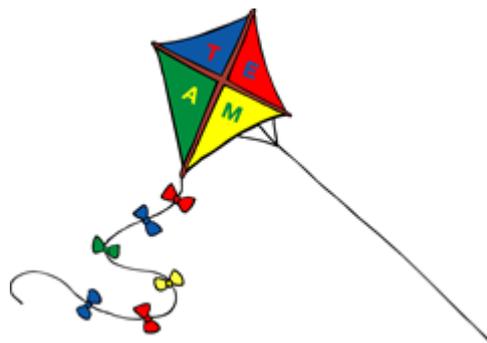


Twyford St Mary's C of E Primary School

Special Educational Needs Policy



Statement of Intent

At Twyford St Marys Primary school we believe in educating the whole child. This means valuing each individual by supporting and nurturing academic, personal, emotional and social development.

The governors and staff of Twyford St Marys fully support the principles outlined in the 5 outcomes in 'Every Child Matters'

- All children, including those with Special Educational Needs or Disability (SEND) should be given the greatest possible opportunity to develop emotionally, socially and academically to the best of their ability.
- All children are valued equally, regardless of their ability or behaviour and are entitled to equal opportunity in terms of access to Twyford Primary School.
- An inclusive education best serves the needs of the individual and the community and wherever possible children with SEND should receive their education in mainstream schools.
- All children should be enabled to access a broad and balanced curriculum, including in full or modified form the national curriculum, which is differentiated to meet individual needs.
- The involvement of parents and carers is very important. Effective assessment and provision will exist where there is the greatest possible degree of partnership between parents/carers, children and the school.

Definition of Special Educational Needs and Disability (SEND)

Children have special educational needs if they have a **learning difficulty** that calls for **special educational provision** to be made for them.

Children have a *learning difficulty* if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.
- Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them.

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

Objectives of the Policy

- To outline the procedures which are in place to identify, assess and co-ordinate provision for all children with SEND
- To describe effective methods of supporting pupils with SEND
- To detail a system of record keeping which is practical, accessible and informative
- To describe how resources are allocated to support SEND
- To outline staff development and training opportunities

Arrangements for Identification and Provision of Support

Provision for children with SEND is a matter for the school as a whole. In addition to the governing body, the school's head teacher, the SENCO and all other members of staff have important day-to-day responsibilities. *All teachers are teachers of children with special educational needs.* Teaching such children is, therefore, a whole school responsibility.

A child may be identified as having SEND when he/she is not performing as expected and/or is experiencing emotional or behavioural difficulties. This may result from a parent/carer concern, from a pre-school agency, from the class teacher, teaching assistant or another professional such as a health or social worker. Formative assessments within each class, as identified on planning sheets, together with reference to National Curriculum (NC) level descriptors and observations will show those children causing concern who may require additional support. Parents/carer concerns will be taken into consideration at all times. Identification and provision of support for children with special educational needs will be coordinated by the SENCo.

The role of the SENCo in mainstream primary schools

The SEN Coordinator (SENCo) responsibilities may include:

- overseeing the day to day operation of the school's SEND policy
- coordinating provision for children with special educational needs
- liaising with and advising fellow teachers
- managing learning support assistants
- overseeing the records of all children with special educational needs
- liaising with parents of children with special educational needs
- contributing to the in service training of staff

- liaising with external agencies including the LEA's support and psychology services, health and social services and voluntary bodies

The school has adopted the 4-stage model of support for children with SEND as described in the Code of Practice 2014) on the identification and assessment of children with SEND. The code of Practice recognises four broad categories of special educational needs:

- Cognition and Learning
- Communication and Interaction
- Social, emotional and mental health difficulties.
- Physical and Sensory

The school's 'Provision Map' shows how support is managed throughout school according to these areas of need.

It details provision of

- Quality first teaching for all children
- Early intervention
- Highly personalised intervention or specifically targeted approach for individuals at SEN Support or with an EHCP.

