



Special Educational Needs & Disabilities Policy

March 2018

Southfield Park Primary School

SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY

Introduction

At Southfield Park we are committed to meeting the special educational needs of all pupils and ensuring that they make good or better progress. The Special Needs and Disability policy at Southfield Park supports the Vision and Mission Statement of the school:

At Southfield Park we promise you a caring community where everyone can **SUCCEED**. We provide a **HAPPY** and exciting environment to **INSPIRE** you to learn and grow. We will **NURTURE** your talents and encourage you to **EXCEL** in everything you do. We want the best for you and from you, so that you can **SHINE**.



Legislative framework

Southfield Park Primary School SEND policy for children with special educational needs or disabilities is governed and informed by the statutory framework set out in:

- SEND Code of Practice 2014
- Working Together to Safeguard Children 2013
- Equality Act 2010
- Health and Social Care Act 2010
- Education and Inspections Act 2006
- Education and Skills Act 2006
- Education Act 2002
- Children Act 1989
- Education Act 1996

Definition of SEND

The Code of Practice 2014 states that pupils have special educational needs if they have a difficulty which calls for special education provision to be made for them that **'is additional to or different from differentiated curriculum plans.'**

At Southfield Park we regard pupils as having a SEND if they:

- a) Have a significantly greater difficulty in learning than the majority of pupils of the same age;
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for pupils of the same age in schools within the area served by the LA
- c) A child under compulsory 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 (Clause 20 Children and Families Bill)

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

Aims of our policy

We provide high quality teaching is that which is differentiated to meet the needs of the majority of children. However we recognise that some children will need something additional to and different from what is provided for the majority of children; this is the special educational provision and we will aim to ensure that additional provision is available for children who require higher level support.

This policy sets out how we will ensure that the necessary provision is made for any pupil who has special educational needs. We will ensure that all staff in the school are able to identify and provide for those pupils who have special educational needs to allow pupils with SEND to receive high quality inclusive education that meets their individual needs.

We will work to ensure that all children with SEND reach their full potential and develop into confident and self-motivated learners who experience success and **SHINE**. This policy aims to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of SEND pupils.

Every teacher is responsible and accountable for **all** pupils in their class wherever or with whoever the pupils are working with. **All teachers are teachers of children with SEND.**

Teaching and supporting children with SEND is a whole school responsibility requiring a whole school response. Meeting the needs of SEND pupils requires partnership working between all those involved - LA, school, parents/carers, pupils, children's services and all other agencies.

Objectives

In order to meet the special educational needs of our children we:

- identify those children who have SEND as soon as possible
- provide intervention at a suitable level when a child is identified as having SEND
- use a variety of teaching styles, and cater for different learning styles to allow children with SEND to access the curriculum
- provide high quality first teaching, strong differentiation and use resources effectively to support children with SEND
- assess and keep records of the progress of children with SEND
- work with outside agencies who provide specialist support and teaching for children with SEND
- inform and involve the parents of children with SEND so that we can work together to support our children, meeting with them at least termly to discuss their child's next steps.
- encourage active involvement by the children themselves in meeting their needs
- provide on-going training for all staff working with children with SEND

Areas of Need of Children with SEND.

Children with SEND will have additional needs which fall under one of the following headings.

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools have clear processes to support children, including how they will manage the effect of any difficult behaviour so it does not impact on other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools - see the References section under Chapter 6 for a link.

Sensory and/or physical needs

Some require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Roles and Responsibilities

Julie Browne is the current Governor with responsibility for SEND at Southfield Park Primary School. She has regular contact with the Inclusion Leader and SENCo to keep up-to-date with, and monitor the school's SEND provision. All governors, especially the SEND Governor will ensure that they are up to date and knowledgeable about the school's SEND provision.

The Headteacher is the school's 'responsible person' for special educational needs work which she has delegated to the Inclusion Leader and SENCo. The Inclusion Leader, SENCo and the Head will work closely with the governor responsible for SEND and staff to ensure the effective day to day operation of the school's Special Educational Needs and Disabilities policy. The Inclusion Leader and Head will identify areas for development and contribute to the school's improvement plan.

