

Dunton and Wrestlingworth Church of England
VC Lower Schools Federation

**Special Educational Needs and Disability
Policy with SEND information report**

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Date:
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Review Cycle:
Annual

Next Review:
September 2022

Links with other policies

Teaching and Learning Policy

Accessibility Plan

Behaviour and Anti-bullying policy

From the smallest seeds grow the biggest trees

OUR CHRISTIAN VISION

“The kingdom of heaven is like a mustard seed. A man plants the seed in his field. That seed is the smallest of all seeds. But when it grows, it is one of the largest garden plants. It becomes a tree, big enough for the wild birds to come and make nests in its branches.”

Matthew 13:31-32, International Children’s Bible

We believe each child is like a mustard seed, growing and thriving in our Church school family. All children are nurtured here and flourish through our teaching and care. We empower children to seek out the opportunities, responsibilities and experiences of life; children are inspired to be the best that they can be. Everyone is valued and able to grow in the love of God.

Whoever you are, you are welcome here

Introduction

Dunton and Wrestlingworth VC Lower Schools are inclusive schools and all children, irrespective of social background, culture, race, gender, differences in ability and disabilities have an entitlement to all areas of the curriculum.

Everyone within our schools is committed to providing the conditions and opportunities to enable any child with Special Educational Needs and Disabilities (SEND) to be included fully in all aspects of school life.

The schools follow statutory guidance published as the Special educational needs and disability code of practice: 0 to 25 years in January 2015.

The Special Needs policy at both schools supports the stated ethos in the foreword:

Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives. *(Dr Dan Poulter & Edward Timpson, 2015)*

Definition of Special Educational Needs taken from section 20 of the Children and Families Act 2014.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Our Aims

At Dunton and Wrestlingworth VC Lower Schools we aim:

- to enable every pupil to experience success
- to promote individual confidence and a positive attitude
- to ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- to give pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- to ensure that children with SEND have opportunities to receive and make known information, to express an opinion, and have that opinion taken into account in any matters affecting them
- to identify, assess, record and regularly review pupils' progress and needs
- to involve pupils and parents/carers in planning and supporting at all stages of their children's development
- to work collaboratively with parents, other professionals and support services
- to ensure that the responsibility held by all staff and governors for SEND is implemented and maintained.

Educational Inclusion

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs
- acquire, assimilate and communicate information at different rates
- require different strategies for learning
- need a range of different teaching approaches and experiences

Teachers respond to these needs by:

- providing support for children who need help with communication and language
- planning to develop children's understanding through the use of all available senses and experiences
- planning for children's full participation in learning, and in physical and practical activities
- helping children to manage their behaviour and to take part in learning effectively and safely.

Responsible Persons

The Warnock Committee in 1981 stated that approximately 20% of the school population would have some form of special educational need during their school life and therefore *all teachers must make provision for children with special needs within their mainstream classroom.*

Provision for children with special educational needs is a matter for the school as a whole. The Class Teacher is responsible for the planning and assessment for their whole class including children with SEND. It is each teacher's responsibility to provide for pupils with SEND in his/her class, and to be aware that these needs may be present in different learning situations.

All teaching staff are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs. The staff work as a team to help identify, assess and support children with SEND. The headteacher allocates specific Teaching Assistant (TA) support to meet the needs of children with SEND. This may include delivery of 1:1 programmes

to support children with their social, emotional and behavioural needs. These programmes may include work on self-esteem, emotional recognition and managing behaviour.

The governing body, in cooperation with the headteacher, has a legal responsibility for determining the policy and provision for pupils with SEND. It maintains a general overview and has appointed a representative governor (the SEND Governor), who takes particular interest in this aspect of the school.

Our SEND Governor is Lauren Hill

The person coordinating the day-to-day provision of education for pupils with SEND at Dunton VC Lower School is **Susan Watts, SENDCo**.

The person coordinating the day-to-day provision of education for pupils with SEND at Wrestlingworth VC Lower School is **Maria Poultney, SENDCo**.

The SEND Governor for both schools is **Lauren Hill**

Admission arrangements

All teachers in our schools are teachers of children with SEND and, as such, we adopt a 'whole school approach' which involves all staff adhering to a model of good practice. The school operates an equal opportunities policy for children with SEND and they are afforded the same rights as other children. This includes both those children who have an Education, Health and Care Plan (EHC Plan) and those children who have SEND but do not have an EHC Plan.

