

## **St Chad's Patchway CE VC Primary School**

### **Inclusion Policy**

*'Learning to love, loving to learn'*

#### **Ethos and Intent**

At St Chad's, we value the individuality of all of our children. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of our children's varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter to us and we work hard to develop every area of a child. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background. We can only achieve this by working transparently and closely with every person who is involved with each pupil. There is no one size fits all and, rather we would like to develop strategies that best suit the need and requirement for each pupil, taking into account their personal need.

This is achieved by:

- Designing a curriculum to promote a full range of learning, thinking and life skills
- Providing a broad, balanced and relevant curriculum
- Setting suitable learning challenges
- Responding to children's diverse learning needs
- Using flexible and responsive teaching and learning styles
- Overcoming potential barriers to learning and assessment for individuals and groups of children
- Equipping children with the skills, knowledge and attitudes necessary to succeed as responsible and valued members of society
- Developing a close partnership within and with the whole community, particularly, parents and governors.

We actively seek to remove the barriers to learning and participation that can hinder or exclude individual children, or groups of children. This means that equality of opportunity must be a reality for our children. We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of children to ensure that all pupils are achieving as much as they can. We also make ongoing assessments of each child's progress. Teachers use this information when planning their lessons, enabling them to take into account the abilities of all their children. We recognise pertinent acts of parliament such as The Equality Act 2010 which refers to "protected characteristics", and how we approach this is explained in more detail in our single equalities policy. We have this additional policy as we are often asked how we support children of SEND or Gifted and Talented needs and so this will help to explain.

We make this a reality through the attention we pay to the different groups of children within our school, not just abilities, for example:

- Girls and boys;
- Children from minority faiths, ethnicities, travellers, asylum seekers, refugees
- Children who have English as an additional language
- Children who have Special Educational Needs or Disabilities
- Children who are gifted and talented
- Children who are looked after children
- Children who are at risk of disaffection or exclusion, young carers, sick children, children from families under permanent or temporary stress.

We aim to provide a differentiated curriculum that meets the needs of all children, individuals and groups by:

- Setting suitable learning challenges
- Responding to diverse learning needs

Overcoming potential barriers to learning and assessment.

We strive to provide a happy, healthy and safe school by:

- Recognising, reflecting and celebrating the skills, talents, contributions and diversity of all our children
- Providing high quality pastoral care, support and guidance, driven by the leadership team
- Safeguarding the health, safety and welfare of children
- Listening and responding to the concerns of children and parents
- Taking care to balance the needs of all members of the school community.

Teachers ensure children:

- Feel secure and know that their contributions are valued
- Appreciate and value the differences they see in others
- Take responsibility for their own actions
- Participate safely, in clothing that is appropriate to their religious beliefs
- Are taught in groupings that allow them all to experience success and make progress
- Use materials that reflect a range of social and cultural backgrounds, without stereotyping
- Have a common curriculum experience that allows for a range of different learning styles
- Have challenging targets that enable success
- Are encouraged to participate fully, regardless of disabilities or medical needs.

## **Definitions**

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”.

*Section 20 Children and Families Act 2014*

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

xiv. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of 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 or mainstream post-16 institutions

xv. For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

xvi. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xiv. above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

*P15 SEND Code of Practice 2015*

xviii. Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is

defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

*P16 SEND Code of Practice 2015*

### **Other relevant documents**

- Working Together to Safeguard Children (2013)
- The Children Act (1989)
- Equality Act 2010: Advice for schools (2010)
- Reasonable adjustments for disabled pupils (2012):
- Supporting pupils at school with medical conditions (2014)
- The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)
- The Engagement Model (2020)

### **Aims**

- To ensure that all children, including those identified as having special educational needs and / or disabilities (SEND) and being gifted and talented (G&T), have a common entitlement to an accessible, broad and balanced academic and social curriculum, and are fully included in all aspects of school life.
- To ensure that all members of the school community are proactive in promoting the positive behaviour that ensures an inclusive ethos.
- To eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.
- To ensure the SEND Code of Practice, 2015 and other relevant Acts and guidance are implemented effectively across the school.
- To provide full access to the curriculum through differentiated planning by class teachers, Inclusion Leader and support staff as appropriate. To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those children recorded as having SEND.
- To ensure that all children are perceived positively by all members of the school community, and that SEND, G&T and inclusive provision are positively valued and accessed by staff and parents/carers.
- To enable children to move on from us well equipped in the basic skills of English, Maths and social independence to meet the demands of continuing school life, learning and the wider world.
- To seek the views of the child and take them into account.
- To involve parents/carers at every stage in plans to meet their child's additional needs.

