

*Journeying together with God*

**Bramley St Peter's C of E (VA)  
Primary School**

## **POLICY FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITY**

*Ratified by the Governing Board on 18<sup>th</sup> September 2025.  
To be reviewed annually.  
Review due September 2026*

## **Special Educational Needs and Disability Policy (SEND Policy)**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September 2014) and has been developed with reference to the following guidance and documents:

- SEND code of Practice 0-25 (September 2014)
- Children and Families Act 2014
- Statutory Guidance on Supporting Pupils at School with Medical Conditions 2014
- The National Curriculum in England
- Child Protection and Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- The Equality Act 2010

This Policy was created by Mrs Chelsea Butters, SENDCo in liaison with Mrs Ruth Esplin, Headteacher.

At Bramley St Peter's we believe in the uniqueness of every child and that all children have the right to be fully included in the life of the school. Our staff are dedicated to fostering an inclusive environment where every pupil can thrive. We therefore:

- Provide a safe and healthy environment for every pupil
- Value every individual, enabling them to enjoy their learning, achieve their full potential and prepare for economic well-being
- Support every pupil to make a positive contribution to their school and community
- Identify and respond to pupils' diverse and individual needs
- Recognise and overcome potential barriers to learning.
- Set suitable learning challenges tailored to every pupil
- Maintain high aspirations and expectations for every pupil.

This policy forms part of the Local Offers from Leeds Children's Services and Leeds City Council Children's Services:

<https://leedslocaloffer.org.uk/#!/directory>

### **Definition of SEND**

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

1) *they have a significantly greater difficulty in learning than the majority of others of the same age*

**OR** 2) *if they have a disability which prevents or hinders them from making use of educational facilities generally provided for others.*

### **Principles and objectives of the policy**

- Children are identified and assessed in line with the SEND Code of Practice (2015).
- All staff share responsibility for the early identification, assessment, monitoring, teaching and inclusion of pupils with SEND using a graduated approach as an integral part of raising standards.

- Children with SEND, including those with Social, Emotional, and Mental Health (SEMH) needs, are recorded on the whole school Special Educational Needs Register.
- All children with SEND will be actively involved in their own learning. Positive relationships with key staff are encouraged to help children feel safe and confident in expressing their opinions and needs.
- Pupils and parents/carers are involved as partners in developing provision and gaining a better understanding of individual needs.
- The schools will work in partnership with outside agencies and/or other schools when the pupils' needs cannot be met by the school alone.
- Assessment of pupil progress is embedded in regular attainment tracking for all children.

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

- The Headteacher and Deputy Headteacher will work closely with the SEND Co-ordinator (SENDCo), who is responsible for co-ordinating the day-to-day provision and overall strategy for children with SEND.
- The SENDCo will consult, as appropriate, with the Leadership Team and Governing Board ~~on~~ regarding interventions and implementation of the SEND policy.
- The strategy and priorities related to SEND are discussed in leadership meetings, aligned with whole school priorities, and are reflected in the School Development Plan.
- The SENDCo will collaborate closely with other key staff members to meet the needs of all children and their families.
- The SENDCo will also be part of the school Senior Leadership.

The SENDCo is Mrs Chelsea Butters.

The Governor with specific oversight of the school's arrangements for SEND is Miss Chloe Cartwright.

The Intervention Manager is Becky Linton (Deputy Headteacher).

### **Arrangements for co-ordinating SEND provision**

The SENDCo will:

- Work in partnership with colleagues, parents/carers, pupils and outside agencies to set monitor and review outcomes in each child's Individual Provision Map or support plan.
- Oversee the records of all pupils with SEND.
- Co-ordinate the monitoring of pupil achievement and proactively use this information to inform action planning.
- Provide professional guidance and continuing professional development for all staff to secure high quality teaching and effective use of resources for pupils with SEND.
- Monitor the quality of teaching and learning and work with colleagues and pupils to set targets for improvement.
- Liaise with parents and carers of pupils with SEND.
- Liaise with external agencies in matters relating to pupils with SEND.
- Liaise with the SEND governor.
- Meet all statutory deadlines.

Provision for children with SEND is a priority for the school.

