

UNITED SCHOOLS TRUST

Kingsteignton School



Special Educational Needs (SEN) Information Report

September 2022

SENDCo: Jo Counter (Mondays and Wednesdays)

Telephone: (01626) 563888

Email: sendco@kingsteigntonschool.org

WHAT KIND OF SCHOOL IS KINGSTEIGNTON SCHOOL?

- Kingsteignton is a mainstream primary free school
- There are 197 pupils on roll (September 2022)
- 33 pupils are registered as having a special educational need or disability (SEND). Of these, 7 have an Education, Health and Care Plan (EHCP)
- Our school motto is 'Aiming Higher, Achieving More', a philosophy that underpins our inclusive practice for all our children

WHAT IS DEVON'S LOCAL OFFER?

- According to the Code of Practice (CoP) for SEND published in 2014, the local authority has a duty to publish its "Local Offer" arrangements for SEND support in schools
- The Local Offer records information about the provision that you can expect from education, health and social care for children and young people aged from 0-25
- Find out more about Devon's Local Offer at [Devon's SEND Local Offer - help and support for children with SEND](#)

WHAT TYPE OF SEND DO CHILDREN AT KINGSTEIGNTON SCHOOL HAVE?

Kingsteignton School provides support for pupils requiring support across the 4 areas of needs identified in the SEND Code of Practice (2014). These are:

Communication and Interaction

Cognition and Learning

Social, Emotional and Mental Health (SEMH) Difficulties

Sensory and/or Physical Needs

The primary SEND needs of the pupils on our SEND register are communication and interaction related, followed by SEMH difficulties. Fewer children need support with their Cognition and Learning or Physical Needs difficulties. 27% of our SEND pupils are affected by Autism Spectrum Condition (ASC)

WHO OVERSEES SEND AT KINGSTEIGNTON SCHOOL?

All Teachers retain responsibility for the progress of all pupils including those with SEND. Teaching pupils with SEND is therefore a whole-school responsibility and not solely that of the Special Educational Needs Coordinator (SENDCo). For this reason, parents and carers should also contact and discuss their queries regarding a child's SEND with the class teacher in the first instance.

The progress of SEND pupils is monitored by Jo Counter, SENDCo. When a child is not making expected progress, the Devon graduated response tool will be used to adapt provision. Parents can talk to the SENDCo about their concerns for their child and will be encouraged to contribute to a graduated response plan (often this will be part of the discussion at the termly parent: Teacher meetings). Kingsteignton

School will meet formally with SEND parents 3 times a year and, wherever possible, these meetings will be with the class teacher as part of the termly Parent: Teacher meetings cycle. If a graduated response cycle indicates that a child has needs which are "additional to, different from" those of the majority of their peers, the school may feel it's appropriate for the child's progress and provision to be monitored through the SEND Register.

HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP?

Not all pupils who require additional help have special educational needs. Children requiring SEND support are those who have significantly greater difficulties than their peers and require that provision, previously mentioned, which is additional to and different and is known as "universal provision". Universal provision can be adapted without meaning a child has SEND, if they access it.

All children's progress is monitored constantly by Class Teachers and Teaching Assistants with responsive feedback given immediately to the child. This feedback is part of an "assess, plan, do, review" process which underpins the teaching and learning opportunities across our school. Where concerns build around a child's progress or wellbeing over time, the class teacher will seek advice from the SENDCo. If concerns are escalating to the extent that it is felt a child needs more individualised or complex support, the views of different people will be taken into account. This would include parents and carers, school staff and outside agencies, where appropriate.

The process of implementing SEND support may stem from:

- Concerns raised by a parent, carer, teacher, teaching assistant or previous setting/school
- Observations of the child in class or around the wider school environment
- Lack of progress made by the child in subjects or with target areas
- Pupil Premium interventions not showing impact
- Medical Letters or reports from outside agencies

HOW DOES KINGSTEIGNTON SCHOOL ASSESS CHILDREN'S AREAS OF NEEDS?