### **Guidelines**

The governing body recognises that the following guidelines are specific to children with SEND. However, they recognise their commitment to inclusion for all groups as covered in the introduction, relevant policies (see final paragraph), and the ethos of the school.

### **Roles and Responsibilities**

#### ***The Governing Body***

#### ***Role: Strategic overview, support and challenge***

The Governing Body will:

- in co-operation with the Headteacher, determine the school's general policy and approach to provision for children with SEND and G&T
- establish the appropriate staffing and funding arrangements
- appoint an SEND governor who will

- Meet with Inclusion Leader at least twice per year. Visits may include monitoring activities such as discussions concerning data, learning walks, books looks, lesson observations and pupil conferencing
  - Provide written records for each visit.
  - Provide support and challenge to SLT in relation to SEND
  - Provide regular updates to Curriculum Committee and whole Governing Body in relation to SEND
  - Triangulate sources of evidence in order to understand progress the school is making towards school improvement for SEND.
- ensure children's applications are made appropriately through the Local Authority admissions process. <http://www.southglos.gov.uk/education-and-learning/schools-and-colleges/school-admissions/>

### ***The Headteacher***

***Role: Strategic responsibility of SEND, intent, implementation and impact.***

The Headteacher will:

- Be responsible for the day-to-day management of all aspects of the school's work, including provision for children with SEND and G&T.
- Hold senior and middle leaders and Inclusion Leader to account for the quality of SEND provision through routine review meetings
- Deploy teaching assistants across the school
- Ensure the SEND Policy and Information Report are current and reflect provision.
- Ensure effective communication with parents in order to keep them informed about inclusive practice within the school and in regard to the individual SEND provision and progress of their child.
- Act as a role model for all staff in regard to inclusive behaviour and expectations

### ***Teaching staff:***

***Role: Delivery of inclusive teaching, target setting, monitoring progress of individual students***

Teaching staff will

- Be involved in the development of the school's Inclusion policy and be fully aware of the school's procedures for identifying, assessing and making provision for children with SEND and G&T.
- Oversee delivery of interventions for children in their class.
- Make explicit links to interventions to support pupils in applying learning.
- Identify pupils' strengths and barriers to learning and record within Support Plans.
- Contribute to the annual review process in writing and through attendance at meetings where appropriate.
- Contribute to statutory assessment where applicable.
- Liaise with external agencies, including completing any written documentation.
- Provide differentiated work which meets the individual needs of learners.
- Implement provision for pupils with SEND, including resources and equipment.
- Provide planning for teaching assistants and give them time to prepare for lessons.
- Complete shared planning in good time for teachers to personalise for their class.
- Identify pupils for concern and contribute to the assess, plan, do and review cycle.

### ***Teaching Assistants***

***Role: Delivery of interventions, support within class, collation of data against targets/outcomes.***

Teaching Assistants will:

- Deliver structured interventions following guidance from class teachers and Inclusion Leader.
- Record and track delivery of interventions.
- Record progress towards intervention targets and communicate with class teacher and Inclusion Leader.
- Read and be familiar with planning in order to be prepared for delivery.
- Scaffold pupils' learning and encourage independence.

- Provide support and provision for children with Education and Health Care Plans following guidance from class teacher and Inclusion Leader.