Vicky Walker is the designated SENCo with responsibility for the Coordination of SEND across the school. She works closely with the Inclusion Leader, Julie Crawford, to ensure the effective day to day operation of the school's Special Educational Needs and Disabilities policy.

All teaching and non-teaching staff are aware of the Special Educational Needs and Disabilities policy. Teaching staff are responsible for differentiating the curriculum and removing the barriers to learning for pupils with special educational needs and disabilities, and will monitor progress. All teachers who have responsibility for areas of the curriculum will review and monitor the progress made by pupils in their subject area and the effectiveness of resources and other curriculum material. All staff will work closely with the Inclusion Leader. Teachers are aware of the importance of early identification and of providing for children with SEND that they teach.

Admission arrangements

As an inclusive school we welcome all children to Southfield Park Primary school. Children with special educational needs and disabilities will be admitted to Southfield Park Primary School in line with the schools' admissions policy and on an equal basis with all other children according to the criteria set out, taking into account the suitability of the child to mainstream education, and availability of resources and facilities to meet that child's needs.

The school will work closely with feeder settings, professionals and parents to ascertain whether a child has been identified as having special educational needs and disabilities. If the school is advised that a child may have a difficulty in learning they will collect all relevant information in preparation before the child starting at school and plan a relevant differentiated curriculum. The School forms part of the Epsom & Ewell Confederation and we work closely with all other schools within this group.

Southfield Park Primary School has a duty under the Special Educational Needs and Disability Act 2001 Part 4 (SENDA) not to discriminate against a disabled child:

- in the arrangements that they make for determining admission of pupils to the school. This includes any criteria for deciding who will be admitted to the school when it is over-subscribed, and it includes the operation of those criteria
- in the terms on which the responsible body offers pupils admission to the school
- by refusing or deliberately omitting to accept an application for admission to the school from someone who is disabled.

(Disability Rights Commission: Code of Practice for Schools 2002)

Access for disabled

In line with the 2002 SENDA and the 2006 DDA the Headteacher and governors of the school have put in place an Accessibility Plan and a Disability Equality Scheme. To ensure access for pupils or parents with disabilities we regularly review our provision and plan ways in which barriers to participation can be overcome (See Accessibility Plan).

Resources

The governors are committed to providing high quality support for children with special educational needs and disabilities, in the form of: staffing, training, resources and employing external support. The Leadership Team, Business Manager and Governors work together to ensure that there is an effective and efficient use of funding and that pupils make good progress. The effectiveness of spending decisions is tracked in relation to pupil attainment and packages of support are provided for individuals and groups to further improve provision. Children with an Education and Health Care Plan (EHCP) are provided with additional funding from Surrey County Council. Where children have an EHCP the Head and Inclusion Leader will use this to identify the areas of need and make appropriate provision to meet the specific needs.

Children with SEND spend the majority of time learning with their peers in their classroom with access to the National Curriculum, differentiated to meet their needs. In addition, individuals or small groups may work with a Teacher or Teaching Assistant on individualised intervention programmes tailored to specific learning needs. Technology is available to support learning and is provided where needed, e.g. Clicker 6 on laptops to support writing, Word Shark to support spelling and a range of touch typing programs.

Identification, Assessment and Provision

On Entry

We liaise closely with a child's setting prior to starting at Southfield Park to establish whether or not the child has any special educational needs or disability. Reception class teachers also endeavour to visit all children at their current setting so they can observe them interact and learn in their familiar environment. Through home visits and/or induction meetings we speak to parents about their child to gain a picture of the child, and any special educational needs or disabilities that they may have.

Parent Referral

Whilst children are at Southfield Park we work closely in partnership with parents and carers who are encouraged to discuss any concerns about their child with the class teacher. These might be related to academic progress, speech production, behaviour etc.

In the majority of cases high quality first teaching targeted at a child's area of need will lead to an improvement. However if the need is more sustained and there is little impact or progress, targeted and/or specialist support and expertise may be required.