The School Admissions Code of Practice requires children and young people with SEND to be treated fairly.

Access

In line with the 2002 Special Educational Needs and Disability Discrimination Act and the 2006 Disability Discrimination Act, the headteacher and governors of the school have put in place an Accessibility Plan. This is published on the schools' website.

Access to the curriculum

All children have an entitlement to a broad and balanced curriculum. The National Curriculum and EYFS are our starting points for planning. The National Curriculum will be made available for all pupils. Where pupils have Special Educational Needs, a graduated response will be adopted.

- The school will make provision for pupils with Special Educational Needs to match the nature of their individual needs and the class teacher and SENDCo will keep regular records of the pupils' Special Educational Needs, the action taken and the outcomes.
- There will be flexible grouping of pupils so that learning needs may be met in individual, small group or whole class contexts.
- The curriculum will be planned and differentiated to meet the needs of individual pupils. Planning, teaching styles and flexible grouping will reflect this approach.
- Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils

who have marked learning difficulties.

Children are supported in the most appropriate way to maximise learning. This may include withdrawing individuals or groups from the classroom when it gives a more suitable learning style or environment. We remain ever mindful of a child's needs to retain access to the full curriculum and to be educated as far as possible alongside peers.

Assessment and Identification

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. Pupil's needs are identified by considering the needs of the whole child, this will include not just the special educational needs of the child, but other needs too. Identification of behaviour as a need is not an acceptable way to describe SEND. Concerns relating to a child's behaviour are described as an underlying response to a need which the school will be able to recognise and identify clearly using knowledge about the child. The Code of Practice (2014) outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional to or different from** the provision made as part of the school's usual differentiated curriculum and strategies.

We track the attainment and progress of all pupils using:

- Evidence obtained by teacher observation and ongoing assessment during lessons
- Evidence provided by children and their parents and/or carers
- EYFS baseline data
- Year 1-4 assessment data against National Curriculum subjects
- Year 1 Phonics test and the KS1 SATs tests
- Use of the Central Bedfordshire draft guidance on SEND 5-16: A Graduated Approach
- Monitoring of assessment information recorded through assessment tracking data

Children that are identified as making less than expected progress are then prioritised for intervention / support

This can be characterised by progress which:

- is significantly lower than those of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

Providing the graduated response

A pupil is identified to have special educational needs in a number of ways. It may be a parental concern or initiated from the school setting. The class teacher will, in consultation with parents, inform the SENDCo. The SENDCo and class teacher will then assess the child's needs and decide on the appropriate action.

Current classroom strategies will be reviewed and developed if appropriate. The class teacher will inform the parents, at the earliest opportunity, of concerns.

The Learning Support Record

This provides an 'at a glance' summary of provision for our learners who may need support that is in addition to the provision made as part of the school's usual differentiated curriculum and strategies, but that does not require specific targets. This will be completed for all children who have some level of support but may not yet need the SEND 1 Plan.

The Code of Practice, January 2015, further identifies areas of need as follows:

Special educational needs and provision can be considered as falling under four broad areas

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Our Learning Support Records denote support under the above category headings and the impact is reviewed at least termly. **All children have access to Quality First Teaching** (as recorded on the Learning Support Record).

SEND 1 Plan

The next stage of support, where provision is different and / or additional and targets are focussed and specific, would require the completion of a **SEND 1 Plan**. A meeting between parents and/or carers, class teacher and SENDCo, identifies outcomes. The plan sets out achievable targets and the additional provision that will be put in place. The child should also be involved in forming the plan including the strategies and the targets. The SEND 1 Plan is reviewed termly in discussion with parents.

SEND 2 Support Plan

A **SEND 2 Support Plan** denotes that the child's learning needs are more significant. This will include pupils who are not making progress, are making limited progress or who are working significantly below age-related expectations. Strategies at SEND 1 have been put into place to support but additional advice / support is required from outside agencies. Outside agencies are likely to be involved in providing specialist advice, training and assessment. The provision, strategies and targets are recorded and reviewed on a termly basis in discussion with parents.

Education, Health and Care Plan (EHC)

If a child needs further support, especially on a 1:1 basis for over 12 hours a week, then the school and parents may seek an **Education, Health and Care Plan**. An EHC is written following a period of assessment and involves parents, carers, health professionals and school staff. This might involve other professionals; Social Services, Speech and Language, Occupational Therapy services, Physiotherapist, an Advisory Support Teacher or Educational Psychologist or other suitable health professionals. The EHC is reviewed annually. The schools' own EHC Target and Review document is used to track progress on a termly basis.

