

Dunton and Wrestlingworth Church of England VC Lower Schools Federation

Special Educational Needs and Disability Policy with SEND information report

Reviewed by: Nancy Sheehan Maria Poultney Susan Watts Lauren Hill	Date: September 2021
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 **Charlotte Magee, 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 focused 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

Whole School Provision Map

Learning Support Record

Learning Support Record SpLD

SEND 1 / 2 Plan

SEND 1 / 2 Review

EHC Termly Plan

EHC Termly Review

Glossary of Abbreviations

DUNTON AND WRESTLINGWORTH CofE VC LOWER SCHOOLS FEDERATION

Whole School Provision Map

Area of Need	QFT <i>Available to all pupils, as appropriate, and includes differentiation and reasonable adjustments</i>		Stage 1 <i>Available to pupils requiring support that is 'additional to or different from'</i>	Stage 2 <i>Available to pupils requiring more specialist support, potentially from external professionals</i>
	No Plan	Learning Support Record (LSR)	SEND1 Support Plan	SEND2 Support Plan
Cognition & Learning	Differentiated curriculum planning, activities, delivery and outcome. Visual aids / modelling, etc. Class visual timetables / schedule. Use of writing frames. Illustrated dictionaries. Access to a ICT equipment. In class support from a teacher / LSA. Focused group work with teacher / LSA. Individual reading with a teacher / LSA. Phonics programme. Learning partners.	Needs indicated on a LSR. Additional in class support from teacher / LSA. Additional individual reading. High frequency word games. Jigsaw sentences. Computer programs to support learning. Extra input for e.g. phonics, times tables, etc. Use of recordable devices. Use of coloured overlay rulers.	Needs indicated on a SEND1 Plan. Precision Teaching. Pre-teaching and over-teaching. Targeted in-class support from teacher / LSA. Bug Club - Rapid Phonics. CBC Local Offer – <i>relevant to all Stage 1 and Stage 2 areas of SEND.</i>	Needs identified on a SEND2 Plan. Pupils with an EHCP will be on a SEND2 Plan. Referrals to outside agency professionals e.g. CDC, SALT, EP, etc. Access to specific resources and advisory teachers. 1:1 LSA support, as required. CBC Local Offer – <i>relevant to all Stage 1 and Stage 2 areas of SEND.</i>
Communication & Interaction	Differentiated curriculum planning, activities, delivery and outcome. Visual aids / props, etc. Structured school and class routines. Modelling / scaffolding. Simplified language/signing. Visual timetable. Talk partners. Role play opportunities.	In class support from teacher / LSA with a focus on supporting speech /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. 'I Can' resources	ELKLAN 'Language Builders' intervention. Social interaction groups. WellComm assessment and activities. NHS SALT website activities for identified areas of need. Home Language Assessment.	Referral / advice from CDC for SCD. Input from SALT with targeted support. Access to special advisory teachers. Makaton. Objects of Reference. PECS. Individual visual organiser. TEACCH Workstation.
Social, Emotional & Mental Health	Whole school behaviour policy Whole school expectations Achievement rewards Values nominations Circle time PSHE curriculum activities and resources Restorative justice / emotional coaching approach. Circle Time.	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 therapy - Social skills - Self esteem - Anger management Individual targets / reward. Home/school communication book. Social stories. SDQ assessment.	Targeted 1:1 LSA support. CAMHs or CHUMs input. Support from EP. EWO input. EHA.
Sensory & Physical	Flexible teaching arrangements. Medical support. Brain Gym exercises. Uses of pencil grips. Modified / scaffolded worksheets. Accessible school / outside areas.	Additional motor skills practice e.g. Dough Disco. Access to equipment, e.g. writing slopes, fidget toys, carpet spot, etc.	Staff aware of impairments. ActEi programme for small group or individuals. Sensory Circuits. Physio / OT general advice on website. Sensory Checklist	Sensory Circuits. Individual support in-class and for PE. Physiotherapy programme and input. OT programme and input. Support from HI / VI / ASD Teams. Access to specific ICT equipment.

Pupils will have access to all appropriate provision that falls within any stages that precede the stage of their own identified need. For example: A pupil with needs at Stage1, will also have access to provision within QFT. A pupil at Stage 2, will also have access to provision within Stage 1 and QFT.