Teacher Identification

Children's progress is reviewed regularly and routinely through teachers ongoing assessment on a day to basis and additional at termly assessment weeks. If a child is not making expected progress this will be flagged at termly Pupil Progress meetings and a series of interventions and strategies planned. In most cases this will resolve the concerns and the child's progress and attainment will be back on track. However if a class teacher has a direct or continued concern about a child they will liaise with the SENCO to consider evidence to support their concerns such as a piece of writing, assessment levels or a diary of inappropriate behaviour. The SENCO and class teacher will then use all information available, alongside the Code of Practice, to identify pupils with SEND and assess their level of need. A meeting would then be held to discuss this with parents.

A child is identified as needing provision *additional to or different from* that provided if despite receiving high quality teaching, differentiated learning opportunities and intervention:

- Makes little or no progress even when teaching approaches are targeted particularly in a young person's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in low attainment in some curriculum areas;
- Presents persistent emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class groups requiring an individualised behaviour management programme; has sensory or physical problems which require the provision of specialist techniques and provision of specialist equipment;
- Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.
- Makes slow progress in developing literacy and mathematics skills;
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
- Has communication and/or interaction difficulties that impede the development of social relationships and cause a substantial barrier to learning.

A Personal Pathway Plan (SEND Support Plan) will be written and reviewed termly.

Record Keeping

- The Inclusion Leader and SENCO maintain a confidential register of all pupils with special educational needs.
- The whole school provision map lists all the children in each class requiring additional support and highlights the provisions they are accessing.
- Class teachers retain responsibility for pupils with SEND and track their progress. For children on the SEND register a Pathway Plan, including individualised targets, and one page profile is created to provide individualised support and identify next steps.
- Education, Health and Care Plans are written by the Local Authority and a copy held in the child's SEN file.

Graduated response

Under the SEN Code of Practice 2014 there is a single category, **SEND Support**.

Within this single category of **SEND support** the school will adopt a graduated response to meeting special educational needs. When a young person is identified as having special educational needs, the school will intervene through a graduated response.

High Quality First Teaching - Wave One

Our whole class learning and teaching ensures the effective inclusion of all pupils in high quality, everyday personalised learning.

This includes:

- Effective planning and lesson design that builds on prior learning
- Clear learning objectives that are shared with the children and referred to regularly
- High levels of pupil involvement and engagement with their learning
- Effective questioning, modelling and teacher explanations
- Learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- Assessment for learning
- Access to a range of teaching and learning styles
- High quality focused differentiation
- Encouragement and authentic praise to engage and motivate pupils
- Reviewing learning and identifying next steps

Intervention and Targeted Support - Wave 2

There are a range of targeted interventions to support children who are making slower progress in a particular area of learning. (Children accessing these interventions **may** be on SEND register.) These include:

- Small group tuition
- 1:1 Reading
- Phonics support - Phase 3/4/5
- Write Away Together
- Overcoming Barriers (KS2)
- EAL support
- SNAP on to Maths
- Social skills group.
- Fingers and Feet.

- ELSA group
- 1st Class @ Number 1. (years 1 & 2)
- 1st Class @ number 2. (years 3 & 4)

Intervention and Specialist Support - Wave 3

We provide a range of specialist support and intervention programmes for those who require intervention and support additional to and different from our universal provision (Wave 1) and more targeted Support (Wave 2). Specialist Provision at Wave 3 is more specialised and intensive and is needed for more sustained learning needs. Children who are accessing intervention at Wave 3 are likely to be on the SEND Register.

- Precision Teaching
- Speech & Language groups
- FFT Reading & Writing
- Write from the Start / Write Dance
- Numicon
- Numbers Count
- Reading Recovery
- 1 to 1 tuition
- 1 to 1 Elsa sessions
- EAL support
- Pre- Teach of vocabulary and concepts.
- Specialised 1 to 1 intervention planned by teachers linked to Pathway Plan targets.
- Adaptations to the classroom environment, e.g. specialist seating, specifically modified resources etc.