As stated in the National Standards for Special Educational Needs Co-ordinators:

*“The SEND Co-ordinator, with the support of the Headteacher and the Governing Board, takes responsibility for the day to day operation of provision made by the school for students with SEND and provides professional guidance in the area of SEND to secure high quality teaching and the effective use of resources to bring about improved standards of achievement for all students.”*

### **Identification and review of children’s needs**

*A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely different from or additional to that normally available to pupils of the same age (SEN Code of Practice 2014).*

The Children and Families Act 2014 Part 3 section 20 states:

- 1) A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.
- 2) A child of compulsory school age or a young person has a learning difficulty or disability if he or she;
  - a. has a significantly greater difficulty in learning than the majority of others of the same age, or
  - b. 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.
- 3) A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection (2) when of compulsory school age (or would be likely, if no special educational provision were made).
- 4) A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.

All staff at Bramley St Peter’s have a responsibility to identify and review children’s needs in line with the SEND Code of Practice (2015). Class teachers, supported by the Senior Leadership Team, regularly assess pupil progress to identify children who:

- Are significantly below their peers’ developmental levels, or
- Are making less than expected progress given their age and individual circumstances.

The SEND Code of Practice identifies four broad areas of need to help schools plan support:

1. **Communication and Interaction**
2. **Cognition and Learning**
3. **Social, Emotional and Mental Health Difficulties**
4. **Sensory and/or Physical Needs**

*The purpose of identification is to determine the actions the school needs to take, not to categorise pupils rigidly. Many children have needs spanning multiple areas that may evolve over time.*

At Bramley St Peter’s:

- Individual needs are assessed, and support is provided accordingly.
- Staff build positive relationships with pupils, knowing their strengths and needs.
- Children with needs ‘additional to’ or ‘different from’ their peers are recorded on the SEND register and on SIMS as SEN Support or Education, Health and Care Plan (EHCP).

Some children may face challenges affecting progress but do not meet the criteria for SEND. These include:

- Disability (not requiring SEND provision)
- Attendance and punctuality
- English as an Additional Language (EAL)
- Receipt of Pupil Premium funding
- Being a Child Looked After
- Being a child of servicemen/women
- Health and welfare issues

These children are monitored by SLT, and appropriate support is put in place.

*Behaviour is no longer regarded as a stand-alone description of SEND.*

Any behavioural concerns are seen as responses to underlying needs. Staff are trained to identify those needs clearly and to develop targeted support programmes to help the child succeed.

### **Allocation of resources for pupils with SEND**

Support for pupils with SEND at Bramley St Peter's is allocated using the Leeds City Council SEND funding framework. This includes the SEND Inclusion Fund (SENDIF) for children with low-level or emerging needs, and the SEND Inclusion Fund Plus (SENDIF+) for children aged 9 months to 4 years with more complex needs. For pupils with more significant or complex requirements, funding is allocated through the High Needs Top-Up Funding as part of the Education, Health, and Care Plan (EHCP) process. This funding is determined by the Local Authority following an Education, Health, and Care Needs Assessment (EHCNA).

Allocation of resources is managed fairly and considers both individual and group needs. Staff at Bramley St Peter's take a creative and flexible approach, using a wide range of strategies and resources tailored to the unique needs of each child to ensure the best outcomes.

### **A graduated approach to SEND support**

#### **Quality First Teaching**

It is the responsibility of all teachers to include pupils with SEND within the classroom by planning, managing support, and providing resources that enable access to a broad and balanced curriculum through quality first teaching. Teachers are accountable for the progress and development of all pupils in their class. The Senior Leadership Team regularly reviews the quality of teaching and, where necessary, supports improvements in teachers' understanding of strategies to identify and support children with SEND in the classroom.

For pupils with special educational needs or disabilities, the curriculum is differentiated according to individual need, with a strong focus on outcomes. All staff support children to access the full curriculum as part of quality first teaching. For children who may have SEND, teachers will also:

- a) Monitor any pupils significantly outside the expected academic achievement range, based on predicted performance indicators, through whole-school pupil progress meetings.
- b) Closely monitor and assess pupils identified as possibly having SEND to better understand their learning level and difficulties.
- c) Provide differentiated learning opportunities tailored to aid the pupil's academic progression and inform the most effective teaching approaches and provision.
- d) Consult the SENDCo for additional support and advice as needed; the SENDCo may observe the pupil in class. The class teacher will complete an initial concerns and referral plan.

