

**Yorke Mead Primary School**  
**Special Educational Needs and Disability (SEND)**  
**Policy**  
**2023-2026**



**Our School Vision Statement**  
***BRINGING LEARNING to LIFE***

*We are a school dedicated to creating an environment where children are able to grow into happy, well-rounded individuals with a love of learning through which they can achieve to the best of their abilities.*

*We want our pupils to enter the wider world as*

- o Happy, positive individuals*
- o Responsible citizens who make a positive contribution*
- o Confident, resilient, healthy & life-long learners.*

***DARE TO...***

**D - Determination**

**A - Ambition**

**R - Resilience**

**E – Enjoyment**

**T - Trust**

**O - Openness**

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## **1. Objectives of the Policy**

### **Children with special education needs and/ or disabilities**

Some children in our school have special educational needs and/ or disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. This SEND policy is written to comply with the 2014 Children and Families Act and its SEN Code of Practice together with the Equality Act 2010.

The main points from the 2014 Children and Families Act and its SEN Code of Practice is outlined below:-

No more statements will be issued by the Local Authority. Statements have been replaced by Education, Health and Care plans (EHC Plans) which can be used to support children from birth to 25 years. School Action and School Action Plus have been replaced by one school based category of need known as 'Special Education Needs Support' (SENS). All children are closely monitored, and their progress tracked each half term. SEND pupils are additionally tracked by the SENDCO.

There are four broad categories of SEND:

- **communication and interaction**
- **cognition and learning**
- **social, emotional and mental health**
- **physical and sensory**

We work closely with parents/ carers and children to ensure that we take into account the child's own views and aspirations and the parents/carers experience of, and hopes for, their child. This is completed through one-page profiles and parental involvement with the Assess, Plan, Do and Review cycle. Parents/ carers are invited to be involved at every stage of planning and reviewing SEND provision for their child.

All children benefit from 'Quality First Teaching': this means that teachers are expected to assess, plan and teach all children, regardless of ability, to provide challenge and engagement ensuring appropriate progress in learning. In addition, we implement some focused interventions to target particular skills.

### **Defining SEND**

The 2014 Code of Practice says that:

A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Taken from 2014 SEN Code of Practice: 0 to 25 Years Introduction XIII and XIV

Our objectives are:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND

- To ensure that every child experiences success in their learning and achieves to the highest possible standard
- To enable all children to participate in lessons fully and effectively
- To value and encourage the contribution of all children to the life of the school
- To work in partnership with parents/ carers
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils

We have experience of working with pupils with SEND, including:

### **Communication and Interaction**

- autistic spectrum disorder
- speech and language disorders
- processing disorders

### **Cognition and Learning**

Children with learning needs may learn at a slower pace than other children and may have difficulty developing English or Maths skills or understanding new concepts. Children with specific learning difficulties (SpLD) will have difficulties related to one or more of:

- dyslexia (reading and spelling)
- dyscalculia (maths)
- dyspraxia (co-ordination)
- dysgraphia (writing)
- moderate learning difficulties, global developmental delay

### **Social, Emotional and Mental Health**

Children may experience a wide range of social and emotional difficulties. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Others may have disorders such as;

- ADHD
- ADD
- attachment disorders
- emotional difficulties
- mental health difficulties
- post-traumatic stress disorder

### **Physical and Sensory**

- hearing impaired/ visually impaired or multi-sensory impairment
- a range of medical needs
- epilepsy, bowel disorders and diabetes
- appropriate use of an Epipen
- physical disability

## **2. Responsibility for co-ordination of SEND provision**

The person co-ordinating the day to day provision of education for pupils with SEND is Francesca Elliott (SENDCo). The SENDCo, is responsible for the day to day administration and coordination of SEND in accordance with this policy. Eleanor Buckman is the Deputy SENDCo for the academic year of 2023-2024, whilst undertaking her SENDCo accreditation.