Such interventions match special educational provision to individual pupil needs.

We work closely with specialist services and agencies for those who require intervention and support additional to and different from our universal and targeted provision. These agencies will provide advice on setting appropriate targets and the use of new or specialist strategies or materials. They may administer more specialist assessments that can inform the planning and measurement of the child's progress. In some cases they will provide support for particular activities. External support services play an important part in helping us identify, assess and make provision for children. The triggers for outside agency support could be that despite receiving support within school the child:

- Continues to make little or no progress in specific areas over a long period;
- Continues working substantially below that expected of pupils of the same age.

Our specialist support includes:

SALT - Mainstream speech and language
 EP- Educational Psychologist
 LLS - Learning and Language Support
 REMA - Race Equality and Minority Achievement
 BS - Behaviour Support
 SS-Sensory Support Service
 OT - Occupational Therapy

Fordway - Pupil Referral Unit
CAMHS - Child and Adult Mental Health Service
GOSH - Great Ormond Street Hospital
LB - Linden Bridge
EGH - Epsom General Hospital
SCS - Surrey Children's Services
0-19 Team - Health Visitor, School Nurse
SYC - Surrey Young Carers

For all children on the SEND register, a full Personal Learning Pathway (Pathway Plan) is written which includes a one page profile and details of all interventions. These will be shared with Parents and children at termly meetings.

Education, Health and Care Plans (EHCP)

In a very few cases, where a child has complex learning needs which cannot be met through the usual interventions identified through the graduated response provided by SEN Support, they may require an Education Health and Care needs assessment. This is in order for the local authority to decide whether it is necessary for it to make provision in accordance with an Education Health and Care Plan (EHCP).

A request may be made to the LA for an EHCP assessment and this will decide the nature of the provision necessary to meet the young person's SEND. If this cannot reasonably be met by the school, then the LA may provide extra resources. In exceptional circumstances, a child may be referred straight to EHCP Assessment. Where a request is made the school will provide written evidence to the LA detailing:

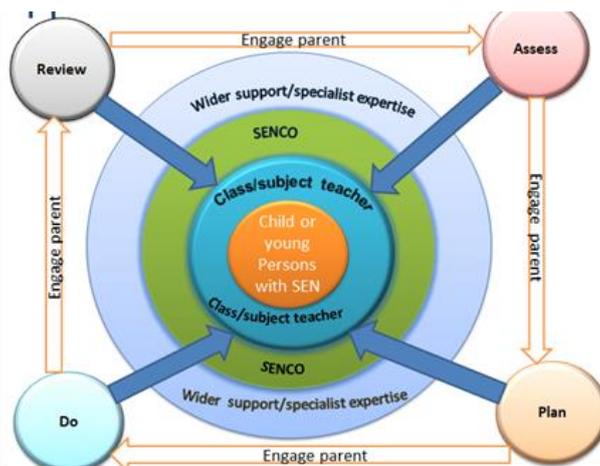
- One Page Profile
- Pathway Plan
- Evidence of progress reviewed against outcomes
- Two costed provision maps
- Supporting Information and evidence of specialist involvement
- The pupil's health including the pupil's medical history where relevant
- Attendance information
- Attainment in literacy and mathematics
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- Views of the parents/carers
- Involvement of other professionals' e.g. social services, EWO or G.P.

All EHCPs will be reviewed annually with the review taking place in school. The parents/carers, the child and any professionals involved in the child's provision will be invited to consider the progress made by the pupil in achieving targets set and whether any amendments need to be made to the EHCP. Children attend their review meetings and, with support talk about their learning and the progress they have made against targets.

The Inclusion Leader, SENCo, Class teachers and SNA will then discuss the outcome of the in-school review and inform the LA Case Officer. At the Annual Review during Year 5 the aim should be to give clear recommendations as to the type of provision required at Secondary school.

Assessment, Plan, Do and Review

Our approach to SEND support follows a four part cycle; Assess, Plan, DO, Review.