- e) Use the information gathered from monitoring and SENDCo advice to determine the level of provision required moving forward.
- f) Include pupils recently removed from the SEND register in this monitoring process to ensure appropriate support and gradual removal if progress is sustained.
- g) Keep parents/carers fully informed at every stage of their child's development and the reasons for monitoring. Parents/carers are encouraged to share relevant information and collaborate with the school.
- h) Record concerns about a child's progress on CPOMS as being "under observation" due to parent or teacher concerns; this does not automatically place the child on the SEND register. Any concerns will be discussed with parents/carers. Parents' evenings and additional meetings throughout the year provide further opportunities to monitor and discuss progress.

## **SEND Support**

Where it is determined that a pupil has Special Educational Needs or Disabilities (SEND), parents/carers will be formally informed, and the pupil will be added to the school's SEND Register.

Teaching staff will complete an Initial Concerns and Referral Plan (see Appendix 1) in collaboration with parents/carers and the SENDCo. This plan outlines the child's strengths and needs, the provision being offered by the school, and how parents/carers can support their child at home.

The formal identification of a pupil with SEND ensures that appropriate and effective support is put in place to remove barriers to learning. This support follows the Graduated Approach, a four-part cycle of:

1. **Assess** – the pupil's needs are assessed using a range of information from staff, parents/carers, and outside professionals (where appropriate).
2. **Plan** – in consultation with the pupil (where appropriate) and parents/carers, an action plan is agreed. Targets and strategies are set out in the pupil's Individual Provision Map (IPM) (see Appendix 2). For pupils presenting with more complex needs spanning all four broad areas of SEND, a comprehensive My Support Plan will be implemented to ensure a coordinated, multi-agency approach to provision (refer to Appendix 3).
3. **Do** – the class teacher remains responsible for working with the pupil daily and delivering the agreed provision, with support and oversight from the SENDCo.
4. **Review** – the effectiveness of the provision is reviewed regularly, and changes are made considering the pupil's progress and ongoing needs.

This is a continuous cycle that allows provision to be refined and adapted as the school's understanding of the child's needs develops. It also helps identify the interventions that are most effective in supporting the pupil to make progress and achieve positive outcomes.

## **Assess**

The first step in the Graduated Approach is to develop a clear and thorough understanding of the pupil's needs. This involves analysing a range of information, including:

- The class teacher's assessment and day-to-day experience of working with the pupil
- The pupil's previous progress and attainment data
- Comparisons with age-related expectations and national benchmarks
- The views of parents/carers, who are central to understanding the child's needs
- The voice of the pupil, wherever appropriate
- Advice or reports from external professionals (where involved)

All available information will be carefully considered to identify emerging or ongoing barriers to learning. This assessment process is not a one-time event but a continuous process, regularly reviewed to ensure that:

- Support and intervention remain well-matched to current needs
- Provision remains effective and outcomes-focused

- Adjustments are made, when necessary, based on progress and evolving understanding

Where external professionals are already involved, their contributions are used to inform and enhance the assessment. If additional support from outside agencies is deemed necessary, this will always be discussed with and agreed upon by parents/carers before any referrals are made. Pupils accessing SEND support may be supported through various methods, depending on their level of need, such as:

- Individual Provision Maps (IPMs) (see Appendix 2)
- SEND Support Plans from external professionals
- SENIT 'Stages not Ages' toolkit for pupils working significantly below age-related expectations or making very small steps of progress
- Early Years SENIT Developmental Journals (for children in Nursery and Reception)

These tools help ensure that targets are meaningful and progress is measurable. It remains the class teacher's responsibility to evidence the impact of interventions and to review progress in line with the provision outlined.

## **Plan**

Planning will involve collaboration between the class teacher, SENDCo, and parents/carers to establish a shared understanding of the child's needs and the next steps for support. Together, they will:

- Identify the specific adjustments, interventions, and strategies required to remove barriers to learning
- Agree on the intended outcomes related to academic progress, development, and/or behaviour
- Set a clear review date to evaluate the effectiveness of the support

Where appropriate, parental involvement will be encouraged to help reinforce strategies at home and contribute to their child's progress.

In line with the SEND Code of Practice (2015), paragraph 6.51:

*"All those working with the pupil, including support staff, should be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required."*

The Individual Provision Map (IPM) will record all agreed actions and outcomes. The SENDCo will ensure that relevant information is communicated to all staff involved, so support is implemented consistently and effectively across the school day.