### **SENDCo responsibilities include:**

- Implementing appropriate procedures for the identification of pupils with SEND.
- Maintaining the register for SEND children.
- Discussing with parents/ carers and staff, interventions to be put in place to support individuals or groups.
- Assisting staff with the writing of SEND Assess, Plan, Do and Review documents.
- Providing advice and assistance to staff on planning and preparing adaptations/ devising learning strategies and programmes of work.
- Liaising with external agencies and services.
- Arranging and attending reviews and meetings with parents/ carers.
- Advising staff on SEND developments/changes.
- Providing SEND induction for new staff.
- Initiating INSET for staff development of SEND.
- Ensuring efficient and effective allocation of funding and resources.
- Annually reviewing and updating the SEND policy.
- Ensuring that the headteacher, governors and parents/ carers are kept informed.

## **3. Arrangements for co-ordinating SEN provision**

The SENDCo will hold details of all SEND records for individual pupils. Staff and parents/ carers have access to the SEND policy and the SEN information report on the school's website.

All staff are able to access information on individual pupils' special educational needs. Each child on the SEND register will have an Assess, Plan, Do and Review (APDR) document that will set out the previous and current targets for the child.

Teachers meet with the Senior Leadership Team (SLT) every half term in a pupil progress meeting to discuss how the children are progressing. Within this there is a separate section to focus on those with SEND provision.

We aim to have positive, open and honest relationships with all parents/carers. Our assessment and reporting arrangements happen termly and parents/carers will have a clear understanding of how their child's learning is progressing. If a child's progress is causing concern parents/ carers will be informed either:

- at termly parents/ carers' meetings
- at an agreed 1:1 meeting with the teacher and/or SENDCo

#### **4. Admission arrangements**

Please refer to the information found on the school website. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND, those with Education Health and Care Plans and those without.

#### **5. Specialist SEND provision**

Specialist SEND provision and training from SEND services is provided wherever it is appropriate.

At Yorke Mead, we work with professionals to ensure that all children have the most effective provision. For those children with medical conditions, we work alongside the community nurses to ensure they have full access to education, including school trips and physical education.

We comply with our duties under the Equality Act 2010 and we follow our 'Supporting Children with Medical Conditions' policy.

#### **6. Facilities for pupils with SEN or who are disabled**

Yorke Mead Primary School is disability friendly. The school is one level, corridors are wide and we have an easy access toilet. All of our classrooms are inclusion friendly: we aim to teach in a way that will support children with dyslexia, dyspraxia, ASD etc. We view this as good practice to support all children but vital for those who particularly need it. All of our children have access to the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources. All classrooms have 'Soundfield' systems.

Please refer to our 'Accessibility plan' policy.

#### **7. Allocation of resources for vulnerable pupils, those with SEN or who are disabled**

All pupils with SEND will have access to the school's SEND budget. Some pupils with the more complex SEND needs, may have an Education and Health Care Plan. Due to changes to the system in Summer 2020, those children with an EHCP will be banded according to their level of need. Funding will be attached to each band.

The SENDCo can refer individual applications to a Local High Needs Funding panel, this panel is for children with emerging high level of need.

This is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding. It would then be the responsibility of the SENDCo, Senior leadership team and governors to agree how the allocation of resources is used.

#### **8. Identification, assessment, monitoring and review of pupil needs and progress**

## **Identifying children with SEN**

Children with SEND are identified by one of three assessment routes, all of which are part of the overall approach to monitoring pupil progress:

All pupils receive Quality First Teaching. The progress of every child is monitored at half termly pupil progress meetings. A child who is identified as not making progress will be discussed with the SENDCo, prior to a meeting with the child and parent/carer.

Section 20 Children and Families Act 2014 defines a child as having Special Educational Needs (SEN) if he or she *"has a learning difficulty or disability which calls for special education provision to be made for him or her"*.

A child is considered to have a learning difficulty if she or he:

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

We take all parental requests and concerns regarding their child's learning seriously. We work with the child and his/her family to plan a course of action to address additional needs. Where the concern is not addressed by Quality First Teaching, a further meeting will be held with the child and his/her parent/carer to put in place targeted support with clear success criteria and time limits.

