not being made, the school is required to review and adjust the LSP. This may include revising targets, adapting teaching strategies, increasing the frequency or intensity of interventions, providing additional support or resources, and seeking further specialist assessment or advice where necessary. Where concerns persist, a multidisciplinary review may be convened to determine whether a different level or type of provision is required.

For 2026–27, DES is also strengthening intervention-impact reviews and SEND quality assurance, with a greater focus not simply on whether support has been provided, but whether that support is producing measurable improvements in outcomes for the student.