## **Do**

The class teacher remains responsible for the day-to-day teaching and learning of the child, including the delivery of any additional support and interventions. This responsibility continues even when interventions take place outside of the classroom or are delivered by a teaching assistant or specialist teacher.

Teachers will work closely with teaching assistants and any specialist staff to:

- Plan targeted support and interventions
- Monitor and assess the impact of these interventions
- Ensure that support is consistently linked back to the child's everyday classroom learning

The SENDCo will provide ongoing support with:

- Identifying barriers to learning
- Advising on appropriate strategies and resources
- Helping to implement effective and evidence-informed interventions
- Reviewing the quality and effectiveness of provision

From September 2023, pupils with more complex needs—including those with an EHCP or those being considered for one—may access a more personalised curriculum. Where appropriate, this may involve

targeted teaching in a specialist environment, alongside their peers, to better meet their individual needs while maintaining inclusive practice.

## **Review**

Each pupil's Individual Provision Map (IPM) is reviewed termly in collaboration with the class teacher, parents/carers, and where appropriate, the pupil. These reviews are part of the school's ongoing assessment cycle and form an essential element of the graduated approach to SEND support.

During the review, the following will be considered:

- The impact of interventions and support provided
- The pupil's progress towards the outcomes set
- Any new or emerging needs
- The views of the child and their parents/carers
- Recommendations for adapting support or provision

The class teacher is responsible for ensuring that the IPM is updated with this information and for identifying next steps. Adjustments to teaching approaches, interventions, or provision will be agreed and implemented based on this review.

The SENDCo will oversee the review process, monitor the quality and consistency of IPMs across the school, and ensure that they are effectively used to raise achievement. IPM reviews will also inform discussions at termly pupil progress meetings with the Senior Leadership Team to ensure whole-school accountability for outcomes for children with SEND.

The IPM remains a working document and may be updated between formal review points if significant changes in a child's needs or provision arise.

## **Reviews for Pupils with an Education, Health and Care Plan (EHCP)**

For children with an Education, Health and Care Plan (EHCP), formal Annual Reviews will be held in accordance with the SEND Code of Practice and statutory timeframes.

These reviews provide a structured opportunity to:

- Evaluate the progress made towards the outcomes outlined in the EHCP
- Assess the continuing relevance of the identified needs and provision
- Make amendments to the EHCP where appropriate
- Plan for next steps in education, including transitions

All relevant stakeholders will be invited to contribute, including:

- Parents/carers
- School staff, including the class teacher and SENDCo
- Any involved external professionals, such as therapists, specialist teachers, and social workers
- The pupil, whose views are gathered in a way that is meaningful and appropriate to their age, ability, and preferred method of communication

The school is responsible for collating and submitting all required documentation to the Local Authority following the review, within the statutory 2-week timeframe.

In addition to the Annual Review, pupils with an EHCP will also have their progress and provision monitored termly through their Individual Provision Map (IPM), ensuring continuous tracking of needs, progress, and the effectiveness of support.

### **Referral for an Education, Health and Care Plan (EHCP)**

If a child has significant, complex and long-term needs that cannot be fully met through the support ordinarily available within school, a Statutory Needs Assessment may be requested to determine whether an Education, Health and Care Plan (EHCP) is required.

This request can be initiated either by the school or by the parent/carer.

The request for statutory assessment will be informed by a graduated approach and must include evidence of:

- The child's needs across education, health and/or care
- The interventions and support already put in place by the school
- The outcomes of those interventions and the reasons they are no longer sufficient
- Professional reports and assessments from relevant services (e.g. Educational Psychologist, health professionals, social care, specialist teachers)
- The views of the child and their parents/carers

The application process is co-ordinated by the SENDCo, in collaboration with parents/carers and any professionals involved.

The Local Authority (Leeds City Council) will consider the application and determine whether the child's needs meet the criteria for an EHCP. This decision is made by a multi-agency panel, and is not influenced by the school. If the assessment is agreed, the full process must be completed within 20 weeks. If the request is declined, the Local Authority will provide written reasons and information about the right to appeal and other next steps.

### **Supporting pupils at school with medical conditions**

The Children and Families Act 2014 places a duty on maintained schools to make arrangements to support pupils with medical conditions. We recognise that pupils at Bramley St Peter's with medical conditions should be supported so that they have full access to education, including school trips and physical education. Individual healthcare or intimate care plans will normally specify the type and level of support required to meet the medical needs of such pupils.