At this stage the pupil may be put on the school SEND Register. Assessments are used in conjunction with the teacher assessments to clarify the need. Should the school feel that an outside agency may be able to offer advice and support; parents/carers will always be informed and asked for permission in writing. Although the school can identify special educational needs and make provision to meet those needs, we do not offer diagnoses. Parents/ carers are advised to contact their GP if they think their child may have ASD or ADHD or some other disability. School will support this with a letter if appropriate.

## **Assess, Plan, Do and Review Cycle**

### **Assess:**

- A clear analysis of the pupil's needs will be identified from the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information gathered from other areas of the school.
- The pupil's development in comparison to their peers and national data will also be considered along with the parent's views and experience, the pupil's views and, if relevant, advice from external support services.

### **Plan:**

- Parents/carers, with their child, will meet with the SENDCo, sometimes alongside the teacher that may have been involved to decide on the interventions and support to be put in place as well as the expected impact on progress and development. A review date should also be set so that the effectiveness of the intervention can be determined.
- The Plan will clearly identify the areas of needs, the desired outcomes, the support and resources provided.

**Do:**

- The class teacher remains responsible for working with the pupil on a daily basis and will 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.
- The SENDCo will support the class teacher in the further assessment of the pupil's needs, in problem solving and advising on the effective implementation of support.

**Review:**

- There will be a review of the APDR Plan where parents/carers will be given information about the impact of the support and interventions provided enabling them to be involved with planning the next steps. Where appropriate other agencies will be asked to contribute to this review.
- Where a pupil has complex needs involving more than one agency it will depend on the needs of the child and the frequency of the educational reviews as to whether external agencies attend each educational review. This will be agreed at the initial meeting.
- This review will feedback into the analysis of the pupil's needs. The class teacher, working with the SENDCo, will then revise the support in light of the pupil's progress and development, with decisions on any changes made in consultation with the parent/carer and the pupil.
- Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement and advice from a specialist or external agency. The school will consult with parents/carers before involving a specialist or external agency.

**Records for children receiving SEND support**

- An annual one page plan is used to record the child's strengths and interests; what they enjoy about school, what they find hard and what helps them to achieve. This is completed with the child and acts as a guide for their class teacher. The information may be updated during the year.
- At termly progress meetings an APDR document is produced and/or reviewed. The plan records specific and challenging targets for the child to achieve in a term, together with the personalised provision (which may be 1:1 or in a small group) put in place to enable the child to achieve these targets.
- Children will be involved in the process of reviewing these targets through the use of pupil voice.
- In KS2, targets are on children's individual APDR plans and stuck in their jotters for children to refer to. In KS1 children have target books, each term targets are stuck in and used to refer to. Teachers use these books to review targets with children.

**Moving to an EHCP (Education, Health and Care Plan)**

If the child fails to make progress, in spite of high quality targeted support, we may apply for the child to be assessed for an EHC Plan. Generally, we apply for an EHC Plan if:



- The child has a disability which is life-long and which means that they will always need support to learn effectively.
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.
- The child's social, emotional and mental health needs are impacting upon their learning.

Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan. If the application for an EHC Plan is successful, an EHCP will record the child's strengths, their dreams and aspirations as well as the barriers they face. If an EHCP is successful, the LA will produce the EHC Plan which will record the decisions made at the meeting.

## **9. Access to a broad and balanced curriculum, information and associated services**

We believe that children learn best with the rest of their class. Our aim is for all children to be working independently, in class, with appropriate adaptations to achieve the task. Children with SEN and disabilities are entitled to be taught by their teacher, not always by a TA. Teachers aim to spend time each day working with all children with SEND, individually or as part of a group.

When allocating additional TA support to children, our focus is on outcomes. We aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult. We achieve this by creating a team around the child rather than a 1:1 approach.