We use a range of assessment strategies to support us in identifying the specific needs of pupils. These include:

- A Graduated Response (assess, plan, do, review) system
- Regular teacher assessment
- Phonic screening assessments, especially in Early Years Foundation Stage (EYFS) and Key Stage 1 (KS1)
- Language Link assessments in EYFS and KS1
- Accelerated Reader reporting
- Pupil progress data tracking
- Observations of pupils

- Educational Psychology (EP), Speech and Language Therapy SaLT, Visual Impairment Advisory Teacher, SEMH Advisory Teacher

WHICH OTHER AGENCIES DOES THE SCHOOL WORK WITH?

- EP
- SEMH Team
- SaLT Team
- Children's Centre
- Occupational Therapy
- Physiotherapy
- Paediatrics (Community and Specialist)
- Autism Assessment Team
- School Nursing Team
- Specialist Nurses
- Dyslexia Outreach Advisory Teachers
- Physical Difficulties Advisory Teacher
- Child and Adult Mental Health Services (CAHMS)
- All professionals linked to Early Help
- Visual Impairment (VI) Advisory Teacher
- School Counsellor
- Specialist Charity Advice

WHAT SHOULD I DO IF I THINK MY CHILD NEEDS EXTRA HELP IN SCHOOL?

If you have concerns about your child's progress or the needs they are demonstrating, you should talk to your child's teacher in the first instance. Teachers are happy to speak to parents at the end of the school day and you are welcome to arrange an appointment with them.

Following your discussion with the class teacher, if your concerns still exist after any agreed initial actions have been trialled in class, you can meet with both the SENDCo and the class teacher. This meeting will often be based upon a completed "Graduated Response" Quickchecker document (appendix 1) to confirm what the particular challenge is and home-based observations, in comparison to school, will be recorded on this document.

HOW WILL SCHOOL AND PARENTS KNOW HOW WELL MY CHILD IS DOING?

Parent Evenings Autumn, Spring and following the Summer Term annual report

Teacher assessment cycle (this is a half-termly process)

Star Reader assessment,

White Rose maths end of unit activity

Egg sheets –writing

End of unit write

Read, Write, Inc (RWI), book bands

Child Protection On-Line Management System (CPOMS) logs

SATS

WHAT HAPPENS IF MY CHILD HAS MORE COMPLEX NEEDS?

When a child's school-based learning needs require a multi-agency approach in order for school to be successful, there are different ways of organising this support:

EARLY HELP

The school can initiate a Team around the Family (TAF) process using the Rights for Children record system with your full consent. See this link for more details [Different kinds of SEND meetings - Devon Information Advice and Support \(devonias.org.uk\)](https://www.devonias.org.uk) .

NB A TAF can be started if other agencies are actively involved with the family.

EHCPs

Most children and young people with special educational needs and disabilities (SEND) will not need an EHCP and can have their needs met by the [SEN provision in their school, college or education setting](#). An EHCP is for children and young people who have been shown to consistently need more provision than is available through the school's SEN support systems. The process is explained here: [Education Health and Care Plans \(EHCPs\) in Devon](#) .

WHAT SORT OF EXTRA SUPPORT MIGHT MY CHILD HAVE?

We believe that the best support your child can have is delivered within the classroom and through "quality first teaching" led by the class teacher. Most children's SEND needs can be met in the classroom with small adaptations to universal provision, for example learning objectives for lessons being scaffolded to meet the needs of all pupils.

SEN pupils' needs are met through reasonable adjustments to the curriculum and daily routines. Some pupils benefit from joining a small intervention group inside or outside their classroom where they are supported by a key adult to work on specific targets or are reassured at challenging times of the day.

HOW DO WE PLAN EXTRA SUPPORT

Staff use the following planning formats to map out and deliver SEN support at Kingsteignton School:

Class Teachers complete one provision map document (appendix 2) which records the organisation of SEN for all the SEN children within that class. This is updated termly as part of a teachers' SEN Clinic staff meeting. Class Teachers will verbally share a child's provision map information at the termly parent: teacher meeting

Individual children who need a care plan approach to guarantee that they engage with learning have a pen portrait document (appendix 3) created by the class teacher. This is followed by all members of staff.