### **Evaluating the success of provision for pupils with SEND will include:**

The Governing Board, in partnership with the Headteacher, SENDCo and other colleagues, will monitor and report on the success of provision for pupils with SEND in a variety of ways.

- Monitor and evaluate the success of individual targets through termly SEND reviews.
- Evaluate the impact of tailored provision and interventions.
- Analyse progress data for pupils with SEND.
- Analyse attendance and exclusion data for pupils with SEND.
- Monitor progress against SEND priorities in the School Development Plan or SEND action plan.
- Analysis of how and where the inclusion budget is being used to provide for pupils on the SEND register.
- Pupil and parental/carer feedback as evidenced through reviews and parent consultation evenings.
- Summarise all the above in the SEND annual report to governors.

### **Concern and complaints procedure**

Bramley St Peter's has well established procedures for dealing with concerns and complaints. The standard process of how to address concerns, is detailed below:

1. Contact the class teacher to discuss concerns.
2. Contact the SENDCo, Mrs Chelsea Butters, on 0113 255 9680 or [send@bsp.leeds.sch.uk](mailto:send@bsp.leeds.sch.uk) to arrange a meeting to discuss concerns.
3. Should the complaint not be resolved satisfactorily at the meeting please contact the Headteacher, Mrs Ruth Esplin, on 0113 255 9680 to arrange a meeting.
4. The school will investigate the complaint, and a further meeting will be arranged to resolve the complaint.
5. Should the complaint not be resolved satisfactorily please contact:

#### **Leeds SEND Information Advice Support Service (SENDIASS)**

**Phone:** 0113 378 5020 (please leave a message)

**Email:** [leedssendiass@leeds.gov.uk](mailto:leedssendiass@leeds.gov.uk)

**Website:** <https://sendiass.leeds.gov.uk/>

SENDIASS offers free, impartial, and confidential information, advice, and support to children and young people with special educational needs and disabilities (SEND), as well as their parents and carers.

[https://www.leedslocaloffer.org.uk/advice-and-support/leeds-sendiass?utm\\_source=chatgpt.com](https://www.leedslocaloffer.org.uk/advice-and-support/leeds-sendiass?utm_source=chatgpt.com)

#### **Leeds Children's Services**

**Address:** Adams Court, Kildare Terrace, Leeds, LS12 1DB

**Phone:** 0113 395 1030

**Website:** [https://www.leeds.gov.uk/children-and-families/complaints-to-childrens-services?utm\\_source=chatgpt.com](https://www.leeds.gov.uk/children-and-families/complaints-to-childrens-services?utm_source=chatgpt.com)

Children's Services in Leeds are responsible for social care, education, early years, and youth services. For complaints related to these services, you can contact their Customer Relations team at P.O. BOX 837, Customer Relations, Leeds, LS1 9PZ, or by email at [complaints.children@leeds.gov.uk](mailto:complaints.children@leeds.gov.uk).

### **Training for School Staff**

Staff are regularly informed and updated about SEND issues and pupils on the SEND/Inclusion register through secure online documents, staff meetings, training sessions, and ongoing discussions with the SENDCo. The SENDCo conducts a self-evaluation of the school's inclusion and SEND provision, identifying strengths and areas for development. These priorities are incorporated into the School Development Plan and reported annually to the Governing Board.

Bramley St Peter's is committed to supporting all staff in effectively meeting the needs of children with special educational needs and disabilities. Training opportunities are sought based on recommendations from the Educational Psychologist or other professionals working with individual children. This training may include in-house INSET sessions or attendance at external courses.

### **Links to Support Services**

We are committed to maintaining high standards of provision by seeking support and advice from a range of professional services. We work collaboratively with agencies and organisations across the city to support both pupils and their parents/carers.

Our strong partnerships include Child Health Services, the Educational Psychology Team, Speech and Language Therapists, Social Care, Special Educational Needs Inclusion Team (SENIT), Specialist Teaching and Autism Resource Service (STARS), Social Emotional and Mental Health (SEMH) Inclusion Team and various other children's services, all dedicated to helping each child achieve their full potential.