Partnership with Parents

At all stages of the process the school keeps the parents fully informed and involved. In addition to the Parent Consultations which are held in the Autumn and Spring Terms, the school holds a review week in the latter part of each term. Parents are formally invited, with their child, to discuss, review and celebrate progress towards their targets. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education.

Involving Pupils

Children have a unique knowledge and understanding of their own needs. Their views will be taken into account when deciding what sort of help would be best suited to them. They will, where possible, be part of the decision-making process, especially the setting of targets.

Arrangements for complaints

If parents believe that their child has a learning difficulty or behavioural issue at school which has not yet been identified by the school, or if they are unhappy with the provision the school is making for their child with SEND, they should talk first to the child's Class Teacher.

If the parents think that the child should be given more support they should raise their concerns with the SENDCo and the Headteacher. Most concerns will be resolved in this way. If parents still feel dissatisfied they may choose to raise their concerns with the school's governor responsible for SEND. In the event of a formal complaint parents should follow the procedure in the School's Complaints Policy.

Relationship to other policies

This policy should be read in conjunction with the policies on teaching and learning, behaviour, equality and assessment and the School's accessibility plan.

Arrangements for monitoring and evaluation

The success of the school's SEND policy and provision is evaluated through school self-evaluation.

- The schools use an internal recording system based on the SEND graduated response cycle (see Appendix C). The paper form tracks the process from assessment, planning and doing through to the review.
- The policy is reviewed annually by the SENDCo, Headteacher and the designated Governor.

Appendices

Learning Support Record

Learning Support Record SpLD

SEND 1 Plan

SEND 1 Review

SEND 2 Support Plan

EHC Termly Plan

EHC Termly Review

Glossary of Abbreviations

Area of Need	All pupils, where appropriate QFT	LSR	SEND 1+ SEND 1 Learning Plan.docx	SEND 2 SEND Support Plan	Impact / notes
Cognition and Learning	Differentiated curriculum planning, activities, delivery and outcome. Increased visual aids/modelling etc. Visual timetables. Use of writing frames. Illustrated dictionaries. Access to a word processor. In class support from a LSA/ teacher. Focused group work with teacher/ LSA Individual reading with a teacher /LSA. Phonics programme	In class support from LSA. High frequency word games. Jigsaw sentences Computer/iPad programs to support learning Extra learning for e.g. phonics, tables etc. Additional in class support Additional individual reading. Use of recordable devices Use of coloured overlay rulers	Precision teaching Additional phonics training Social stories Extra learning for e.g. tables etc. Precision teaching Toe by Toe Pre-teaching	Access to specific resources and advisory teachers. Referral / advice from EP Referral / advice from CDC 1:1 LSA.	
Communication and Interaction	Differentiated curriculum planning, activities, delivery and outcome, e.g. simplified language. Increased visual aids/modelling etc. Structured school and class routines. Modelling, scaffolding Structured school and class routines Simplified language/signing Visual timetable	In class support from LSA with some focus on supporting speech and language. Individualised list of events/tasks for the day Use of symbols. Help with organisation e.g. reminders, checklist on whiteboard Resources to suit the needs of the child i.e. auditory, visual	Speech and language support	Referral / advice from school nurse / CDC for Social, interaction and communication difficulties. Speech and language programme. Speech and Language support, e.g. speech therapist and/or TA Makaton Individual Visual organiser	
Emotional, Behavioural and Social	Whole school behaviour policy Whole school expectations Achievement rewards Values nominations Circle time PSHE curriculum activities and resources Restorative justice / emotional coaching approach	Small group discussion time Group reward system Support for unstructured activities Regular 'touch base' conversation TA support in class for emotions time out if needed	Support with unstructured times Pastoral support: Drawing and Talking Self esteem Anger management Think Bricks (Lego therapy) Individual targets / reward Social stories Home/school communication book	Access to support from team for social, interaction and communication difficulties. Support from EP.	
Sensory and Physical	Flexible teaching arrangements. Staff aware of impairment. Medical support. Brain gym exercises. Uses of pencil grips. Modified / scaffolded worksheets.	Additional motor skills practise Access to equipment, e.g. sloping boards, pencil grips.	Motor skills programme for small group or individuals Occupational Therapy support - general advice	Individual support in class and for e.g. PE. Physiotherapy programme. Access to specific ICT Occupational therapist programme.	