Early Identification

Initial concerns, whether academic, physical, social or emotional will be recorded in the class action plan by the class teacher (CT). The CT records the nature of intervention provided and updates this each term. At this stage the CT will have overall responsibility for the child's needs and progress and will ensure that:

- The SENCO is informed
- The child's parents/carers are consulted
- An initial assessment of need is carried out
- Differentiated support within the classroom is provided
- The nature of the support is recorded
- Rate of progress is monitored and reviewed

The outcome of a review meeting may indicate that:

- The child no longer needs support
- Support at EI should continue
- Progress is still a cause for concern and the child should move to the next stage SEN Support.

The Graduated Approach

If a pupil is not making adequate progress despite carefully planned interventions and adjustments the child may be placed on the SEND register in the single category of 'SEN Support'. The SENCo and CT in partnership with parents co-ordinate the gathering of information of the child's learning and/or other difficulties. This involves:

- Planning, monitoring and reviewing the provision and type of support
- Reviewing all the available information, including that of other professionals
- Observing the child and carrying out specific assessments as appropriate
- Liaising with the CT and parents to draw up an Individual Education Plan (IEP) or an Individual Support Plan (ISP)

The CT will provide parents/carers with a copy of the IEP/ISP and be available to explain the arrangements. The plan is implemented and the nature of provision provided is recorded.

The IEP/ISP is reviewed usually each term or at least twice a year, with parent/carer participation where appropriate and the outcome is recorded. Pupils are asked to contribute their views. Class teachers are best placed for evidencing progress according to the outcomes described in the IEP and will work in partnership with the SENCo throughout the Assess, Plan, Review, Do cycle.

Assess. Throughout the school regular assessments of children are made. These will include teacher assessment and may include spelling and reading tests which provide standardised scores. Standardised scores provide information about how the child is achieving in comparison to other children of the same age across the country. They help to create an overall profile of the child. Pupils in Foundation Stage are screened for Dyslexia using The Dyslexia Early Screening Test (DEST) in the summer term.

Plan. The Class Teacher, parents/carers and SENCo will agree the adjustments, interventions and support to be put in place, as well as the expected impact on development and progress. A date for review will be set. Planning for the pupil will list desired outcomes, support to be put in place and success criteria.

Do. Staff will be deployed according to needs within the school; this may include group work or 1:1 support. Interventions for pupils are designed to have maximum impact and to be as inclusive as much as is practically possible.

Review. The rate and nature of progress will be reviewed, any observations or assessments will be taken into account and the focus of support may be subsequently adjusted. Reviews will include any additional adults involved in the provision including pupil and parent/carer views.

If a pupil makes good progress and they no longer meet the criteria set out in the Hampshire Guidance they will be removed from the SEND register in consultation with the

parents/carers and the class teacher. These children will continue to be closely monitored and may continue to receive some additional support in order to maintain progress.

Consulting with external agencies

Sometimes the participation of an external agency is sought. The SENCo in partnership and consultation with parents/carers, CT and HT after reviewing the current information, enlists the support of relevant external services. Support by external agencies may involve:

- Discussion/consultation with SENCO/CT/HT
- Observation and/or assessment of the child
- Conference with parents/carers or support staff

This contact is recorded and copies made available to parents.

The SENCo, CT in collaboration with parents/carers, draw up an IEP/ISP/IPA following advice from the external specialist. This form will describe the action to be taken, targets set with success criteria, any support from other adults (SENCO, LSA, HT), how parents/carers may be involved, and assessment and review arrangements. These programmes may include:

- Speech and language therapy
- Fine or gross motor skills programmes
- Support for specific learning difficulties
- Support for physical or sensory impairment
- Support for identified medical conditions
- Behaviour management strategies
- Social skills or development of play
- Support for emotional needs

The IEP/ISP/IPA is implemented and the nature of the provision provided is recorded. The IEP/ISP/IPA is reviewed at an agreed time, with the parents/carers, and the outcome recorded. Parents/carers will be informed as to the outcome of the review by the SENCo or class teacher.