We continue to develop links with a wide range of external services and agencies to provide effective support and guidance, enabling the school to meet the diverse needs of our pupils. The involvement of outside agencies will always be undertaken with the active involvement of parents/carers, ensuring their views are sought and parental consent obtained.

### **Supporting Pupils and Families**

Bramley St Peter's publishes a Local Offer detailing the SEND provision available at our school. This can be accessed on our website at <https://www.bsp.leeds.sch.uk/send/>.

We warmly welcome and encourage all parents and carers to be actively involved in their child's educational journey from the very start. We strive to build strong, effective partnerships by valuing parents' and carers' views and contributions. We also provide relevant and accessible information, support, and advice upon request.

Parents and carers will always be informed and asked to provide consent before any external agencies are involved in supporting their child.

We benefit from strong partnerships with other schools and institutions within our local area and our 'Family of Schools'. We make particular efforts to ensure a smooth transition for pupils with SEND when joining or leaving the school. SEND information accompanies pupils as they move between classes each year and stays with them if they continue to have special educational needs. We liaise closely with local high schools before Year 6 pupils transition, with Year 6 staff and the SENDCo providing detailed SEND information, including suggested targets and strategies, to the receiving school's SENDCo.

Our relationship with parents and carers is founded on the principle of co-production, as outlined in the SEND Code of Practice (2015, section 4.9): "We will involve parents/carers in assessing and planning provision and provide them with user-friendly information."

Additionally, we signpost families to support available outside school, such as the Leeds SEND Information Advice Support Service and STARS autism support drop-in sessions. We continue to encourage and support parents and carers in their involvement throughout their child's time at Bramley St Peter's.

#### Links with other schools and educational establishments

- Primary Schools in the local area (Family of Schools)
- Local High Schools
- Specialist Inclusive Learning Centres
- Area Inclusion Partnership
- Bramley Cluster

#### Links with other agencies and voluntary organisations

We work hard to develop links with the available support agencies and voluntary organisations, for example:

- Social Care
- Health Services – including Speech and Language Therapy, Occupational Therapy, Child and Adolescent Mental Health Services (CAMHS) and the school nurse.
- Social Emotional and Mental Health (SEMH) Inclusion Team
- Special Educational Needs Inclusion Team (SENIT)
- Educational Psychology Teams
- Special Educational Needs Service and Support Access Point (SENSAP)

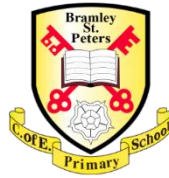
### **Summary**

At Bramley St Peter's, our aim is to remove barriers to learning for all children in our care. The implementation of this policy supports the effective inclusion of children with SEND by raising achievement and enabling full participation in all aspects of school life.

*Written by Helen Prouse (SENDCo) – July 2022*

*Reviewed by Helen Prouse (SENDCo) – July 2023, September 2024*

*Reviewed by Chelsea Butters (SENDCo) – July 2025*



**Initial Concerns and Referral Plan**

<b>Pupil's Name:</b>			
<b>Year Group:</b>			
<b>Member of Staff:</b>			
<b>Current Data</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>

<b>1. Tick which area(s) are a concern:</b>	
Communication and Interaction	<input type="checkbox"/>
Cognition and Learning	<input type="checkbox"/>
Social, emotional and mental health difficulties	<input type="checkbox"/>
Sensory and/or physical difficulties	<input type="checkbox"/>

<b>2. Briefly explain what difficulties the pupil is experiencing and what provisions are in place.</b>

<b>3. Any other factors which may be relevant: (Include conversations with the pupil/parents.)</b>

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

**Actioned by the SENDCO:**

**Assess**

**Plan**

**Do**

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

**Appendix 2**

**Individual Provision Map**



Photo	Name		SEND code	K	Primary need	Choose an item.
	Date of birth		Pupil premium	<input type="checkbox"/>	Secondary need	Choose an item.
	Class		EAL	<input type="checkbox"/>	Other need	Choose an item.
	Date		CLA/PCLA/Guardianship	None	Medical	
	Review date		Absence Concerns	None	Diagnosis	
Areas of Strength			Areas of Need			
Universal Provision		Targeted Provision		Specialist Provision		

**Targets**

Area of need	SMART Target	Strategies and Provision
Choose an item.		
Choose an item.		
Choose an item.		