SpLD Learning Support Record **Wrestlingworth and Dunton V.C. Lower Schools**

Name:	Class:	Date:
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SpLD friendly classroom environment	Planned support in class	Specific small group or 1:1 support
<ul style="list-style-type: none"> ● Listening to pupil feedback about their own learning ● Cream/similar coloured background for IWB ● Visual timetable displayed in class ● Clear structured instructions given ● High frequency word walls displayed / accessible ● Topic word walls or table mats. ● Lists and visual prompts displayed in the room for writing: date/alphabet/commonly reversed letters/number squares/mathematical language and symbols. ● Opportunity to rehearse 'talk' with adult or partner. ● Awareness of self esteem / group the child is sitting with. ● Flexible groupings. ● Writing and talking buddies. ● Child to put green line under words they are unsure of spelling. ● Personal targets incorporated in to learning objectives. ● Rewarding effort. 	<ul style="list-style-type: none"> ● Ongoing assessment to identify effective support ● Multi-sensory learning. ● 'Chunking instruction' – not too much information at once. ● Post it notes/small white board for instructions or key words. ● Position in class with good view of board without having to turn. ● Different coloured paper for worksheets. ● Individual place mats/bookmarks for key words/information. ● Whole class system to indicate when help is needed. Eg a traffic light system out on the desks. ● Regular group support to aid planning/writing/spelling /comprehension. ● Regular group support in maths for problem solving/basic skills over teaching. ● Support for focusing attention and listening skills. ● Visual or practical equipment for learning New maths concepts. ● Use of jottings for mental maths. ● Additional time to finish work. 	<ul style="list-style-type: none"> ● Individual Learning Plan written with the pupil and parents. ● Coloured reading ruler. (red or blue preference) ● Pencil grip or different pen. ● Mind maps, story board and story planners Mnemonic stories to remember specific words/right from left etc. ● Pre teaching of specific text / vocabulary either in group or to have opportunity to take home. ● 1:1 reading practise ● Paired reading at school and at home. ● Use of computer programmes for individual learning. ● Differentiated spellings to ensure clear understanding of spelling patterns. ● Specific group support for English or maths. ● Check list to help organisation of equipment. ● Close partnership with parents to ensure self esteem does not become an issue. ● Child to be encouraged to identify own learning style.

SEND 1 Learning Plan Number /	Name:	<u>DoB:</u>	Date of Learning Plan:	SEND1
	Teacher:		Review date:	
	Class:			

Additional Information: (e.g. Medical Advice etc.)	Profile: (Strengths, interests, learning preferences, areas of concern etc.)
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Priority Area <i>What I need help with?</i> <i>What do I want to get better at?</i>	Target/s <i>What will I be able to do that I can't do now?</i> <i>What will I achieve?</i>	Action/Strategies/Resources/ Support <i>How will I be helped?</i> <i>How do I like to be helped/supported?</i>	When/where/whom/ How often	Success Criteria <i>What will my teachers be looking for?</i> <i>What will I have achieved?</i> <i>What can I do now?</i>
1				
2				
3				

Pupil/ Student Involvement How will I help myself? Signed by Child:	Date:	Parent/Carer Involvement How will I help my child? Signed by Parent/Carer:	Date:
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REVIEW of Learning Plan Number:	Name: Those taking part in Review:	Date of Review:
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What has been successful? Why? <i>(Strategies, grouping, seating, teaching styles etc.)</i>	What has not been successful? Why? <i>(Strategies/teaching style/ etc.)</i>	Child I can now
1.		What things have I done that has helped me? What has helped me to improve?
2.		Parent/ Carers: What do my parents/carers think about my success?
3.		

Signed by Teacher:	Signed by Parent/Carer:	Signed by Child/Student:
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<u>Next Steps/ Decisions made in Review:</u> Other achievements:	Next steps: New SENDI Cycle SEND Support Plan
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My SEND Support Plan

One Planning For Education, Health and Care



My name is :

I go to:
(setting)

I was born on the:
(date)

I am in:
(year group)

This plan started on:

Stage 1 Stage 2 EHCP (please indicate)

Hints and Tips: Insert an image (photo, picture or drawing) in the orange box if desired; delete it, if not. Add personal details to the blue box, including the name of the early years setting, school or college attended and current year group.

Hello and welcome!