The school has a range of interventions. When considering an intervention, we look first at the child's profile of learning so we can select the intervention which is best suited to the child. Targets for children are deliberately challenging in the attempt to close the attainment gap between the child and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher (who monitors progress towards the targets during the intervention) and by the SENDCo (who monitors overall progress after the intervention).

Interventions are planned and are time limited. At the end of an intervention period, the child's progress towards their targets is assessed and recorded.

A decision is then made about:

- continuation of the intervention
- the introduction of a new intervention
- allowing a period of consolidation in class

The SENDCo and assistant headteachers monitor interventions to identify 'what works'.

All children have equal access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary we make accommodation and adaptation to meet the physical and learning needs of our children.

Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs.

## **10. Inclusion arrangements for pupils with SEND or who are disabled**

The Headteacher oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

Behaviour is not classified as special educational need. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. We use approaches used by Hertfordshire STEPS to understand the behaviour as a form of communication. We often use anxiety maps in order to identify patterns and to help unpick behaviours. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we complete a Common Assessment Framework (CAF) with the family and support the child through that process. If parents/ carers and school are concerned that the child may have mental health needs, we encourage parents/ carers to ask their GP for a referral to Child and Adolescent Mental Health Services (CAMHS).

If the child is felt to have long-term social, emotional or mental health needs, e.g. anger management, the school offers a range of social skills or therapeutic interventions. These are generally delivered by trained staff who develop good, trusting relationships with the children. In addition, the school makes use of behaviour support bases such as Chessbrook or Highwood.

All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs.

The school has a zero-tolerance approach to bullying, including towards children with SEND and disabilities. We will actively investigate all allegations and, if there is cause, work with all parties involved to improve their social skills.

## **11. How governors evaluate the success of provision**

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014. The Governors with particular responsibility for SEND are Claire Singleton and Simon Galloway. They meet with the SENDCo annually to discuss actions taken by the school. Reports are considered by the full Governing Body, which also include assessment data.

## **12. Complaints procedure**

The school works, wherever possible, in partnership with parents/ carers to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure.

### **13. Staff training and professional development for SEND**

All of our teachers are trained to work with children with SEN. All have access to advice, information, resources and training to enable them to teach all children effectively. We offer training and self-help opportunities through access to in-house or external courses, provision of books or guidance towards useful websites.

All teaching and learning staff in the school support children with special educational needs. We believe strongly in an inclusive education and ensure that all children have access to all opportunities in school. We have a great team of teachers who continually work together to improve their teaching practice.

The Senior leadership team are committed to all staff continually developing their practice. Training has included:

- working with children with speech and language difficulties
- working with children with ADHD from ADDvance
- Supporting pupils with behavioural problems
- Dyscalculia and Dyslexia
- Attachment/ Trauma
- Medical training where applicable
- PDA - Harry Thompson

To supplement staff expertise, the school has access to a range of external experts e.g. Educational Psychologists and Advisory Teachers from teams such as Speech and Language, Communication and Autism, Colnbrook, Chessbrook, Occupational Therapists, Physiotherapists and others where necessary.

### **14. Links to support services and school to school support for SEND**

The school works continuously with external agencies in order to support our SEND pupils. We work alongside each other to ensure the children have the correct provision in place.

Yorke Mead seeks advice and support from the following professionals:

- SEND Specialist Advisory Service
- Speech and Language Therapy Service
- Social Services
- Specialist Outreach Services
- Education Psychology Service
- Chessbrook Education Support Service
- Occupational Therapy Service
- Speech and Language Therapy Service
- Physiotherapy Service
- School Nurse/Doctor
- The Visual Impairment Service
- SpLD Base
- MLD Base (Colnbrook)
- Hertfordshire Adoption Support
- The Virtual School

- CAMHS

### **15. Working in partnership with parents/ carers**

At Yorke Mead, working with parents/ carers is vital to ensure children are identified early as needing support and that the provision in place is appropriate. How a child is doing is an ongoing conversation between parents/ carers, carers and school staff.

Formal opportunities are available for parents/ carers to talk to their child's class teacher twice a year with a short consultation and a written report is sent home once a year in July.

