**Lyminster Primary School** 

**Nature of Concern**

|  |  |
| --- | --- |
| **Name of child**  |  |
| **Date of birth** |  |
| **Year group** |  |
| **Class Teacher** |  |
| **Name of school / setting** |  |
| **Parent notified** |  |
| **Parent comments** |  |

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| **Action** | **Date** | **Year group of child / young person** | **Name and position of person/s completing update** |
| **Section 1 started** |  |  |  |
| Cycle 1 completed |  |  |  |
| Cycle 2 completed |  |  |  |
| Cycle 3 completed |  |  |  |
| **NEXT STEPS** |  |  |  |

**My Personal Profile – Updated Annually**

**My name: CHILD I like to be called: CHILD Today’s date:**

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| What can I do well? | What do I need help with? | How best to support, communicate and work well with me? |
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| What do I like and what makes me happy? | What’s important for me now? | What’s important for me in the future (my aspirations)? |
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| **Other things you need to know about me**  |
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**Assess**

Once Section 2 is started, information here will be added to by: SENCo, Inclusion Manager, Pastoral Leader, Designated Safeguarding Lead. This section will be built over time, as more is learned about a child or young person’s profile of needs.

**My Strengths and Areas of Need**

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| **Cognition and Learning** |
| My Strengths |
| * .
 |
| My Areas of Need |
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**Assess**

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| **Teacher Assessments of Progress and Attainment** |
| **Date** | **Teacher Assessment and Notes** |
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|  | Phonics:.Reading: Writing: Maths: Progress toward age related expectations:  |

**Plan, Do, Review: Cycle 1 for completion by class teacher**

**My Termly Support Plans**

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| --- | --- | --- |
| **Pupil Name – CHILD** | **Date –**  | **Plan number – 1** |
| **Year Group and Term – Year 3 Spring 1** |
| **Termly targets, based on my areas of need** | **Strategies and support in place** | **Review date** | **Staff Progress review – what has gone well? Additional barriers identified?** |
| **SMART TARGET 1**To improve phonic blending skills for CVCC words. | **Read daily with adults and receive phonic intervention.****To read daily with adults at home.** |  | **Moved up a book band. Reading is taking place at home. Phonics intervention to continue. Phonetically plausible spellings in English. Enough progress seen towards this target.** |
| **SMART TARGET 2**To get 50+ in his Spring fluency assessment. | **To receive 3x weekly fluency intervention.****To read daily with adults in school and at home.** |  | **ACHIEVED - well done!****Next target to get 75+ in the next fluency assessment.** |
| **SMART TARGET 3**To correctly spell 10 Year 1 CEW  | **Focus intervention with TA.** **Continued practise with TA****Words to be sent home to practise.****Word mats available on table.** |  | **ACHIEVED – well done!****Next target – spell the next 20 CEW correctly.** |
| **Child or young person’s view of progress:****I think my handwriting is neater. I like writing about golf and dolphins.****I enjoy phonics with ta.** |
| **Parent / Carer view of progress:** **We are very pleased with the progress made.** |

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| **Reflection** |
| What have you learnt about the child or young person in completing this assess, plan, do, review cycle?Did you achieve more than you planned? What helped? What worked well? What challenges did you encounter?The plan has helped pick up in more detail child’s problem areas in the classroom and it is useful to keep all the tracking and targets in the same place.Child responded well to having reading intervention. |

**Plan, Do, Review: Cycle 2 for completion by class teacher**

**My Termly Support Plans**

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| **Pupil Name –**  | **Date –**  | **Plan number – 2** |
| **Year Group and Term – Spring Term, Year 3** |
| **Termly targets, based on my areas of need** | **Strategies and support in place** | **Review date** | **Staff Progress review – what has gone well? Additional barriers identified?** |
| **SMART TARGET 1** |  |  |  |
| **SMART TARGET 2** |  |  |  |
| **SMART TARGET 3** |  |  |  |
| **SMART TARGET 4** |  |  |  |
| **Child or young person’s view of progress:** |
| **Parent / Carer view of progress:**  |

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| **Reflection**In addition to evaluating impact of interventions and identifying potential areas for development, a key principle that underpins the review phase of the graduated approach cycle is developing a greater understanding of the young person you are working with.  |
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