This SEND Support Plan is a tool to help us work together to think about the future. It might look quite long but don't worry; you won't be filling it in all in one go. Each page is for something different and can be used to help you keep a record of the different conversations you have with people as you work on your plan. Use electronically or print off each page if and when you need it.

At the beginning of the plan the pages are for finding out about you; what you're good at, what you like, what and who is important to you, what makes a 'good' day and what you might like for your future. Next there is a page to think about the things that may make it more difficult for you to get to where you want to be. There is also a page to think about

'next steps' (called outcomes in the plan). Deciding on 'next steps' will be something that is done with others so everyone can think together about what might help and how this can be done. Finally, there are pages to review how things are going and a space to think about changes to your plan, if that is what is needed.

Sometimes it will be important to share your SEND Support Plan with new people. These will be people that you and your parents/carers think may be able to help. Sharing your plan could help everybody to think about your needs differently. This could lead to new ways of working to achieve your outcomes. There are pages at the end of your plan to record information about the people you work with; their names and contact details, what they said and when you met them.

At the end of the plan there is a space to sign to show that you agree with the things that are in it. Your parents or carers can sign for you; they must sign too if you are under 16.

In the box opposite are some websites that you and the adults in your life can use to find more tools for working successfully together so you can all make the most of your SEND Support Plan.

Remember, your plan is unique and personal to you and the pages should be used in a way that suits you. Add to them and change them as you need to and don't be shy about

Useful websites

<http://www.centralbedfordshire.gov.uk/cuil/dren/sen-disability/landing.aspx>

<http://www.helensandersonassociates.co.uk/>

<http://trainingpack.personcentredplanning.eu/index.php/en/person-centred-thinking-tools/important-to-for>

<https://www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/involving-cyp-with-slcn-toolkit/form/>

<http://www.communicationmatters.org.uk/page/communication-passports>

<http://inclusive-solutions.com>

<http://www.talkingmats.com/>

<http://www.widgit.com>

<http://www.makaton.org>

sharing your views. That way, everyone can be confident that they are helping you in a way that is useful and makes sense to you.

My One Page Profile

Hints and Tips: Check out the 'Useful websites' to find different ways to make One Page Profiles. Replace this page with something more suitable if you want.