Education and Health Care Plans (Replaces the Statement of Special Educational Needs)

The needs of most children with identified SEND, will be met effectively by SEN Support. For those who have more long term severe or complex needs the involvement of Children's Services can be requested by parents or school in making a statutory assessment of the child's needs. Following detailed assessments and a period of information gathering, including the views of the parents/carers and of the child, the earlier stages of identification and intervention, written IEPs at SEN Support, IEP reviews and evidence of external agency involvement, an EHCP may be issued.

An EHCP details the child's special educational needs, health needs and social care needs. It lists the outcomes sought for the child and specifies the provision required to meet their needs. If an EHCP is issued it will be reviewed annually in line with statutory guidance. Further information can be obtained from the school or the Local Authority.

Annual Review

Children's Services must review all EHCPs on an annual basis. The HT or SENCo will seek written advice from the parents/carers, county council representatives and any other professionals who are involved with the child. This advice will relate to the child's progress in meeting the objectives specified in the EHCP. Before producing the report the HT or SENCo will convene a meeting to assist in its preparation. The child's progress will be discussed by all those involved, including the parents/carers and the child, and new targets set as appropriate. The HT or SENCo will submit the report to Children's Services.

Record Keeping

It is the joint responsibility of all members of staff who have involvement with the children on the SEND register to ensure that appropriate records are maintained. The SEN register is maintained by the SENCO and updated each term.

- Information concerning the child on the SEND register is kept by the SENCO in individual files. This includes all IEP/ISPs and reviews, assessment results, observation or behaviour charts, reports from external agencies and parent/carer consultation records.
- Information on each child on SEND register, in each class, is kept by the CT. This includes current IEP/ISPs, monitoring and assessment information, parent/carer consultation forms, and latest recommendations from external agencies as well as any other relevant information.
- CTs have a SEND Information file in which is kept the SEND policy and procedures, blank record forms and general SEND information including: behaviour management strategies, anger management, dyslexia guidelines, ASD and ADHD information etc.
- Children with an EHCP have their own designated file, which (in addition to the information kept for all children on SEN register) contains the statement and annual review reports.
- Children who receive support for emotional and/or social difficulties with an Emotional Literacy Support Assistant (ELSA) have their own designated files.

Access of SEND Children to Whole Curriculum

The school strives to be an inclusive school through ensuring all children have access to a broad, balanced and relevant curriculum. All teachers use a range of strategies, which take into account individual learning styles, to meet the children's special educational needs. The SENCO and LSAs work closely with CTs to implement planned and appropriately differentiated activities and to give support as necessary or as required.

Integration of SEND Children

Children with SEND take a full and active part in the life of the school. This is ensured by the use of in-class or withdrawn support (individual and/or small group) and by the use of differentiated activities and resources or learning opportunities to enable them to build on previous knowledge, skills and understanding and make good progress academically, personally and socially.

Children should be encouraged to share concerns and to discuss strategies understanding that their views will be valued. SEND children are encouraged to evaluate their intervention programme

Evaluation of Success

Success criteria for the evaluation of the school's SEND policy in practice will be considered by reference to:

- Identification and assessment: children are identified, assessed and placed on the SEND register which is updated three times a year.
- Provision: progress is made by children in relation to their IEP targets. These targets are set appropriately to move children forward.
- Monitoring and record keeping: children on the SEND register remain or move off the register. Children's records are accessible and regularly updated.
- Use of outside support services and agencies: support services visit school regularly. Their advice is sought and appropriate action taken. Training is delivered to the learning support team and teachers as appropriate.
- Resources: human resources are deployed according to need and physical resources are purchased and used appropriately.
- Continuing professional development: staff are trained to meet the needs of children with SEND.

In Service Training

- SEND issues are discussed weekly at learning support meetings. These are related to specific concerns relevant to the needs identified or in ensuring staff keep up to date with information and legislation.
- The SENCo attends relevant training and meetings and disseminates details to staff as appropriate.
- The SENCo meets newly appointed staff to explain SEN policy and procedures.