DUNTON AND WRESTLINGWORTH CofE VC LOWER SCHOOLS FEDERATION
Learning Support Record (LSR)

LSR Number:	Name:	Teacher	Start date of LSR:
	DoB:	Class::	Review date of LSR:

Area of Need	QFT <i>Available to all pupils, as appropriate, and includes differentiation and reasonable adjustments</i>		Stage 1 <i>Available to pupils requiring support that is 'additional to or different from'</i>	Stage 2 <i>Available to pupils requiring more specialist support, potentially from external professionals</i>
	No Plan	Learning Support Record (LSR)	SEND1 Support Plan	SEND2 Support Plan
Cognition & Learning	Differentiated curriculum planning, activities, delivery and outcome. Visual aids / modelling, etc. Class visual timetables / schedule. Use of writing frames. Illustrated dictionaries. Access to a ICT equipment. In class support from a teacher / LSA. Focused group work with teacher / LSA. Individual reading with a teacher / LSA. Phonics programme. Learning partners.	Needs indicated on a LSR. Additional in class support from teacher / LSA. Additional individual reading. High frequency word games. Jigsaw sentences. Computer programs to support learning. Extra input for e.g. phonics, times tables, etc. Use of recordable devices. Use of coloured overlay rulers.	Needs indicated on a SEND1 Plan. Precision Teaching. Pre-teaching and over-teaching. Targeted in-class support from teacher / LSA. Bug Club - Rapid Phonics. CBC Local Offer – <i>relevant to all Stage 1 and Stage 2 areas of SEND.</i>	Needs identified on a SEND2 Plan. Pupils with an EHCP will be on a SEND2 Plan. Referrals to outside agency professionals e.g. CDC, SALT, EP, etc. Access to specific resources and advisory teachers. 1:1 LSA support, as required. CBC Local Offer – <i>relevant to all Stage 1 and Stage 2 areas of SEND.</i>
Communication & Interaction	Differentiated curriculum planning, activities, delivery and outcome. Visual aids / props, etc. Structured school and class routines. Modelling / scaffolding. Simplified language/signing. Visual timetable. Talk partners. Role play opportunities.	In class support from teacher / LSA with a focus on supporting speech /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. 'I Can' resources	ELKLAN 'Language Builders' intervention. Social interaction groups. WellComm assessment and activities. NHS SALT website activities for identified areas of need. Home Language Assessment.	Referral / advice from CDC for SCD. Input from SALT with targeted support. Access to special advisory teachers. Makaton. Objects of Reference. PECS. Individual visual organiser. TEACCH Workstation.
Social, Emotional & Mental Health	Whole school behaviour policy Whole school expectations Achievement rewards Values nominations Circle time PSHE curriculum activities and resources Restorative justice / emotional coaching approach. Circle Time.	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 therapy - Social skills - Self esteem - Anger management Individual targets / reward. Home/school communication book. Social stories. SDQ assessment.	Targeted 1:1 LSA support. CAMHs or CHUMs input. Support from EP. EWO input. EHA.
Sensory & Physical	Flexible teaching arrangements. Medical support. Brain Gym exercises. Uses of pencil grips. Modified / scaffolded worksheets. Accessible school / outside areas.	Additional motor skills practise e.g. Dough Disco. Access to equipment, e.g. writing slopes, fidget toys, carpet spot, etc.	Staff aware of impairments. ActEi programme for small group or individuals. Sensory Circuits. Physio / OT general advice on website. Sensory Checklist	Sensory Circuits. Individual support in-class and for PE.. Physiotherapy programme and input. OT programme and input. Support from HI / VI / ASD Teams. Access to specific ICT equipment.

SpLD Learning Support Record

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

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.		<u>Parent/ Carers:</u> 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> <i>Other achievements:</i>	Next steps: New SENDI Cycle SEND Support Plan
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EHC Termly Plan Number

Name:

Teacher:

Class:

DoB:

Date of EHC Termly Plan:

Review date:

EHC
Termly Plan

Additional Information: (e.g. Medical Advice etc.)

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

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>
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:

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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<u>Next Steps/ Decisions made in Review:</u> <i>Other achievements:</i>

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 Difficulties
TA	Teaching Assistant
VI	Visual Impairment