### **The Inclusion Lead**

*Role: Work with the head teacher, other leaders and fellow teachers to be involved in the strategic development of the Inclusion policy and provision for children with SEND and G&T. Co-ordination of SEND provision, monitoring of SEND provision, data analysis and evaluation of impact, monitoring of pupil progress of children on SEND register, monitoring of high quality inclusive teaching and provision for SEND across the school, coordination of interventions across school, TA performance management, integral focus on SEND in all lesson observations:*

### **The Inclusion Leader will:**

- Be responsible for day-to-day operation of the school's Inclusion policy and for coordinating provision for children with SEND and G&T.
- liaise with and advise fellow teachers,
- liaise with and advise subject leaders
- manage teaching assistants,
- oversee the records of all children with special educational needs and disabilities,
- liaise with parents of children with special educational needs,
- contribute to the in-service training of staff,
- liaise with external agencies including the Local Authority (LA)'s support and educational psychology services, health and social services and voluntary bodies,
- liaise with the SEND governor and Pupils, Staffing and Curriculum committee of the governing body,
- monitor and report on plans and interventions.

The school values working closely with parents and carers to enable all children to achieve their potential and we do this by:

- discussing with parents a potential identification of SEND / G&T and making sure that they understand the purpose of any intervention, booster or programme of action. Parents/carers will be involved at all stages of the education planning process. An appointment will be made by the class teacher to meet all parents/carers whose children are being recorded as having additional needs at SEN Support. The Inclusion Lead will attend this meeting if the school or the parent thinks this is appropriate.
- acknowledging and drawing on parental knowledge and expertise in relation to their child,
- focusing on the children's strengths as well as areas of additional need,
- recognising the personal and emotional investment of parents and being aware of their feelings,
- ensuring that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings,
- giving information about any local support groups which may be of help,
- respecting the validity of differing perspectives and seeking constructive ways of reconciling different viewpoints,
- respecting the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers,
- recognising the need for flexibility in the timing and structure of meetings,
- always seeking parental permission before referring to others for support,
- informing them of their child's entitlement within the SEND Code of Practice,
- including in Support Plans how parents can support at home, and inviting parents/carers to contribute their views to the review process. All Support Plans and reviews will be copied and sent to parents/carers after meetings,
- discussing ideas and materials for supporting learning at home,
- providing regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request,

- ensuring regular communication between school and home in order that concerns are promptly acted on. Where this has not happened, parents/carers are able to make a complaint by contacting the Headteacher or, if this fails to resolve the issues, the governing body. Our complaints procedure, available from the school office, sets out the steps to making a complaint in more detail.

### **Allocation of Resources to and amongst children**

The Inclusion Leader maps provision to show how resources are allocated and develops this through work with individual teachers and the Headteacher. This is subject to change as appropriate.

### **Identification and Assessment Arrangements, Monitoring and Review Procedures**

The school's system for regularly observing, assessing and recording the progress of **all** children is used to identify children who are not progressing and who may have additional needs, and children who may show specific talents or gifts (G&T). Often this work is undertaken through termly Pupil Progress Meetings.

The school's system includes reference to information provided by:

- Early Years Foundation Stage Profile,
- Progress measured against the assessment focuses in English and Maths,
- National Curriculum descriptors and age related expectations,
- Progress measured against The Engagement Model (replaces P Scales)
- Standardised screening and assessment tools,
- Observations of behavioural, emotional and social development,
- An existing EHCP (Educational Health and Care Plan) of SEND,
- Assessments by a specialist service, such as educational psychology, identifying additional needs,
- Another school or LA which has identified or has provided for additional needs.

Based on the school's observations and assessment data and following a discussion between the class teacher, Inclusion Leader and parent, the child may be recorded as needing either:

- differentiated provision within the class or in small groups outside of the classroom for a set period.
- additional support through school provision known as **SEND support**,
- additional support through external provision.

### **Differentiated Curriculum Provision**

In order to make progress, a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies.

Under these circumstances, a child's needs will be provided for within the whole class planning frameworks. Differentiation will be recorded in planning by the class teacher where appropriate.

At this stage, it may also be appropriate for the child to join a small group of children receiving booster support to get their attainment back on track, or work which is targeted higher in response to their specific G&T needs. This support will normally be given by a teaching assistant, but be planned by the class teacher or Inclusion Leader. At this stage, information will be shared with parents during the standard methods such as parents' evenings, and will be part of the school's monitoring of progress and provision.

**Monitoring** of progress will be carried out by the class teacher and teaching assistants, and used to inform future differentiation within whole class planning. This progress is also monitored by the Inclusion Leader, the Head and Deputy and Curriculum Subject Leaders to ensure continuity and to help plan the most appropriate support.