**Parent/Carer Voice**

<b>What is going well?</b>	
<b>What could improve?</b>	
<b>Date of parent meeting</b>	

**Review**

<b>Target 1</b>	Choose an item.	<b>Comment</b>	
<b>Target 2</b>	Choose an item.	<b>Comment</b>	
<b>Target 3</b>	Choose an item.	<b>Comment</b>	

**Appendix 3**

**My Support Plan**



<b>Photo</b>	<b>Name</b>		<b>SEND code</b>	Choose an item.	<b>Primary need</b>	Choose an item.
	<b>Date of birth</b>		<b>Pupil premium</b>	<input type="checkbox"/>	<b>Secondary need</b>	Choose an item.
	<b>Class</b>		<b>EAL</b>	<input type="checkbox"/>	<b>Other need</b>	Choose an item.
	<b>Date</b>		<b>CLA/PCLA/Guardianship</b>	Choose an item.	<b>Medical</b>	
	<b>Review date</b>		<b>Absence Concerns</b>	Choose an item.	<b>Diagnosis</b>	
<b>Areas of Strength</b>			<b>Areas of Need</b>			
<b>Communication &amp; Interaction</b>			<b>Communication &amp; Interaction</b>			
<b>Cognition &amp; Learning</b>			<b>Cognition &amp; Learning</b>			
<b>Social Emotional Mental Health</b>			<b>Social Emotional Mental Health</b>			
<b>Physical &amp; Sensory</b>			<b>Physical &amp; Sensory</b>			
<b>Universal Provision</b>		<b>Targeted Provision</b>		<b>Specialist Provision</b>		

<ul style="list-style-type: none"> <li>• Quality First Teaching</li> <li>• Clear classroom routines and expectations</li> <li>• Use of visual timetables</li> <li>• Access to visual aids and resources</li> <li>• Calm and inclusive environment – access to a safe quiet space if needed</li> <li>• Flexible groupings</li> <li>• Regular assessment and feedback</li> <li>• Use of emotion check-ins and worry boxes</li> <li>• PSHE curriculum to support emotional/social development</li> <li>• Regular staff training and awareness</li> </ul>		
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<b>Attainment</b>
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Reading	Writing	Maths	Phonics

<b>Small Step Tool</b>
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SENIT DJ <input type="checkbox"/>	Stages Not Ages <input type="checkbox"/>
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Personal, Social & Emotional Development	Communication & Language	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts & Design

<b>Communication &amp; Interaction Targets</b>
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SMART Target	Strategies and Provision
<b>Short Term</b>	

<b>Medium Term</b>		
<b>Long Term</b>		

<b>Cognition &amp; Learning Targets</b>		
	<b>SMART Target</b>	<b>Strategies and Provision</b>
<b>Short Term</b>		
<b>Medium Term</b>		
<b>Long Term</b>		

<b>Social Emotional &amp; Mental Health Targets</b>		
	<b>SMART Target</b>	<b>Strategies and Provision</b>
<b>Short Term</b>		
<b>Medium Term</b>		
<b>Long Term</b>		

**Physical & Sensory Targets**

<b>SMART Target</b>		<b>Strategies and Provision</b>
<b>Short Term</b>		
<b>Medium Term</b>		
<b>Long Term</b>		

**Pupil Voice**

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**Parent/Carer Voice**

<b>What is going well?</b>	
<b>What could improve?</b>	
<b>Date of parent meeting</b>	

**Communication & Interaction Review**

<b>Target 1</b>	<b>Choose an item.</b>	<b>Comment</b>

<b>Target 2</b>	Choose an item.	<b>Comment</b>	
<b>Target 3</b>	Choose an item.	<b>Comment</b>	

**Cognition & Learning Review**

<b>Target 1</b>	Choose an item.	<b>Comment</b>	
<b>Target 2</b>	Choose an item.	<b>Comment</b>	
<b>Target 3</b>	Choose an item.	<b>Comment</b>	

**Social Emotional Mental Health Review**

<b>Target 1</b>	Choose an item.	<b>Comment</b>	
<b>Target 2</b>	Choose an item.	<b>Comment</b>	
<b>Target 3</b>	Choose an item.	<b>Comment</b>	

**Physical & Sensory Review**

<b>Target 1</b>	Choose an item.	<b>Comment</b>	
<b>Target 2</b>	Choose an item.	<b>Comment</b>	
<b>Target 3</b>	Choose an item.	<b>Comment</b>	