

## Record of in-year SEN Support review for (Insert Name)

Date	<i>1) Enter the date of each review meeting</i>	2)	3)
Attendees	<i>Enter the names of all attending – even if only for part of the meeting</i>		
<p>What are the long-term aspirations for (insert name) – may be unchanged since previous review  <i>Aspirations should be what the CYP and their family want for the future – may be specific such as to have friends and to become a veterinary nurse. Or could be less specific – to be happy and to live independently.</i></p>			
<p>What are the agreed Outcomes that will help (insert name) achieve these aspirations?                  May be unchanged since previous review</p> <p><i>There should be at least one Outcome for each area of need – try not to have too many, four should be a maximum. The Outcomes should ideally cover a phase or Key Stage of education, though can be less in certain circumstances. The Outcomes should be written in language that everyone can understand. Outcomes can be (though don't have to be) written in the first person. They should be SMART – Specific, Measureable, Achievable, Relevant and Timed.</i>  <i>Outcomes should be considered at each in-year review and may be changed if, for instance, they have been met or they are no longer appropriate. All must agree all changes.</i></p>			
<p>Is (insert name) currently on track to achieve these Outcomes?                  Please comment and if changes are to be made please record here</p>			
	All	>50%	<50%
In-year review 1			
In-year review 2			
In-year review 3			
<p>Provision is listed on the Class/Year Gp. Provision Map or Personalised Plan (to be discussed and amended as necessary)  <i>All provision and the short-term targets that are in place to support achievement of the Outcomes must be discussed at each in-year review meeting.</i></p>			
<p>What works well?</p> <p><i>Record what the child and/or their parents/carers say is effective and, combining this with what is working well in school, review the strategies and interventions.</i></p>			
<p>What doesn't work so well?</p> <p><i>It is extremely important to make changes when strategies, timings or groupings etc. are not working</i></p>			
<p>Previously unknown information</p> <p><i>There may have been new medical information and/or a diagnosis since the previous in-year review meeting. The school needs to ensure that all information is up-to-date and shared.</i></p>			
<p>Next steps</p> <p><i>What do each of the attendees (and family members and/or staff who are not attending</i></p>			

*but are working with the CYP) need to do next?*

**Other information**

*Record all other issues raised here.*