The child's progress will be **reviewed** at the same intervals as for the rest of the class and a decision made about whether the child is making adequate progress at this level of intervention.

The school uses the definitions of adequate progress as suggested in the revised *Code of Practice, 2015* that is, progress which:

- closes the attainment gap between the child and their peers (SEND),
- prevents the attainment gap from growing wider (SEND),
- is similar to that of peers starting at the same attainment baseline, but less than the majority of peers (SEND),
- matches or betters the child's previous rate of progress,
- ensures full access to the curriculum (SEND),
- demonstrates an improvement in self-help or social or personal skills,
- demonstrates an improvement in the child's behaviour.

Where a period of differentiated curriculum support or booster groups have not resulted in the child making adequate progress OR where the nature or level of a child's needs are unlikely to be met by such an approach, provision at the **School SEND support** level may need to be made.

### **Engagement Model**

Children who are working below the standard of the national curriculum assessments and not engaged in subject-specific study at key stage 1 and key stage 2 will be assessed using the Engagement Model. The Engagement Model assesses five areas: exploration, realisation, anticipation, persistence and initiation. The Engagement Model is used alongside assessment methods used across the school for all pupils.

Observations focusing on the five areas of the Engagement Model will take place on a regular basis through the school year, usually during Attention Autism sessions, using the Engagement Model Observation Template (see Appendix 3). Observations will be conducted by people who know the child well - 1:1 TAs class teacher and SENDCo - in pairs where possible to support moderation of scoring.

Outcomes of observations will be used as part of the Plan, Do, Review cycle to plan activities to support children in making progress in these areas. Outcomes of observations will be reported to parents during the usual cycle of parents' evenings, Support Plan meetings and EHCP review meetings and will be used to inform Support Plan and EHCP reviews.

### **SEND support**

SEND support provision would be provided following an Assess, Plan, Do, Review cycle. Children may be assessed as requiring support in one or more of the four broad areas of need:

- Cognition and Learning
- Social, Emotional and Mental Health
- Communication and Interaction
- Sensory and/or physical

The additional support will be in addition to and different from that which is received by the majority in the class.

Groups may be taught by the class teacher and also supported by a teaching assistant.

The responsibility for planning for these children remains with the class teacher, in consultation with the Inclusion Leader.

A child receiving support at **SEND support** will have a Support Plan (See Appendix 1), or a Support Plan Plus (See Appendix 2) if there is an indication that needs are of a level to potentially require a Statutory Assessment in the future.

This will include information about teaching support strategies and the provision to be put in place. Support Plans record what is additional to or different from the normal differentiated curriculum plan. Support Plans are co-written and reviewed with parents.

Monitoring of progress will be closely carried out by the class teacher and teaching assistant.

Support Plans will be reviewed by children, parents and teachers at least three times a year. Some children may need more frequent reviews. The class teacher is responsible for organising and holding Support Plan

reviews, with Inclusion Leader support when required. A graduated approach of assess, plan, do, review will be used to support this process.

As part of the review process, the Inclusion Leader and school colleagues, in consultation with the parents/carers, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions. Where this is the case, a decision may be made to seek advice from and involve external agencies such as school nurse or Educational Psychologist. Alternatively, the child may make good progress and parents and school staff may decide that a Support Plan is no longer required if the child begins to work at the level of differentiated curriculum support.

### **External Agency Involvement**

Provision at this level always includes the involvement of **specialist services** in addition to all the support offered for children at SEND support. A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the child. The specialist services will always contribute to the planning, monitoring and reviewing of the child's progress. The responsibility for planning for these children and ensuring the progress for these children remains with the class teacher, in consultation with the Inclusion Leader.

Children at this level of support would be indicated where there is evidence that the level and duration of the child's additional needs are such that the child:

- continues to make little or no progress in the areas of concern,
- continues working at National Curriculum levels and / or age related expectations substantially below that expected of children of the same age,
- continues to have difficulty in developing English and Maths skills,
- has emotional, mental health or social needs which regularly and significantly interfere with the child's or others' learning,
- has sensory or physical needs which significantly impact their ability to learn
- continues to have communication and interaction needs that interfere with the development of social relationships and act as a barrier to learning,
- requires the involvement of outside agencies to advise on meeting their needs.