What people like and admire about me

How best to support and communicate with me

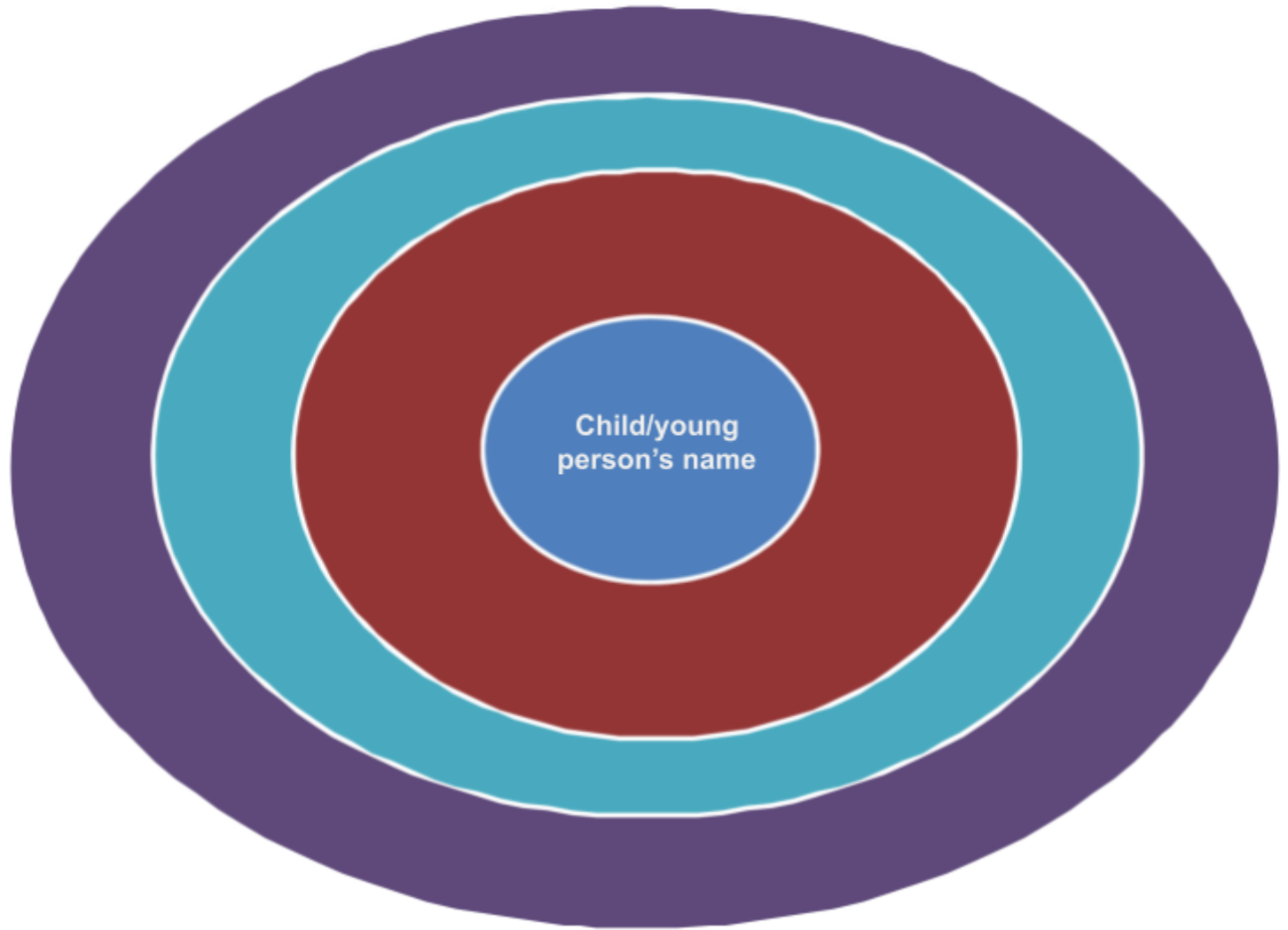
What's important to me

My Circle of Support

Who is important to you? Why?

Hints and Tips: Fill, click and drag boxes onto the circle of support. Delete boxes you don't use. Copy and paste to make more.

Vertical stack of six empty rectangular boxes for input.



Good day/bad day



Good day

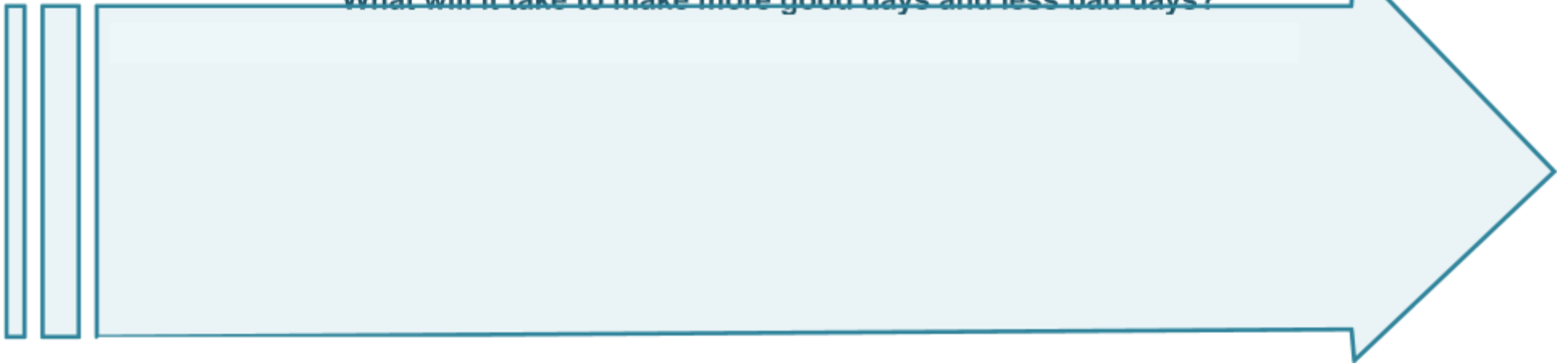
A large rectangular box with a green border. In the top-left corner, there is a simple line drawing of a hand with the thumb pointing up. To the right of the icon, the words "Good day" are written in a green, bold, sans-serif font. The rest of the box is empty, intended for writing.



Bad day

A large rectangular box with a blue border. In the top-left corner, there is a simple line drawing of a hand with the thumb pointing down. To the right of the icon, the words "Bad day" are written in a blue, bold, sans-serif font. The rest of the box is empty, intended for writing.

What will it take to make more good days and less bad days?