Parents/ carers of children receiving special educational provision are invited to meet with the SENDCo and teacher every term, to review and discuss provision and agree desired outcomes.

Informal opportunities to talk to teachers, Head Teacher, SENDCo and other staff arise daily, at the end of the school day, providing the member of staff is not running a club or attending a staff meeting. The office staff can make appointments for parents/ carers to speak to any member of staff.

### **16. Transition into and within school**

We understand how difficult it is for children and parents/ carers as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes - including from the nursery - as smooth as possible. This may include, for example:

- visits to the classroom environment in order to identify where the toilets are, where the pegs are etc
- opportunities to take photographs of key people and places in order to make a transition booklet
- additional meetings for the parents/ carers and child with the new teacher
- Transition books
- Social stories

Enhanced transition arrangements are tailored to meet individual needs.

When transferring to secondary school, meetings are held between the SENDCo from the child's new secondary school and the SENDCo from their current school. Where appropriate the parent/carer and child will also be invited to attend.

### **17. Links with other agencies, schools and voluntary organisations**

Here is the link to the list of support groups on the Hertfordshire website –

<http://www.hertsdirect.org/your-community/comvol/disable2y/chdis3y/11065581/>

# 18. Copy of APDR Document



## SEND Individual Provision Plan: 2023-2024 (Assess – Plan – Do – Review)



Name: \_\_\_\_\_ Year: \_\_\_\_\_ Class: \_\_\_\_\_ DOB: \_\_\_\_\_ SEN date: \_\_\_\_\_

Targets from previous academic year **Achieved** **Partially met** **Not met**

### Quality First teaching:

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>- Tasks differentiated into Super, Mega, Ultra</li> <li>- Further differentiation for SEND and G&amp;T by use of Super plus or Turbo</li> <li>- Visual models shared with the class and on display</li> <li>- Practical equipment to support learning</li> <li>- Flexible grouping based on daily assessment</li> <li>- Clear expectations and steps to success available</li> <li>- Scaffolding available in all lessons e.g. word banks/ word maps/ examples</li> <li>- Clear lesson structure with learning objectives present orally and visually</li> </ul> | <ul style="list-style-type: none"> <li>- Instructions given in small chunks with visual cues</li> <li>- Understanding checked by asking pupils what they have to do</li> <li>- Kinaesthetic activities as much as possible</li> <li>- Praise is specific and named</li> <li>- Working memory supported by demonstrating</li> <li>- Teaching assistant clearly planned for</li> <li>- Assessment for learning activities planned for</li> </ul> |
|---|--|

ASSESS						
<b>SEND type:</b> Cognition and learning SEHM	<b>Barriers to Learning/Behaviours/Triggers:</b> <ul style="list-style-type: none"> <li>•</li> </ul>	<b>Overall provision (links to provision maps):</b> Autumn Spring Summer <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 50%;">Targeted support</th> <th style="width: 50%;">Specialist support (child specific)</th> </tr> <tr> <td style="height: 40px;"> <ul style="list-style-type: none"> <li>•</li> </ul> </td> <td style="height: 40px;"> <ul style="list-style-type: none"> <li>•</li> </ul> </td> </tr> </table>	Targeted support	Specialist support (child specific)	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
Targeted support	Specialist support (child specific)					
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>					
<b>Start of Year levels:</b> Reading: Writing: Maths:						
<b>Current Attendance:</b>						
<b>Pupil Group (highlight):</b> PP (FSM)    PP (Ever 6)    CLA EAL        BME Forces      Summer Born						

REVIEW & SPRING TERM TARGETS	
<b>What has been achieved (target review)?</b>	<b>End of Autumn Term progress in steps:</b> Reading: Writing: Maths:  <b>Current Attendance:</b> 7%
<b>Pupil Review:</b> <ul style="list-style-type: none"> <li>• <i>What have your targets been this term?</i></li> <li>• <i>What helped you achieve your targets?</i></li> <li>• <i>What else could be done to help you achieve your targets?</i></li> </ul>	
<b>Parent Review:</b>	