A child receiving support at this level will have a Support Plan. Monitoring will take place as for SEND support provision. Provision will run concurrently with differentiated curriculum support. Children who make good progress at this level may move to SEND support provision where further support from outside agencies is no longer deemed necessary. This decision is made in consultation with parents.

A pupil presenting with behavioural difficulties may require a Behaviour Support Plan (BSP). A senior member of school staff, parents, the child and possibly the Behaviour Support Team and Educational Psychologist will be involved in implementing the plan. Parents are expected to support the plan and the school will support the child and parents in making the plan successful.

### **Request for a statutory assessment**

Following the implementation of advice from professionals and successful review for a child who has significant SEND, the school may apply to the Local Authority for an EHCP Needs Assessment. This is done in agreement with Parents/Carers and usually the school's Educational Psychologist. Parents may also request the Local Authority to conduct an EHCP assessment.

<http://sites.southglos.gov.uk/safeguarding/children/the-south-glos-way-inclusion-toolkit/>

An EHCP needs assessment will ascertain whether the child or young person:

- Has SEN that are long term (lasting over a year) severe and complex and has possible SEN related social care and/or health needs.
- Has SEN that have not responded to sustained, relevant and purposeful measures taken by the educational setting and external agencies.
- Needs SEN provision which cannot reasonably be provided within the delegated resources available to mainstream educational settings.



- Requires an EHC plan to ensure that their needs are met.

(from <http://sites.southglos.gov.uk/safeguarding/wp-content/uploads/sites/221/2020/07/EHCP-Decision-making-guidance-2021.pdf>)

If the LA decides an EHCP Needs Assessment is appropriate, advice will be requested from parents, the school, the educational psychologist and other agencies involved with the child, including health and social services. The SEND Panel will then make a judgement based on the agreed criteria for making an assessment.

Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

### **Educational Health and Care Plan (EHCP)**

A child who has an Educational Health and Care Plan will continue to have arrangements as explained above. Additional support will be provided according to the individual plan.

The responsibility for planning for these children remains with the class teacher, in consultation with the Inclusion Leader

There will be an Annual Review, chaired by the Inclusion Leader, to review the effectiveness of the provision and to recommend to the Local Authority whether any changes need to be made, either to the EHCP or to the funding arrangements for the child. As part of the review process, where children have made good progress a request can be made to cease the plan and, conversely, where an individual continues to experience significant difficulties, a request for increased funding or review of placement can be made. These requests are then considered by the SEND Panel.

### **Gifted and Talented**

Gifted and talented children will be given appropriate stretch and challenge in every classroom and opportunities to further their particular talents outside school at a local and national level.

In the classroom:

- there will be access to a differentiated curriculum that provides stretch and challenge,
- teachers have high expectations of pupil achievement,
- tasks are designed to take account of levels of existing knowledge, skills and understanding,
- there are planned extension opportunities or open-ended tasks.

In the school:

This varies according to subject area and is covered using a variety of methods:

- Enrichment activities,
- Opportunities for performance,
- School clubs,
- Specialist teaching,
- Partnerships with secondary schools.

### **The School's Arrangements for SEND and Inclusion In-Service Training**

- The Inclusion Leader will hold the National Award for Special Educational Needs Coordination or be training to complete it,
- The Inclusion Leader attends regular cluster meetings to keep up to date with developments in Special Educational Needs and Disabilities and Inclusion,
- The issues of meeting additional needs and Inclusion are targeted each year through the School Development Plan when appropriate. In-Service training and individual professional development is organised according to these targets,
- In-house additional needs and Inclusion training is provided through staff meetings by the Inclusion Leader and outside agencies as appropriate,
- All staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified either at an individual pupil or whole class level,

- Support staff are encouraged to extend their professional development and this will often be linked to specific inclusion needs.