Class teachers create an individual implementation plan (appendix 4) to plan SEN support for children when education advice has been given to school from external agencies.

HOW MUCH SUPPORT WILL EACH CHILD RECEIVE?

The decision on how much additional SEND support each child receives is based on what support is necessary to meet their needs in the most efficient way. The needs of the children in each class are analysed and their class teacher plans and leads their learning. Our Year 6 Teacher is responsible for deciding who will be entitled to extra time or a reader during Standardised Assessment Tests (SATS) and will apply for this as required. Diagnoses of Dyslexia are not necessary in order to evidence extra time or readers in primary school.

HOW WILL MY CHILD BE INCLUDED IN SCHOOL ACTIVITIES?

All children with SEND are part of a class and have access to assemblies, school performances, visits, trips and extra-curricular activities.

Risk assessment planning is used to ensure pupils' individualised needs are addressed. Adjustments are discussed with parents to ensure pupils with SEND are included in a safe way that meets their needs.

All pupils including those with SEND are valued and can take on pupil leadership roles including:

- Class ambassadors
- Eco warriors
- Head Boy and Head Girl
- Lunch time buddies

WHAT WELLBEING SUPPORT IS THERE FOR CHILDREN?

We recognise that children who feel safe and happy learn best, subsequently we provide a range of provision which promotes wellbeing.

All children access a broad and rich curriculum.

All children are supported to understand how their actions affect others.

Good attendance is closely monitored and promoted. We are supported in this by an Education Welfare Officer.

We may offer counselling support to pupils who can benefit from a talk therapy approach.

HOW MIGHT LEARNING BE ADAPTED TO SUIT MY CHILD'S SEND?

- Flexible grouping that supports progress
- Scaffolded teaching and additional equipment/resources
- Revised texts and topics to suit the learner

- Additional adult support
- "Safe Space" classroom, playground or main hall alternatives

HOW MIGHT CHILDREN WITH MEDICAL NEEDS BE SUPPORTED?

Kingsteignton School follows individual health care plans provided by paediatricians and other medical professionals.

Where regular medicine is prescribed and needs to be administered at school a named person will ensure this is administered as detailed in the health care plan.

If Occupational Therapy or Physiotherapy professionals recommend exercises these will be recorded either on the child's class provision map or their EHCP implementation plan.

Training is sought from specialist or school nurses to enable staff to develop the skills needed to manage an individual's medical needs within school.

Intimate Care (Toileting) Plans are maintained by the class teacher when necessary.

HOW MIGHT CHILDREN WITH BEHAVIOURAL NEEDS BE SUPPORTED?

Care plans, known as "pen portraits", are completed to support children who have challenging behaviour or need an adapted behavioural approach within our school environment.

If a child is at risk of exclusion due to safety concerns stemming from their behaviour the SENDCo or another member of the School Leadership Team (SLT) will meet with parents and the class teacher to complete a risk assessment and will also update the pen portrait in order to mitigate challenges. A member of the SLT will liaise with Devon Local Authority (LA) when a pupil is at risk of exclusion [School Inclusion Team - Working for Devon | Devon County Council](#). The school will seek the support of the LA's Inclusion Team as well as any other appropriate external professionals and parents will be kept informed of any recommendations made by these other agencies.

WHO SUPPORTS CHILDREN WITH SEND AT KINGSTEIGNTON SCHOOL?

- Class Teachers
- Teaching Assistants
- Penny Fitch (Head Teacher)
- Jo Counter (SENDCo)
- David Barnett (Trustee with SEND responsibility)
- (Education Welfare Officer)
- Zoe Davis (SaLT)

WHAT SEND TRAINING HAVE STAFF SUPPORTING SEND HAD?