My Journey

Hints and Tips: Include information about family, relevant history and any medical or social needs that impact on learning.

Other things I would like to share:

Hopes for my future

I hope:

My parents/ carers hope:

Other's hope:

***Hints and Tips:** Include child or young person's views, information from parents and setting assessment information collected over time. If an outside professional has been involved, include information about their work here, such as what they did, when and the key points from their involvement.*

Planning to meet my needs

My strengths and skills

Things that are of concern	Outline of concerns
My concerns:	
Concerns that my parents/carers have:	
Concerns that others have (e.g. my teachers, doctors, therapist, social workers)	

Hints and Tips: Reproduce this page, if helpful. Delete/copy and paste the boxes for short-term outcomes, as needed.

My outcomes

As discussed and agreed with me, my parents/carers and supporting professionals on:

(Date)

Long-term outcome(s)

↓

argon Buster

Outcome: A skill that you will have at some point in the future.

Long-term outcome: A skill you will have when you have finished in your current year group, or perhaps a little longer (the next 2-4 years).

Short-term outcome: The 'next step' to get you closer to your long-term outcome.

Find out more about outcomes at:

<https://councilfordisabledchildren.org.uk/help-resources/resources/ehc-outcomes-pyramid>

Short-term outcome (the next step towards meeting the long-term outcome)	What we will do	Who will do it?	By when?

Reviewing my outcomes Date:

***Hints and Tips:** Both long and short term outcomes can be reviewed using the next few pages. Review outcomes according to the needs of the child/ young person and at least 3 times a year (6-8 week intervals in Early Years). Remember to date all these pages; they form an important record of your progress.*

<p>Outcome:</p> <p style="text-align: right;">Short Term <input type="checkbox"/> Long Term <input type="checkbox"/> (please indicate)</p>	<p>Has the outcome been met? (please indicate)</p> <p><input type="checkbox"/> Achieved – set new outcome? <input type="checkbox"/> Partly achieved - needs further review (use page below) <input type="checkbox"/> Not achieved – needs further review (use page below)</p>
<p>Outcome:</p> <p style="text-align: right;">Short Term <input type="checkbox"/> Long Term <input type="checkbox"/> (please indicate)</p>	<p>Has the outcome been met? (please indicate)</p> <p><input type="checkbox"/> Achieved – set new outcome? <input type="checkbox"/> Partly achieved - needs further review (use page below) <input type="checkbox"/> Not achieved – needs further review (use page below)</p>
<p>Outcome:</p> <p style="text-align: right;">Short Term <input type="checkbox"/> Long Term <input type="checkbox"/> (please indicate)</p>	<p>Has the outcome been met? (please indicate)</p> <p><input type="checkbox"/> Achieved – set new outcome? <input type="checkbox"/> Partly achieved - needs further review (use page below) <input type="checkbox"/> Not achieved – needs further review (use page below)</p>
<p>Outcome:</p> <p style="text-align: right;">Short Term <input type="checkbox"/> Long Term <input type="checkbox"/> (please indicate)</p>	<p>Has the outcome been met? (please indicate)</p> <p><input type="checkbox"/> Achieved – set new outcome? <input type="checkbox"/> Partly achieved - needs further review (use page below) <input type="checkbox"/> Not achieved – needs further review (use page below)</p>

Hints and Tips: Reproduce this page, as needed. Don't forget to make a note of the date.

Record of my review Date:



<i>What will we do next?</i>	<i>What's working?</i>
<i>What needs to change?</i>	<i>What's not working</i>

The form is a 2x2 grid with teal borders. The top-left cell contains the text "What will we do next?". The top-right cell contains "What's working?". The bottom-left cell contains "What needs to change?". The bottom-right cell contains "What's not working".



Recommendations from my review held on:

In line with the SEND Code of Practice (2015) and the CBC Graduated Approach for SEND (www.centralbedfordshire.gov.uk/Images/send-5-16_tcm3-15032.pdf) the child or young person:	Please indicate	Dates
1. Requires no additional support.	<input type="checkbox"/>	Closure date:
2. Has needs that can currently be met at SEND Support Stage 1 – set new outcomes and plan.	<input type="checkbox"/>	Date of next review:
3. Has needs that can currently be met at SEND Support Stage 2 – set new outcomes and plan.	<input type="checkbox"/>	Date of next review:
4. Has needs that require additional advice or support. If so, from whom?	<input type="checkbox"/>	Date referral discussed/made:
5. Requires a request for an EHC needs assessment as evidenced through at least 2 cycles of assess-plan-do-review.	<input type="checkbox"/>	Date request submitted:

Next steps

Using the information from the review, go back to page 8 (My outcomes) and discuss and agreed outcomes for the next cycle of assess, plan, do, review. You can continue with this plan or start a new one if you prefer. Make sure that you number each plan if there is more than one.