Admissions

The school has an open policy on admission providing it is in the best interests of the child concerned and is compatible with the effective education of all children in the school (see admissions policy). The school follows Hampshire County Council's guidelines on admission and has regard to the recommendations of the Disability Discrimination Act.

Facilities

For information regarding facilities and allocation of resources for vulnerable pupils, those with SEND or who are disabled please refer to Single Equalities Scheme.

Partnership with Parents/Carers

Parents/carers of pupils with SEND

- At all stages of the provision for SEND the school keeps parents/carers fully informed and involved. School and parents work together in order that the child's best interests are served by also taking account of the wishes feelings and knowledge of parents/carers.
- Parents, and those with parental responsibility, of all children, including those with SEND, are encouraged to discuss any matters relating to their child(ren) or the school, with the CT, SENCo or HT.
- The CT will share information and concerns with parents/carers as soon as needs are identified. This may be through informal conversation or a specific meeting.
- Parents/carers are encouraged to attend review meetings to discuss progress and to be involved in setting targets with appropriate intervention strategies.
- Copies of IEP/ISP/IPA will be shared with parents/carers.
- Parents/carers and/or a named person will be invited to annual review meetings of children with EHCPs.
- Information on the Parent Partnership Service and SEND information booklets provided by Hampshire County Council are held and made available to parents.

Complaints

Issues and complaints regarding SEND provision should be discussed initially by parents/carers with the CT or the SENCo. If this fails to resolve the issue then concerns should be raised with the HT and then the Chair of Governors. Any unresolved issues should be directed through the county complaints procedure.

Parent/carer concerns are always considered seriously and the aim is to resolve these through discussion and agreement of joint action, working in partnership.

Links with Support services

The school maintains a link with a range of support services

- Educational Psychologist (EP)
- Specialist Teacher Advisors (STA)
- Educational Welfare Officer (EWO)
- Ethnic Minority and Traveller Achievement Service (EMTAS)
- Behaviour Support Team (BST)
- Outreach support

Links with Health and Social Services

The school maintains positive links with all services which may work on behalf of children, including those with SEND

- Child and Adolescent Mental Health Service (CAMHS)
- Speech and language Therapist (SALT)
- Occupational Therapist (OT)
- School nurse
- The HT and/or SENCo liaise with Social Services and representatives from voluntary organisations.
- The school considers it to be vitally important that parent/carers and support services work in partnership with the school to provide the best possible care and support for all children in line with the Children Act 2004.

Transition of pupils

- Full records are kept of all children, including those with SEND. These are made available to parents/carers and the schools to which children may transfer, whether at 11 to secondary school or at any other time. Discussions between staff from pre school settings and schools concerned take place to ensure any transition is made as smoothly and effectively as possible.
- The SENCo from the relevant secondary school is invited to meet parents and pupils for whom it will be necessary to put in place an especially carefully managed transition to meet special educational needs. The secondary school SENCo is also invited to attend the Year 6 annual review for those children with a statement.

- The SENCo, CTs and LSAs work closely together to put in place any extra support needed for smooth transition from class to class within school.

Conclusion

This policy reflects our belief that all children should be known and valued as individuals. It is within this caring environment that identification of SEND takes place. The school works together with parents/carers and outside agencies to provide the most effective opportunities and resources possible in the best interest of each individual child.