Jo Counter is a qualified teacher and a member of the SLT. She has been completing the National Award for SEN Coordination (NA SENDCo) and completed research over the last academic year in Dyslexia assessment, co-production with parents, synthetic phonics learning and the inclusion of pupils with autism spectrum condition (ASC). Jo has also received additional training in safeguarding, children in care and attends termly SEND Network training.

Staff at Kingsteignton School benefitted from particular medical needs training from NHS professionals in relation to specific pupils last year and all attended the annual safeguarding training. A review of the school's ASC practice was started in summer 2022 and continues.

HOW IS THE SCHOOL EQUIPPED TO MEET THE NEEDS OF CHILDREN WITH SEND?

Children's' safety and security are ensured at Kingsteignton School through locked gates with restricted key fob entry through the main doors. The school is wheelchair accessible with ground floor level access and a lift option for access to the upstairs Key Stage 2 (KS2) classrooms.

Should specific physical, visual or auditory advice be needed from other professionals in support of SEND pupils, this will be welcomed, and the school environment can be audited with reasonable adjustments being made as necessary.

The school has additional resources to support children's learning. Any additional suggestions made by relevant professionals will be considered and purchased from the school SEND allocated budget if it is agreed they are reasonable adaptations.

WHAT OPPORTUNITIES ARE THERE FOR PARENTS TO MEET WITH STAFF?

We recognise that parents know their child best. We listen to parents' thoughts regarding their child's SEND provision. All parents are invited to attend parents' meetings twice a year to discuss their child's progress. In order to be present in class and fulfil our teaching and learning commitments, wherever possible, staff limit our parent meetings to one per term for pupils with SEND. The SENDCo sits in on the traditional 2 parent teacher meetings (because this is supportive of inclusive practice). In these meetings the SENDCo will record the discussion meeting linked to verbal discussion around the class provision map. The class provision map records different pupils' names and therefore is not visually shared with parents.

For EHCP pupils a third meeting is offered each year, and this is their annual review meeting. If a SEN child has a TAF then we offer 3 meetings maximum (termly) and class teacher attends briefly instead of offering the traditional parent teacher meeting offer - These will usually be after school to accommodate teacher's class commitments.

Children who start at Kingsteignton School in our Dandelion EYFS class receive a home visit at the start of the academic year. Parents are invited to a "Meet the Teacher" event at the end of the summer term to ask questions and find out about in any changes.

Parents are invited to events throughout the year and may become members of the school's Parents, Teachers and Families Association (PTFA)

HOW ARE CHILDREN CONSULTED?

Children with SEND always have the opportunity to express their views through verbal feedback to class teachers and Teaching Assistants (TAs). We act on their concerns or suggestions.

Pupil voice is sought from the SENDCo as part of a child's EHCP annual review process.

WHAT SHOULD YOU DO IF YOU ARE UNHAPPY WITH THE SUPPORT YOUR CHILD RECEIVES AT SCHOOL?

At Kingsteignton School we are committed to working with you to provide the best education for your child based on the resources we have. If there are times when you feel unhappy with the provision, we are making we encourage you to tell us as soon as possible to enable us to work together and reach an outcome that is in the best interest of our children.

You should approach your child's teacher in the first instance to discuss worries or concerns. This should be at the end of the school day wherever possible and with some notice so we can guarantee the teacher is available to speak to you. If your concerns are not addressed, you should then make an appointment with a member of the SLT.

Devon Information Advice and Support (DIAS) [Home - Devon Information Advice and Support \(devonias.org.uk\)](https://www.devonias.org.uk) can advise parents should it be felt any concerns are not being adequately addressed by the school or LA.

Complaints procedures can be found on the school website at [Complaints Policy Review July 2024.pdf - Google Drive](#)

HOW DOES THE SCHOOL SUPPORT CHILDREN WITH TRANSITIONS INTO DIFFERENT PHASES OF EDUCATION?