**The use made of teachers and facilities from outside the school, including support services**

- The Educational Psychologist, Speech and Language Link Therapist and Behaviour Support Consultant visit the school regularly (according to timetable), following discussion with the Inclusion Leader as to the purpose of each visit.
- The Inclusion Leader liaises frequently with a number of other outside agencies according to the needs of the child, for example:

Inclusion Support Consultants

School Nurse

Community Paediatrician

Speech Therapy

Physiotherapy

Occupational Therapy

Sensory Impairment Team

Behaviour Support Team (BST)

Autism Hub

Child and Adolescent Mental Health Service (CAMHs)

Social Services

Education Welfare Service

Consent is requested from parents/carers before a referral is made to any outside agency, unless it is linked directly to a child protection concern.

In summary, we achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- Does each child achieve their best?
- Are there differences in the achievements of different groups of children?
- What is in place for children who are not achieving their potential?
- Are our actions effective?
- Are we successful in promoting racial and social harmony and preparing children to live in a diverse society?
- Are all our children happy to be in school? Are all our staff happy to be in school?

All members of our community are valued, feel secure and are offered opportunities to learn. Structures are in place to support inclusion if they cannot.

St Chad's CE Primary School will help all children make the best possible progress. No child or adult will be treated 'less favourably' for a reason related to their disability and 'reasonable adjustments' will be made to ensure that the disabled are not at a disadvantage. (Disability Discrimination Act 2001.)

In our school, the teaching and learning, achievements, attitudes and well-being of every child are of the utmost importance. We follow the necessary regulations to ensure that we take the experiences and needs of all our children into account when planning for learning, and this forms the basis for the ethos of the entire school.

This policy should be read in conjunction with the school's Child Protection, Safeguarding Policy, the SEND Code of Practice (<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>), and Medical Needs Access to Education Policy. The school also refers to South Gloucestershire Local Offer <http://www.southglos.gov.uk/health-and-social-care/care-and-support-children-families/local-offer/>

Approved: September 2023

To be reviewed September 2024



## “Child’s name” Support Plan



Department for Children, Adults and Health

Photo of me	Name:	Key worker/adult support?
	Class/Tutor:	
	Pupil Premium: Y/N	SEND Level
<b>Broad area of SEND Need:</b> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="width: 45%;"> <input type="checkbox"/> Communication &amp; Interaction  <input type="checkbox"/> Cognition and Learning         </div> <div style="width: 45%;"> <input type="checkbox"/> Social, Emotional and Mental Health  <input type="checkbox"/> Sensory and/or Physical         </div> </div>		
<b>Pupil Voice:</b>	<b>Teaching and Learning Approaches</b>	<b>Parent/Carer Voice:</b>
	How I learn best	
What my strengths are & what lessons I look forward to		Our hopes for our child now and into the future
What I enjoy & what is important to me	<b>Specialist/Modified Equipment</b>	<i>Things that are going well for your child, what approaches/strategies make the biggest difference?</i>
What my areas for improvement are	Are there any tools, resources, equipment that support me?	Information I would like you to know...
What I wish my teachers knew....	<b>Social Communication and Understanding</b>	What do they like and what makes them happy?
What my teachers can do to help me learn	Are there any social issues including mixing with others, sharing, humour, empathy, social boundaries?	What’s important for them now?
Things that have been tried and tested and do not work	<b>Self-Care and Independence</b>	
	<b>Sensory Processing</b>	
	Are there any issues linked to sounds / smells / tastes or touch that can affect learning or behaviour?	

**Assess, Plan, Do, Review 1**

Date	Assess		Plan	Do		Review	
	Needs/Areas of difficulty	Entry Data/Assessment	Outcomes for this term	Provision delivered through...	Specific Activity	Exit Data/Assessment/Progress Made	Reflection and review
				Feedback from child			
				Feedback from parents			
				Next steps			

# My Support Plan Plus [child/young person's name]

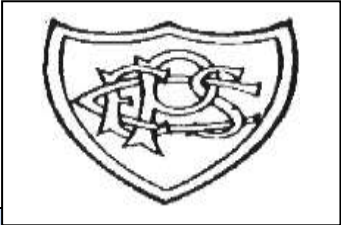
Child Centred and  
Co-produced



Department for Children, Adults and Health



Assess, Plan,  
Do, Review



	Date	People present
<b>Plan created</b>		
<b>Review 1</b>		
<b>Review 2</b>		
<b>Review 3</b>		

## Child / young person's details

Name		Date of Birth		Year Group	
Address				Post code	
Ethnicity		Religion		Home language	