Assess

In identifying a child as needing SEN support the class teacher, working with the Inclusion Leader or SENCO, carries out a clear analysis of the pupil's needs. This assessment is reviewed termly to ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed.

Plan

Where it is agreed a child should be included on the register for SEN support, parents will be notified. The teacher and the Inclusion Leader or SENCO will agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. A One Page Profile and Personal Learning Pathway Plan will be prepared for all children who are placed on the on the Special Needs Register and these will be shared with parents at termly meetings. All teachers and support staff who work with the child will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

Do

The class teacher remains responsible for working with the child on a daily basis to ensure they make good progress. Where the interventions involve group or one-to-one teaching by other adults, they still retain responsibility for the child's progress. They work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress is reviewed termly at pupil progress meetings. Where a pupil has a Personal Learning Pathway Plan or Pathway Targets, these are reviewed termly with parents. Where a pupil has an Education, Health and care Plan, an annual review will be held alongside termly meetings.

English as an Additional Language

Children whose first language is not English are considered within the context of their home, culture and community. Lack of competence in English is not to be equated with a learning

difficulty. However, for children who make slow progress it is not assumed that language status is the only reason. If a class teacher has concerns they work with the Inclusion Leader and the EAL Support Teacher from REMA, who may also arrange for a dual language assessor to come into school.

Curriculum

The National Curriculum (September 2014) states that ‘teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers should use appropriate assessment to set targets which are deliberately ambitious.’

Lessons are planned to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full national curriculum. A minority of pupils will need access to specialist services, equipment and different approaches.

With the right teaching, that recognises their individual needs, many disabled pupils may have little need for additional resources beyond the aids which they use as part of their daily life. Teachers plan lessons so that these pupils can study every national curriculum subject. Potential areas of difficulty are identified and addressed.

Local Offer

As part of the National Special Educational Needs Reform local authorities are required to publish a ‘local offer’ which is intended to provide information about provision available to children with special educational needs and/or disabilities in the local area. A link to Surrey’s local offer can be found on the school website.

SEND Information Report

Our Send Information Report provides information about the provision available to children with special educational needs and/or disabilities at Southfield Park is available on our school website.

Access to the Full Life of the School

We monitor club registers to ensure that all groups of children are included, with many SEND children representing the school in sporting teams and when performing at local events. SEND children take an active role in class assemblies and whole school productions, and have equal access to school trips. If a child has specific behavioural, social or emotional difficulties an extra member of staff might accompany the group, with specific responsibility for that child.

Complaints

Should a parent or carer have a concern about the special provision made for their child they should, in the first instance, discuss this with the class teacher. If the concern continues then the Inclusion Leader will meet with the parents to discuss the concern. If the issue is not resolved to the parent’s satisfaction the Head teacher, Inclusion Leader, class teacher and parents will meet to discuss the matter further.

If the Head is unable to resolve the difficulty the parents’ concerns should be put in writing to the governor for inclusion. The Chair of Governors will be involved after other avenues to resolve the situation have been exhausted. The school will also make provision to inform

parents about the Parent Partnerships helpline and how to make representations to the Local Authority.

Training

The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training, and receiving regular updates from the Head and Inclusion Leader.

The Head, Inclusion Leader and SENCO will keep fully up to date about special educational needs and disabilities issues through attendance at training courses, briefings, network meetings and reading bulletins and updates. In addition, the SENCo will develop her skills through attendance at specialist training discussions with outside specialists, reading and through a subscription to NASEN. Other teaching staff will be kept up to date informally by the Inclusion Leader and SENCo and formally at staff and curriculum meetings, and training.

Teaching support staff that provide intervention for individual pupils and groups of pupils need to have a wide range of curriculum and special educational needs knowledge. This will be regularly updated by attendance at INSET, courses and through TA meetings.

The provision for staff training is reviewed annually and is linked to the School Development Plan. During performance management meetings, all members of staff have the opportunity to identify professional development needs. The Inclusion Leader and SENCO arrange input at curriculum meetings and INSET days to meet identified training needs.