Transitions can be a challenging time for pupils with SEND. The systems that we have to minimise anxiety which transitions can cause is called an “enhanced transition” and includes:

- Extra opportunities to spend time in a new school or class ahead of the move
- Social story picture reference with details of staff and routines to take home
- Phone or video consultations with the child's current key adults (if they are moving setting) to share information. Within our school this will be done informally between teachers

Quickchecker

Y/N?

Communication and interaction <i>There are concerns about...</i>	
the pupil's attention and/or listening skills – their ability to engage successfully with language	
the pupil's receptive language – their ability to understand spoken language	
the pupil's expressive language – their ability to use language to communicate with others	
the pupil's speech sound development – their ability to produce the sounds necessary for clear, intelligible speech	
the pupil's social communications – their ability to use language appropriately and successfully in social situations	
the pupil's uneven learning profiles and learning styles i.e. they do not follow the usual developmental patterns	
the pupil's communication skills e.g. verbal and non-verbal, ability to recognise the feelings or perspectives of others and respond appropriately	
the pupil's social development e.g. capacity to 'share interest' and/or 'share attention'	
the pupil's rigidity of thought e.g. ability to manage changes in routine	
the pupil's sensory skills e.g. over sensitivity or under sensitivity to sensory stimuli	
the pupil's cognitive development e.g. capacity to sustain concentration or self-direct their learning	

Cognition and learning <i>There are concerns about...</i>	
the pupil's lack of progress, even when differentiated teaching approaches are targeted at areas of weakness	
the pupil's performance levels i.e. they are below the level within which most pupils are expected to work	
the pupil's indicative test scores are below expected levels	
the pupil's attainment in underlying skills which is beginning to interfere with their ability to make appropriate progress e.g. skills in speech and language, literacy and numeracy	
the pupil's difficulty in dealing with abstract ideas, generalising from experience, and/or using problem solving skills	
the pupil's attitude and/or approach to learning which is restricting access to the curriculum e.g. pupil is demotivated, disorganised or lacks independent learning skills	

Social, emotional and mental health <i>There are concerns about...</i>	
the pupil's learning behaviour, which is negatively affecting the pupil's and/or peers' access to the curriculum	
the pupil's social behaviour, which is negatively affecting the pupil's and/or peers' access to the curriculum	
the pupil's emotional wellbeing or mental health, which is negatively affecting the pupil's and/or peers' access to the curriculum	
the frequency with which the pupil reaches the limit of normal school sanctions	

Sensory and physical*Areas of concern...*

the pupil presents with having a visual impairment which is affecting their learning and/or access to the curriculum e.g. holds books very closely or at an unusual angle, fails to respond to non-verbal instructions, loses place when reading, skips lines and struggles to find text on a page

the pupil present with having a hearing impairment which is affecting their learning and/or access to the curriculum e.g. distractible in class, poor listening skills in a busy environment, asks you to repeat instructions

the pupil presents with poor speech intelligibility, difficulty with recognising and responding to phonics, chooses to either avoid attention or is over demanding, limited vocabulary both receptive and expressive, immature grammatical structures in spoken language

the pupil presents with having a multi-sensory need which is affecting their learning and/or access to the curriculum e.g. have a dual sensory loss where both vision and hearing are reduced

the pupil's physical skills/needs are affecting their learning and/or access to the curriculum

the pupil's medical needs are affecting their learning and/or access to the curriculum

Kingsteignton School Provision Map for _____ Class

Academic Year 2022-23: Autumn 2-Spring 1/Spring 2-Summer 1/Summer 2-Autumn 1 (please highlight)