PROVISION MAPPING (Foundation Stage) Twyford St Mary's Primary School

Area of Need	Quality first teaching	Early intervention	SEN Support/EHCP
<i>Cognition and Learning</i>	Differentiated curriculum planning, activities, delivery and outcome In class support from Early Years Assistant Focussed group work with Class Teacher (eg guided reading) Visual/concrete aids/modelling Learning keys Water readily available	Additional phonic work in small groups Additional focussed support for number skills	Advice from EP Additional individual targeted support with EYA/SENCO
<i>Communication and Interaction</i>	Differentiated curriculum planning, activities, delivery and outcome Use of simplified language Visual timetables Use of symbols and visual cues Structured school and class routines	In class support from CT/EYA on language and vocabulary enrichment Additional opportunities for structured talk/ role play/small group discussions	Advice from SALT Individual speech and language therapy programme
<i>Emotional, Behavioural and Social</i>	Whole school behaviour policy Golden rules/ class rules Class reward and sanctions system Circle time Whole school 'team' system SEALs materials	Support for unstructured times Social skills practice – turn taking Behaviour management support (sticker books) Home-school book Good News book Motivation chart	Advice from EP/Outreach/BST ELSA programme Playtime/lunchtime support Play skills programme Protected play Individual counselling Play therapy, drama therapy Social stories Legitimate 'fiddle/comfort' objects
<i>Sensory and Physical</i>	Flexible teaching arrangements Clear writing on class whiteboards Use of clear computer font Medical support Pencil grips Listening skills practice	Additional listening skills practice Fine motor skills practice Additional handwriting practice	Advice from OT, Teacher Advisors for HI/VI Occupational therapy programme

TWYFORD PROVISION MAPPING KS1 (Years 1/2) Twyford St Mary's Primary School

Area of Need	Quality first teaching	Early intervention	SEN Support/EHCP
<i>Cognition and Learning</i>	<p>Differentiated curriculum planning, activities, delivery and outcome In class support from LSA Focussed group work with Class Teacher (eg guided reading) Illustrated dictionaries/word banks Use of writing frames Visual/concrete aids/modelling Learning keys TASC wheel Water readily available</p>	<p>Withdrawn group support with LSA Differentiated phonic work (letters and sounds) Individual weekly reading Additional guided reading Multi sensory spelling practice High frequency/rhyming word games Narrative Therapy group work Multi sensory maths activities Number games Nessy Lexia Power of 1 Toe by Toe</p>	<p>Advice from EP IEP targets + withdrawn support with LSA/SENCO Phonological awareness programme Individual daily reading Intense literacy support programmes Lexia Nessy Paired reading Toe by Toe Power of 1 Additional computer programs Use of i-pad Precision teaching Individual work station</p>
<i>Communication and Interaction</i>	<p>Differentiated curriculum planning, activities, delivery and outcome Use of simplified language Visual timetables Use of symbols Structured school and class routines</p>	<p>In class support from LSA on language development including vocabulary Additional opportunities for structured talk/ role play/small group discussions Word banks Narrative Therapy group work</p>	<p>Advice from SALT Individual speech and language therapy programme Individual visual timetable Pre-reading key texts/words</p>
<i>Emotional, Behavioural and Social</i>	<p>Whole school behaviour policy Golden rules/ class rules It's good to be green Class reward and sanctions system Circle time Whole school 'team' system SEALs materials</p>	<p>Support for unstructured times Social skills practice – turn taking Individual behaviour management chart, Home/school liaison Home-school book Good News book Motivation chart Friendship group</p>	<p>Advice from EP/Outreach/Clinical Psychologist/BST ELSA support/ Individual counselling/ 'Time2talk' Use of 'Time out' Playtime support Play skills programme Protected play/ lunchtime 'club' Social stories Play therapy, drama therapy Legitimate 'fiddle/comfort' objects Individual work station/designated chair/time out</p>

<p><i>Sensory and Physical</i></p>	<p>Flexible teaching arrangements Clear writing on class whiteboards Use of clear computer font Medical support Pencil grips Brain gym exercises Listening skills practice</p>	<p>Additional listening skills practice Fine motor skills programme (hand gym) Additional gross motor skills practice Additional handwriting practice Writing slopes Simplified layout of worksheets</p>	<p>Advice from OT, Teacher Advisors for HI/VI 'Write from the Start' handwriting programme Occupational therapy programme Use of radio aid Large print books Wide lined paper, large squared maths book, clear ruler etc Use of pen Designated seating position, workstation, time out</p>
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PROVISION MAPPING KS2 (Years 3/4) Twyford St Mary's Primary School