Transition

The Inclusion Leader or SENCo meets with staff from local secondary schools at transition and provide detailed information about the children. The SEN file is passed to receiving schools. The Inclusion Leader and SENCo work closely with secondary schools at transfer to ensure transition is smooth and effective. Additional induction visits to the secondary school may be arranged as required. We also run a transition program, organized by the Emotional Literacy Support Assistant.

Parents

At Southfield Park we work in partnership with parents and value the role parents play in their child's learning and recognise the impact of parent involvement on pupil progress. When working in partnership with parents, we recognise the concerns of parents of children with special educational needs.

We aim to:

- recognise the personal and emotional investment of parents and be aware of their feelings
- focus on the child's strengths as well as areas of additional need
- ensure that parents understand procedures, are offered support in preparing their contributions and are given documents to be discussed well before meetings
- respect the validity of differing perspectives and seek constructive ways of recording different viewpoints
- respect the differing needs parents themselves may have, such as disability or communication barriers
- recognise the need for flexibility in the timing and structure of meetings

Our Family Support Worker works closely with parents, supporting them by meeting with them at home or school. Parents can make contact with staff either informally in the playground, or

by requesting a meeting. Parents are notified early of any concerns about their children. Some children, especially those with a EHCP or with behavioural difficulties have home school contact books.

The class teachers hold a 'Meet the Teacher' session for parents to inform them about the class routines and expectations. We hold termly 'Open Classrooms' for parents to visit their child's classroom to look at their child's work and learning environments.

Parents of children on the SEND register are kept informed of their child's progress through termly review of Personal Pathway Plans with the Class Teacher. The Inclusion Leader and/or SENCO may attend when necessary.

In the case of an Annual Review for a child with an Education, Health and Care Plan (or Statement until transfer to an EHCP), all professionals who work with them are invited to submit information and attend the meeting, along with parents, the child and a representative from the Local Authority. Minutes of these meetings are kept and these include parental views. A summary is then sent to Surrey County Council and a copy provided for parents.

If the school is working with other professionals, such as the Educational Psychologist or a Speech and Language Therapist, other meetings with parents may be scheduled. These could be for the collecting of additional information or for the feeding back of findings.

Parents are always welcome to contact the Inclusion Leader and SENCO to arrange a less formal meeting should they feel it necessary. An appointment or telephone call can usually be arranged at relatively short notice.

We respect the differing needs of parents such as disability, communication or language barriers. For example we will try to find a translator for parents whose first language is not English.

Review

The policy is subject to an annual cycle of monitoring, evaluation and review. The Inclusion Leader, School Leadership Team and Governing body evaluate the effectiveness of the policy against the principles and objectives set out in the policy. The numbers of children placed on the SEND register, and their need and level of need is evaluated and adjusted as necessary each term. The effect of the provision map is evaluated each term through analysis of assessment data and is adjusted accordingly.

Governors' Committee Responsible:	Children and Learning Committee
Governor Lead:	Julie Brown
Nominated Lead Members of Staff:	Julie Crawford & Vicky Walker
Status & Review Cycle:	Statutory Annual
Next Review Date:	September 2018

Date of issue: March 2018

Date of review: September 2019

Signed..... Date.....

One Page Profile for



PHOTO (Optional)

What people like about me and what I like about myself.

What is important to me

How best to support me



Pathway Plan (Individual Learning Plan) Year Group/ Class

Main Area of Need - Cognition and Learning, Communication and Interaction,
Social and emotional, Physical and Sensory

Start Date:

Review Date:

Child Centred outcome:				
Outcomes of previous target	What is getting in the way?	New Target with Success Criteria	SMART actions	
			•	
Child Centred outcome: To independently start a task				
Outcomes of previous target	What is getting in the way?	New Target with Success Criteria	SMART actions	

Additional Intervention Plan/Individual Provision Map

Autumn Term	Spring Term	Summer Term
<u>Pathway Plan prepared by :</u>	Shared with parents /carers on:	<u>Shared with</u>
<u>Signed:</u> <u>Date:</u>	Signed: Date:	<u>Signed:</u> <u>Date:</u>