Parent / Carer details (with parental responsibility)		Cared for by the LA	
Name		Relationship to the child	
Address (if different from above)		Postcode	
Telephone numbers		Email address	
Name		Relationship to the child	
Address		Post code	
Telephone number		E-mail address	

Details of child / young person's GP	
Name	
Address	

## Professionals who support me

Contact details for involved professionals

Name	Role	Contact Details (Email address and/or Telephone Number)	

## All about me

How I communicate

My Aspirations and goals and what is important to me	What people like and admire about me	How I learn best



What I can do to help	What helps me:	What doesn't help me:

<b>My parents'/carers' views</b>		
Our hopes for our child now and into the future	<i>Things that are going well for your child, what approaches/strategies make the biggest difference?</i>	<i>What support has your child received that has been particularly helpful?</i>

<i>What isn't working well?</i>	Information I would like you to know...	<i>Is there anything else you would like to tell us about your family?</i>
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<b>What do they like and what makes them happy?</b>	<b>What's important for them now?</b>	

## Assessment (unaided)

Additional assessments which have been carried out in line with the child or young person's individual need(s). **Please also attach the child's academic assessments to this form.**

Refer to the South Glos Way Toolkit for SEND Graduated Approach for suggested assessments for specific areas of need.

Area Assessed	Previous Results			Current Results		
	Assessment Used	Date	Raw Score, Percentile, Standardised score	Assessment Used	Date	Raw Score, Percentile, Standardised score
<i>e.g. Reading Accuracy</i>						

Analysis of this data (eg rate of progress, issues likely to have affected progress)

## Information on child/young person's attendance

Attendance % for last academic year (Authorised/unauthorised)	Attendance comments	No. of fixed term exclusions for last academic year	Fixed term exclusions comments

**Summary of Special Educational Needs** Please describe the child/young person's strengths and needs and long-term outcomes/short term targets. It is important to be specific about the **type and severity of need**. This information should be supported by the relevant evidence in relation to SEN, for example existing evidence of assessments or diagnosis.

Broad Areas of Need	Specialist assessments carried out	Strengths	Needs
<p><b>Communication and interaction</b> Evidence of SALT assessments, communication trust, Wellcomm etc.</p>	<p>Type of assessment: Carried out by: Date:</p>		
<p><b>Cognition and learning</b> Evidence of any standardised assessment supporting an indication of current attainment and cognitive strengths/weaknesses and impact.</p>	<p>Type of assessment: Carried out by: Date:</p>		

<p><b>Social, emotional and mental health</b> Incident logs / Structure observations / Boxall Profile or Thrive / GL emotional literacy assessment</p>	<p>Type of assessment: Carried out by: Date:</p>		
<p><b>Sensory and/or physical needs</b> Relevant professional reports should be referenced for example care plans, manual handling plans, HI/VI assessments.</p>	<p>Type of assessment: Carried out by: Date:</p>		

# Assess, Plan, Do and Review 1

Long term outcomes						
Assess		Plan	Do		Review	
Needs	Entry data	Outcomes for this term	Provision delivered through...	Specific Activity	Exit data/progress made	Reflection and review
Attendance						
Feedback from child						
Feedback from parents						
Next steps						