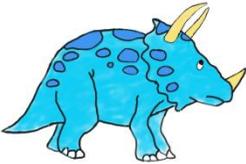
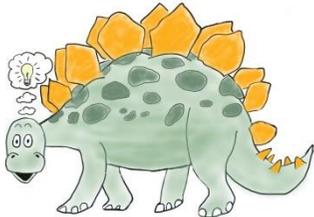
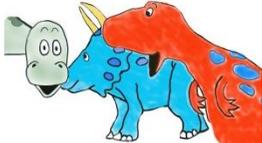
Area of Need	Quality first teaching	Early intervention	SEN Support/EHCP
<i>Cognition and Learning</i>	Differentiated curriculum planning, activities, delivery and outcome In class support from LSA Focussed group work with Class Teacher (eg guided reading) Dictionaries/ word banks Use of writing frames Visual/concrete aids/modelling Learning keys TASC wheel Water readily available	Withdrawn group support with LSA Additional Literacy support Individual weekly reading Additional guided reading Multi sensory spelling practice Small group games to practice phonics (eg word bingo) 'Letters and Sounds' group work Toe by Toe Lexia Springboard maths Nessy	Advice from EP Withdrawn support with LSA/SENCO Phonological awareness programme Individual daily reading Intense literacy support programme Precision teaching Toe by Toe Lexia Individual word bank Narrative Therapy Wave 3 maths programme Nessy Power of 1 and 2 Additional computer programs Inprint Use of laptop Individual work station
<i>Communication and Interaction</i>	Differentiated curriculum planning, activities, delivery and outcome Use of simplified language Visual timetables Use of symbols Structured school and class routines	In class support from LSA on language development including vocabulary Additional opportunities for structured talk/ role play/small group discussions	Advice from SALT Individual speech and language therapy programme Individual visual timetable Pre-reading key texts/words
<i>Emotional, Behavioural and Social</i>	Whole school behaviour policy Golden rules/ class rules It's good to be green Class reward and sanctions system Circle time Whole school 'team' system SEALs materials	Support for unstructured times Social skills practice – turn taking Individual behaviour management Motivation chart Friendship group	Advice from EP/Outreach/Clinical Psychologist/BST ELSA support/individual counselling/Time2talk Use of 'Time out' Meet and Greet/Playtime support Protected play/lunchtime 'club' Social stories Play therapy, drama therapy Legitimate 'fiddle/comfort' objects Individual work station/designated chair/time out

<p><i>Sensory and Physical</i></p>	<p>Flexible teaching arrangements Clear writing on class whiteboards Use of clear computer font Medical support Brain gym exercises</p>	<p>Fine motor skills practice (hand gym) Additional handwriting practice Pencil grips/ triangular Berol pen Writing slopes Simplified layout of worksheets</p>	<p>Advice from OT, Teacher Advisors for HI/VI 'Write from the Start' handwriting programme Occupational therapy programme Use of radio aid Join me Load 2Learn Large print books (thesaurus, dictionary, atlas) Wide lined paper, large squared maths book Large font for work material Designated seating position</p>
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PROVISION MAPPING KS2 (Years 5/6) Twyford St Mary's Primary School