Remember the 'Golden Thread'



Hints and Tips: Include everyone here that has helped to make this plan. They might have attended meetings or shared their ideas in a letter or report.

People who helped to make my plan

	Name	Address	Role	Contact numbers and email
Family and friends:				
People in the early years setting, school or college:				
Other people I have met about my learning, health and well-being:				

Signatures and agreements

	Child or young person		Parent/Carer of child		
I understand why the SEND Support Plan is being completed and my role within it.	Yes	No	Yes	No	<input type="checkbox"/>
I understand that all paper copies of the plan will be stored in a secure place and electronic copies will be held on a secure computer.	Yes	No	Yes	No	<input type="checkbox"/>
I have had the reasons for information sharing and information storage explained to me and I agree to the sharing of information with Children's Services practitioners and the services discussed.	Yes	No	Yes	No	<input type="checkbox"/>

Signature:	Date:
Name:	
(Young Person)	

Signature:	Date:
Name:	
(Parent/Carer)	

Signature:	Date:
Name & Role:	
(Person co-ordinating the plan)	

Example of a pupil passport for practitioners

Name:	Year group:	Category of SEND (indicate) <input type="checkbox"/> Cognition and learning <input type="checkbox"/> Social, emotional and mental health <input type="checkbox"/> Communication and interaction <input type="checkbox"/> Physical and sensory	
Strengths, skills and attributes:		Recommended Strategies	
		Quality first teaching:	
Needs:		Targeted support (individual or group):	
		Personalised support:	
Desired outcomes	Progress towards outcomes	Notes	

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EHC Termly Plan Number	Name: Teacher: Class:	<u>DoB:</u>	Date of EHC Termly Plan: Review date:	EHC Termly Plan
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Additional Information: (e.g. Medical Advice etc.)

Profile: (Strengths, interests, learning preferences, areas of concern etc.)

Priority Area <i>What I need help with? What do I want to get better at?</i>	Target/s <i>What will I be able to do that I can't do now? What will I achieve?</i>	Action/Strategies/Resources/ Support <i>How will I be helped? How do I like to be helped/supported?</i>	When/where/ whom/ How often	Success Criteria <i>What will my teachers be looking for? What will I have achieved? What can I do now?</i>
External Advice used to formulate Plan Date of Advice:	1			
External Advice used to formulate Plan Date of Advice:	2			
External Advice used to formulate Plan Date of Advice:	3			

Pupil/Student Involvement How will I help myself? Signed by Child: _____ Date: _____	Parent/Carer Involvement How will I help my child? Signed by Parent/Carer: _____ Date: _____
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REVIEW of EHC Termly Plan Number:	Name: Those taking part in Review:	Date of Review:
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What has been successful? Why? <i>(Strategies, grouping, seating, teaching styles etc.)</i>	What has not been successful? Why? <i>(Strategies/teaching style/ etc.)</i>	Child I can now What things have I done that has helped me? What has helped me to improve?
1.		Parent/ Carers: What do my parents/carers think about my success?
2.		
3.		

Signed by Teacher:	Signed by Parent/Carer:	Signed by Child/Student:
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<p><u>Next Steps/ Decisions made in Review:</u></p> <p>Other achievements:</p>

Glossary of abbreviations

ASC	Autistic Spectrum Condition
CAMHS	Children and Adolescent Mental Health Service
COP	Code of Practice
EBD	Emotional and Behavioural Disorder
EY	Early Years
HI	Hearing Impairment
IEP	Individual Education Plan
INSET	In–Service Training
KS	Key Stage
LEA	Local Education Authority
MLD	Moderate Learning Difficulties
PD	Physical Disabilities
PIPS	Performance Indicators in Primary Schools
PIVATS	Performance Indicators for Value Added Target Setting
SATs	Standardised Attainment Tests
SEND	Special Educational Needs and Disability
SENDCo	Special Educational Needs Co-ordinator
SLD	Severe Learning Difficulties
SpLD	Specific Learning Diffulties
TA	Teaching Assistant