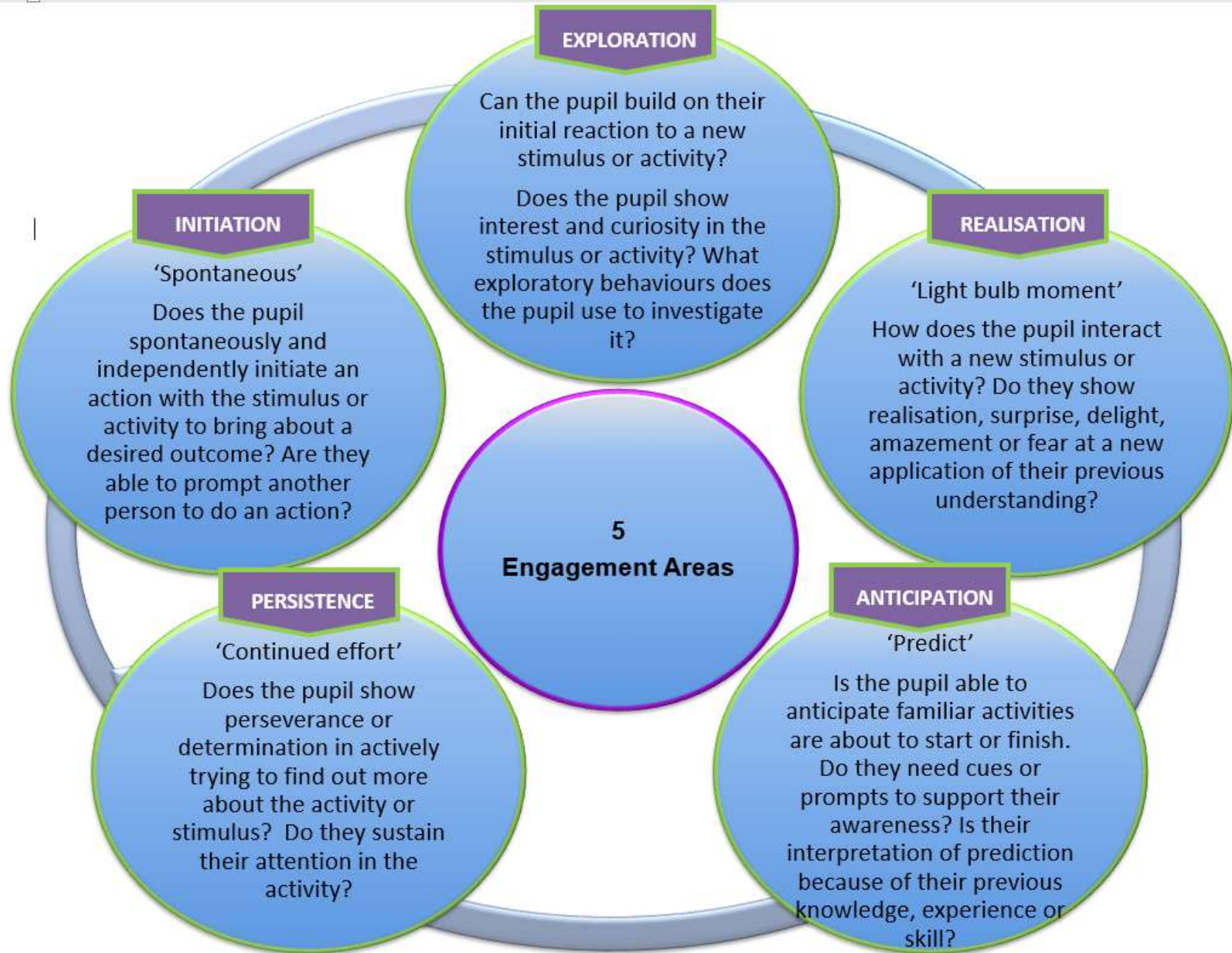
# Assess, Plan, Do and Review 2

Long term outcomes						
Assess		Plan	Do		Review	
Needs	Entry data	Outcomes for this term	Provision delivered through...	Specific Activity	Exit data	Reflection and review
Attendance						
Feedback from child						
Feedback from parents						
Next steps						

# Assess, Plan, Do and Review 3

Long term outcomes						
Assess		Plan	Do		Review	
Needs	Entry data	Outcomes for this term	Provision delivered through...	Specific Activity	Exit data	Reflection and review
Attendance						
Feedback from child						
Feedback from parents						
Next steps						





1

**No focus / Disengaged**

Inattentive and unresponsive

2

**Emerging / Fleeting**

Low and minimal levels of engagement; some evidence of awareness

3

**Partly Engaged**

Emerging engagement but unpredictable

4

**Mostly Engaged**

Engagement occurring the majority of the time.

5

**Fully Engaged**

Completely Engaged

Realisation:

/5

Anticipation:

/5

Persistence:

/5

Exploration:

/5

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Adult: \_\_\_\_\_

Activity: \_\_\_\_\_

Area focus: All      or:

Initiation / Exploration / Realisation / Anticipation / Persistence

Total Score: \_\_\_\_\_

Initiation:

/5