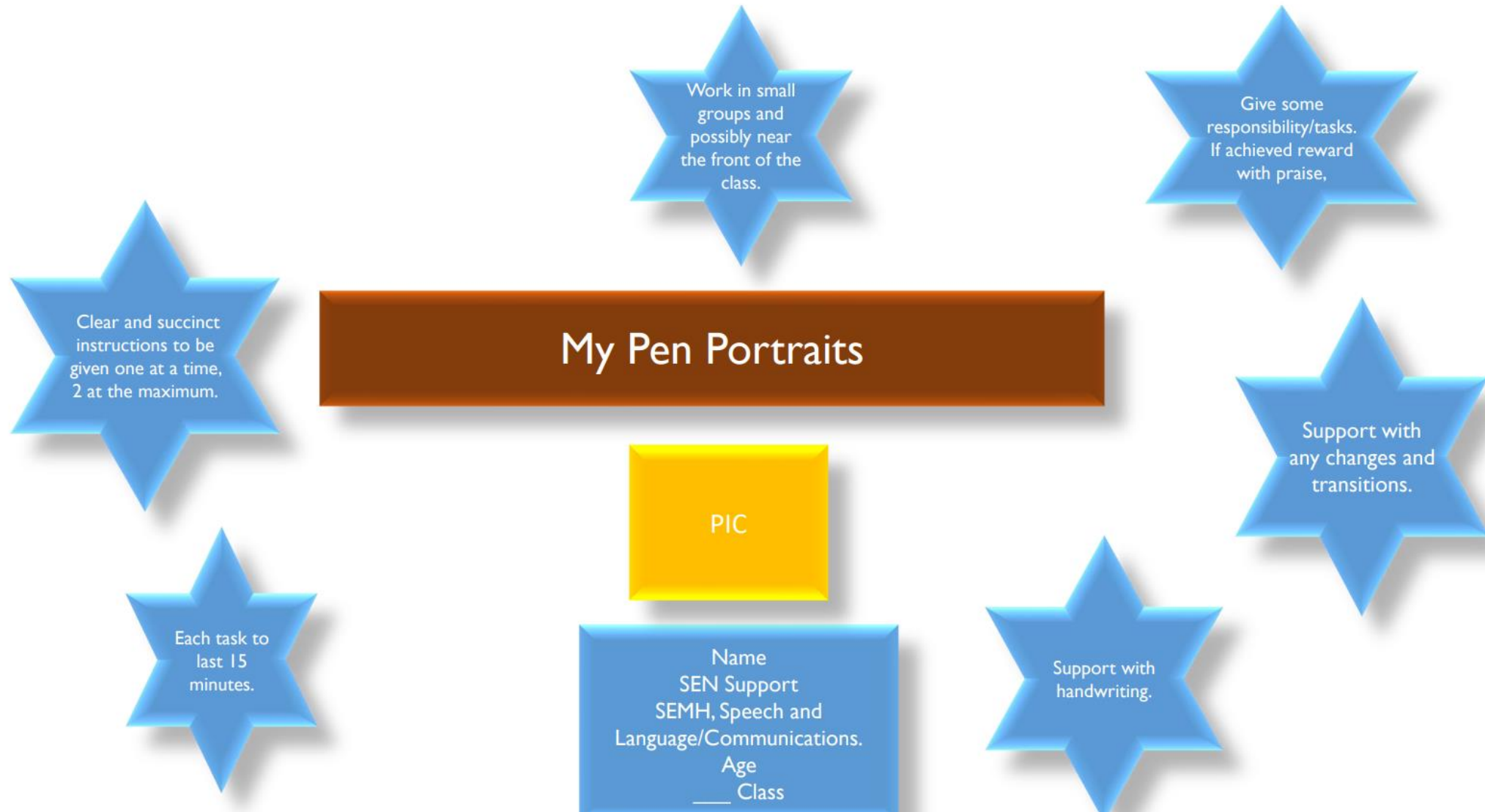
Code of Practice 6.1: All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential

<p>Core Principles to reduce impact of barriers to learning</p>	<ul style="list-style-type: none"> o A learning environment which includes reasonable adjustments in relation to acoustics, lighting, visual reinforcement, classroom positioning, access to board/focus on lessons, and minimal reflections off surfaces o A flexible and responsive approach to provision across all school systems with an individualised approach to learning key skills, e.g. literacy, numeracy and self-help o Careful adaptation of the broad and balanced curriculum by delivery and outcome o Targeted and structured individual / small group work to develop learning skills, build resilience, support positive outcomes o The use of specific teaching strategies linked to pupils’ needs and to ensure flexibility of thought o Consistent use of rewards and sanctions, including individualised motivators in line with the school’s behaviour policy o Staff effectively identify and support individual children’s needs to ensure that they are making progress o Focused support from suitably skilled staff to develop and deliver support within the universal provision and through well-founded interventions o External agencies are involved and/or identified in multiagency support planning o Advice from appropriate external agencies on teaching approaches and recommendations are followed, (e.g. Educational Psychologists, Occupational Therapists, etc..) 			
<p>Universal Provision –</p>	<p>Communication and Interaction</p> <p>This SEND inclusive approach is available in our class all the time for which ever children need it</p>	<p>Cognition and Learning</p> <p>This SEND inclusive approach is available in our class all the time for which ever children need it</p>	<p>Social, emotional and mental health</p> <p>This SEND inclusive approach is available in our class all the time for which ever children need it</p>	<p>Sensory and/or Physical</p> <p>This SEND inclusive approach is available in our class all the time for which ever children need it</p>
<p>Learning Environment Toolkit</p>	<ul style="list-style-type: none"> o Calm, structured environment with clear, visual information about what is happening and what is expected, e.g. visual timetables, widget symbols o Speech and Language rich environment developing receptive and expressive language skills o Communication in Print materials and symbols 	<ul style="list-style-type: none"> o Ensure displayed print is large enough to be read o Phonics/spelling/vocabulary on display o Access to core English resources, e.g. Sound mats o Access to core Maths resources, e.g. Bead string, 100 square / number line, Base 10, Counters, Numicon, Vocabulary maths/banks 	<ul style="list-style-type: none"> o Class agreement/charter o Social and emotional development e.g. buddy systems, friendship strategies, 5-point scale (1 being low 5 being feeling great)/ feelings display, Worry box or worry monster o Social seating and proximity to the teacher o Identified safe spaces for calming down o Time out systems o Class timetable for the day 	<ul style="list-style-type: none"> o Classroom de-cluttered and not visually overwhelming o Alternative environment/specific strategies to reduce sensory overload allowing sensory regulation (Sensory Box, Safe Space) o Range of writing implements available (writing slope) and alternative methods of recording including IT o Manage screen-time (including interactive whiteboards/TVs)

Teacher Toolkit	<ul style="list-style-type: none"> o Pre-teaching of vocabulary or concepts o Clear instructions given with visual and auditory clues to back up what is being said o Time to complete steps of instructions – for child to process what they have been told and their thoughts o Give instructions clearly and check understanding o Allow thinking time when answering questions o Avoid dictations and copying from the board o Short and direct language 	<ul style="list-style-type: none"> o Support to develop core skills to enable successful learning (e.g. attention, listening skills) o Alternative ways of recording learning (e.g. ipads) o Extra time given to complete tasks which have a focus on prolonged reading and/or listening engagement o Teach spelling 'tricks', e.g. mnemonics, rhymes o Provide daily opportunities to experience success, praise effort and be positive about mistakes o Precision teaching of reading, spelling and number facts o Writing / planning frames 	<ul style="list-style-type: none"> o Opportunities to develop social development, interaction and promote positive peer relationships o Structured routines, including regular whole-class circle time o Use of choice and motivation o Calming strategies o Tune in to signs of dysregulation - offering movement breaks, pre-empt difficult situations and plan accordingly 	<ul style="list-style-type: none"> o Modified curriculum which includes access to key vocabulary, visual approach to phonics and reading o Pre-writing activities/warm up o Letter formation and fine motor skills activities o Grip development, e.g. dough-disco o Pre-prepared work – child not writing date and LO o Develop note taking skills o Movement / sensory breaks/snacks o Ear defenders o Writing slopes
Pupil Toolkit	<ul style="list-style-type: none"> o Widget communication board/fan 	<ul style="list-style-type: none"> o Visual task tick sheets / Planning templates to support organisation o Phonics/spelling/vocabulary mats/banks, including sentence openers o Coloured overlays 	<ul style="list-style-type: none"> o Visual timetable 	<ul style="list-style-type: none"> o Adapted equipment (e.g. pencil grip) o Hand held fidget toys – squeezey objects
Kingsteignton School Intervention strategies	<ul style="list-style-type: none"> o NELI 	<ul style="list-style-type: none"> o Power of 2 Maths support o Language link o RWI o Toe by Toe o 1-1 tutor o Accelerated Reader 	<ul style="list-style-type: none"> o Social group sessions o Friendship links o Lego therapy o Social stories o Lola the therapy school dog 	<ul style="list-style-type: none"> o Funfit o Write from the start – handwriting an fine motor programme
Specialist Provision for ECHP and SEND	<ul style="list-style-type: none"> o EAL support o Speech and Language support o EHCP plan 	<ul style="list-style-type: none"> o EHCP plan 	<ul style="list-style-type: none"> o Play therapy o Pen portraits o EHCP plan 	<ul style="list-style-type: none"> o Intimate care plan o Personal evacuation plan o EHCP plan
External Agencies	<ul style="list-style-type: none"> o Communication and Interaction Team o Speech and Language Therapy o Autism Assessment Pathway 	<ul style="list-style-type: none"> o Educational Psychology o Dyslexia Outreach Service 	<ul style="list-style-type: none"> o GP or Paediatrician o CAMHs Support 	<ul style="list-style-type: none"> o Occupational Therapy o Visual/Hearing Impairment Team