PLAN & DO			
Spring Term Targets:			
	Target:	Success criteria	Provision to meet this target:
Cognition and Learning:			
Social, Emotional and Mental Health:			
Sensory and/or physical:			
Communication and Interaction			

**REVIEW & SUMMER TERM TARGETS**

<b>What has been achieved (target review)?</b>	<b>End of Spring term progress in steps:</b> Reading: Writing: Maths:  <b>Current Attendance:</b> 79%
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**Pupil Review:**

- *What have your targets been this term?*
- *What helped you achieve your targets?*
- *What else could be done to help you achieve your targets?*

**Parent Review:**

**PLAN & DO**

**Summer Term Targets:**

	Target:	Success criteria:	Provision to meet this target:
Cognition and Learning:			
Social, Emotional and Mental Health:			
Sensory and/or physical:			
Communication and Interaction			

<b>Outside Agencies currently Involved:</b>	<b>Outside agencies previously involved:</b>
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**PLAN & DO**

**Autumn Term Targets:**

(Delete target rows not applicable)

	Target:	Success criteria:	Provision to meet this target:
Cognition and Learning:			
Social, Emotional and Mental Health:			
Sensory and/or physical:			
Communication and Interaction			

**Pupil's View on the year ahead:**

**Parental Input on the year ahead:**

Targets from previous academic year **Achieved** Partially met Not met

**ASSESS - Add comments termly in a different colour  
Autumn (Orange), Spring (Green) and Summer (Yellow)**

<b>SEND type:</b> Cognition and learning SEHM	<b>Barriers to Learning/Behaviours/Triggers:</b> <ul style="list-style-type: none"> <li></li> </ul>	<b>Overall provision (links to provision maps):</b> Autumn Spring Summer							
<b>Start of Year levels:</b> Reading: Writing: Maths:		<table border="1"> <tr> <td><b>Universal Support (reasonable adjustments) ALL</b></td> <td><b>Targeted – some</b></td> <td><b>Specialist – few</b></td> </tr> <tr> <td align="center">•</td> <td align="center">•</td> <td align="center">•</td> </tr> </table>	<b>Universal Support (reasonable adjustments) ALL</b>	<b>Targeted – some</b>	<b>Specialist – few</b>	•	•	•	
<b>Universal Support (reasonable adjustments) ALL</b>	<b>Targeted – some</b>	<b>Specialist – few</b>							
•	•	•							
<b>Current Attendance:</b>  <b>Pupil Group (highlight):</b> PP (FSM) PP (Ever 6) CLA EAL BME Forces Summer Born									
<b>Outside Agencies currently Involved:</b>		<b>Outside agencies previously involved:</b>							

**PLAN & DO**

**Autumn Term Targets:**  
(Delete target rows not applicable)

	Target:	Success criteria:	Provision to meet this target:
Cognition and Learning:			
Social, Emotional and Mental Health:			
Sensory and/or physical:			

**REVIEW – END OF YEAR**

<b>What has been achieved (target review)?</b>	<b>End of Autumn Term progress in steps:</b> Reading: Writing: Maths:  <b>Current Attendance:</b> %
<b>Pupil Review:</b> <ul style="list-style-type: none"> <li>What have your targets been this term?</li> <li>What helped you achieve your targets?</li> <li>What else could be done to help you achieve your targets?</li> </ul>	
<b>Parent Review:</b>	

**PLAN & DO**

Suggested Autumn term targets:

	Target:	Success criteria:	Provision to meet this target:
Cognition and Learning:			
Social, Emotional and Mental Health:			
Sensory and/or physical:			
Communication and Interaction			

**Name:**                      **Year:**                      **Class:**                      **DOB:**                      **SEN date:**

Communication and Interaction			
<b>Pupil's View on the year ahead:</b>			
<b>Parental Input on the year ahead:</b>			

Reviewed by: Francesca Elliott SENDCo September 2023

To be reviewed by the Governing Body: November 2026