Area of Need	Quality first teaching	Early intervention	SEN Support/EHCP
<p style="text-align: center;"><i>Cognition and Learning</i></p>	<p>Differentiated curriculum planning, activities, delivery and outcome In class support from LSA Focussed group work with Class Teacher (eg guided reading) Dictionaries /word banks Use of writing frames Learning keys TASC wheel Water readily available</p>	<p>Withdrawn group support with LSA Individual weekly reading Additional guided reading Lexia Multi sensory spelling practice Toe by Toe Small group games to practice phonics/sentence structure/syllabification Springboard maths/booster maths Nessy Use of practical resources/images</p>	<p>Advice from EP Withdrawn support with LSA/SENCO Individual daily reading Paired reading Intense literacy support Lexia Toe by Toe Precision teaching Individual wordbank Additional computer programs (Wordshark, Numbershark, acceleread/accelewrite,) Nessy Wave 3 maths programme Use of laptop/i-pad , Dictaphone, amenuensis Individual work station</p>
<p style="text-align: center;"><i>Communication and Interaction</i></p>	<p>Differentiated curriculum planning, activities, delivery and outcome Use of simplified language Visual timetables Use of symbols Structured school and class routines</p>	<p>In class support from LSA on language development including vocabulary Additional opportunities for structured talk/ small group discussions</p>	<p>Advice from SALT, EMA Individual speech and language therapy programme Individual visual timetable Pre-reading key texts/words</p>
<p style="text-align: center;"><i>Emotional, Behavioural and Social</i></p>	<p>Whole school behaviour policy Golden rules/ class rules It's good to be green Class reward and sanctions system Circle time Whole school 'team' system SEALs materials</p>	<p>Support for unstructured times Social skills practice Individual behaviour management Motivation chart Specific responsibilities</p>	<p>Advice from EP/Outreach/Clinical Psychologist/BST ELSA support/individual counselling/Time2talk Use of 'Time out' Meet and Greet/Playtime support Protected play/lunchtime 'club' Social stories Circle of Friends Play therapy, drama therapy Legitimate 'fiddle' objects Individual work station/designated chair</p>

<p><i>Sensory and Physical</i></p>	<p>Flexible teaching arrangements Clear writing on class whiteboards Use of clear computer font Medical support Brain gym exercises</p>	<p>Additional handwriting practice Speed Up handwriting programme Pencil grips/ triangular Berol pen Writing slopes Simplified layout of worksheets</p>	<p>Advice from OT, Teacher Advisors for HI/VI 'Speed up' handwriting programme Occupational therapy programme Use of radio aid Large print reference books Wide lined paper, larger squared books Large font for work material Designated seating position Use of laptop/i-pad , Dictaphone, amenuensis Individual work station, time out</p>
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My Special Plan:-		D.O.B:	Date:	Review date:
My Strengths:-				
Learning Key:-				
Things I find difficult	My targets	What do I need to do?	Who's going to help me and when?	How did I get on?
				
COP Stage	IEP	Outside agencies	IEP agreed by: Class Teacher SENCo Parent/Carer Pupil	



Hampshire County Council

INDIVIDUAL SUPPORT PLAN

Name	d.o.b.	Plan No.	Date
Nominated staff member to oversee plan			

Key concerns

Possible messages being communicated by the behaviour

Agreed targets

Adaptations to the environment	Key people:
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New skills to be taught	Key people:
Ways of recognising effort and improvement	Key people:
Strategies for responding to difficulties	Key people:
Arrangements for gathering data	Key people:
Reviewing progress	Key people

This plan was developed by:

Individual Support Plan – Summary version for staff

Name of student:

Date that this plan was drawn up:

Student target(s)

-
-
-

Adapting the environment

-
-
-
-

Recognising effort and improvement

-
-
-

Responding to difficulties

Early intervention for minor difficulties:

-
-

Later intervention for more serious difficulties:

-
-

Evaluation of my learning plan.

What have you enjoyed doing the most ?



Why ?

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What didn't you like doing ?

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Why ?

.....

.....

Has the extra help been useful ?



Why ?

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o

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What would you change ?

.....

.....

Name.....

Date.....

How has having the extra help made you feel ?

.....

Do you think there have been any changes in the way you work at school since starting this learning plan ?

.....

If you had to write a report about yourself what would you say about the progress you have made

.....

Have your strengths and weaknesses changed ?

.....

If you could have planned the lessons what would you do differently ?

.....

What did you think about the teaching ?

.....

Is there anything that could have made the teaching better ?

.....

Other comments

.....

Name

Date.....