Our class specific ECHP and SEND plan for this term

SEND specific targets for term	EXAMPLE Name — Targets Speech and Language – to pronounce all sounds correctly Pre and post teach all lessons To retain and use phonics stage 3 phonemes	Name Targets	Name Targets	Name targets	Name Targets	Name Targets	Name targets	
Plan, do, assess, review based on targets SEND above	Intervention	Duration / Frequency	Organisation	Desired outcomes	Pupils	Entry data / position	Exit data / position	Evaluation / Next steps
Subject specific consideration for SEND and EHCP children	EXAMPLE PE and Outdoor Activities Name and Consideration – EAL support with vocab	EXAMPLE History and Geography Name and Consideration Adult to scribe when appropriate or use voice recording – EAL support with vocab	EXAMPLE Art and DT Name and Consideration – ensure can access appropriate tools – EAL support with vocab	EXAMPLE Music Name and Consideration – EAL support with vocab	Spanish N/A Name and Consideration	EXAMPLE PSHE and RE Name and Consideration Adult to scribe when appropriate or use voice recording – EAL support with vocab	EXAMPLE Maths Name and Consideration – EAL support with vocab	EXAMPLE Literacy Name and Consideration Adult to scribe when appropriate or use voice recording – use pencil grip – EAL support with vocab



Area of need: Communication and Interaction	Short term outcomes (termly): * * * *	Area of need: Cognition and Learning	Short term outcomes (termly): * * * *
Long term outcomes: <i>Cut and paste from EHCP</i>	Current provision: * * * * * *	Long term outcomes: <i>Cut and paste from EHCP</i>	Current provision: * * * * * *
	Provision for another term/targets: <i>Your evaluation/proposed next steps</i> * * *		Provision for another term/targets: <i>Your evaluation/proposed next steps</i> * * *
Area of need: Social, emotional and mental health	Short term outcomes (termly): * * * *	Area of need: Physical, sensory need	Short term outcomes (termly): * * * *
Long term outcomes: <i>Cut and paste from EHCP</i>	Current provision: * * * * * *	Long term outcomes: <i>Cut and paste from EHCP</i>	Current provision: * * * * * *
	Provision for another term/targets: <i>Your evaluation/proposed next steps</i> * * *		Provision for another term/targets: <i>Your evaluation/proposed next steps</i> * * *

Daily Tasks	Staff Initials when completed	Weekly Tasks	Staff Initials when completed

Other Tasks	Staff Initials when completed