



## LONGFIELD PRIMARY SCHOOL POLICY FOR SEND

### The Rule of Law

- Pupils are taught the importance of laws and rules applicable to class, school and the wider community.
- Pupils are taught the value and reasons behind rules and laws; that they are there to govern and protect and that there are consequences when ignored or broken.
- Teaching is reinforced by the school motto, 5Rs and the School Behaviour thermometer.
- We use visits from partner agencies such as police to support and reinforce learning.
  - We ensure that expectations are reinforced regularly and we praise positive choices.

Outcome: Pupils display excellent behaviour and demonstrate fairness in sport.

### Individual Liberty

- Pupils are actively encouraged to make choices in a safe and supportive environment.
- Pupils make informed choices regarding their education and behaviour
- They are given the freedom to make choices and become critical thinkers
- Pupils identify the benefits in evaluating, reflecting and collecting valid and reliable evidence on which to base choices
- PSHCE/e-Safety lessons equip pupils with the skills to make safe choices and empower them to know their rights

Outcome: Pupils display responsibility and independence

### Tolerance of those of Different Faiths and Beliefs

- Longfield Primary is an extremely diverse school
- We actively promote diversity through our celebrations of different faiths and cultures
- Religious Education and PSHE lessons reinforce messages of tolerance and respect for others
- Members of different faiths and religions are encouraged to share their knowledge
- Pupils visit places of worship that are important to different faiths
- We promote messages of equality

Outcome: pupils display tolerance, knowledge and understanding of different faiths, races and cultures

### Mutual Respect

- Pupils are taught core values such as 'Show respect' and 'Working together to achieve'
- They demonstrate responsibility for self and others
- Our school reward system is centred on our four school houses: Livingstone, Jubilee, St. George and Sunflower
- Rewards are given for positive attitudes and behaviours: courtesy slips, house points and good walking tokens
- High levels of mutual respect are developed through relationships between staff and pupils

Outcome: Pupils display mature learning behaviour and excellent relationships with peers and adults

Date Written: May 2019

Review Date: May 2021

Date Ratified:

Signature: \_\_\_\_\_ (Chair of LPS Governing Body)

## **Legislation and Ethos**

'The purpose of education for all children is the same; the goals are the same. But help that individual children need in progressing towards them will be different. Whereas for some, the road they travel towards the goal is smooth and easy; for others it is fraught with obstacles.' (Warnock Report 1.4)

We follow the SEND Code of Practice: 0-25 years 2015:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

and The Children and Families Act 2014 (part 3):

<http://www.legislation.gov.uk/ukpga/2014/6/part/3/enacted>

The Children and Families Act 2014 (part 3) says that:

'A child or young person has special educational needs (SEND) if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she- has a significantly greater difficulty in learning than the majority of others of the same age, or 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.'

These are the two main pieces of legislation that are used to identify and support pupils with SEND.

## **Aims**

Longfield Primary School will best endeavor to ensure the necessary provision to meet the SEND needs of individual children. In order to do this we aim to:

- Identify those children who have SEND as soon as possible.
- Provide evidence based intervention at a suitable level when a child is identified as having SEND.
- Use a variety of teaching styles, and cater for different learning styles, to allow children with SEND access to the National Curriculum.
- Use resources effectively to support children with SEND.
- Assess and track the progress of children with SEND.
- Work with outside agencies who provide specialist support, teaching and assessment for children with SEND.
- Inform and involve the parents of children with SEND so that we can work together to support our children.
- Encourage active involvement by the children themselves in supporting their needs, thus encouraging their independence and ability to access support.
- Provide on-going training for all staff to ensure an up to date understanding of 'quality first teaching' and 'best practice' when working with children with SEND.

## **Responsible Persons**

The person leading the provision of education for pupils with Special Educational Needs and Disabilities is Mrs Watkinson, Deputy Head Teacher for Inclusion, who has held the National Award for SEN coordination since January 2015.

The responsible governor for SEND is: \_\_\_\_\_.

## **Admission and Inclusion**

All the teachers at Longfield Primary School are teachers of children with SEND. As such the school adopts a whole school approach to SEND which involves all staff adhering to a model of good practice. The staff at Longfield are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as crucial to this policy.

The school operates an equal opportunities policy for children with SEND who are afforded the same rights as other children. This includes both those children with statements of Special Educational Needs and Disabilities, or those whose needs are met through an Education Health Care Plan, and those others with less significant needs.

## **Access to the Curriculum**

- All children are taught in accordance with the programs of study outlined in the National Curriculum. The curriculum is differentiated to meet the needs of all learners, including those identified as having SEND.
- At Longfield we are committed to Quality First Teaching where teachers adapt and develop their teaching styles in order to meet the needs of the children they are teaching.
- Each year group has a teaching assistant in order to ensure that all children have the opportunity to access Quality First Teaching in a smaller group context, especially those identified as having SEND.
- There are flexible groupings of children so that learning needs may be met in individual, small group or whole class contexts.
- Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have learning difficulties.
- The school makes additional provision for children with SEND to match the nature of their individual needs. The class teacher and Inclusion Leader will keep regular records of the pupils' special educational needs, the action taken and the outcomes achieved.
- Some learners will have access to specific interventions. These are two tier:
  1. Pupils who are temporarily underachieving and have been identified by the school as needing to narrow the gap between themselves and their peers or needing specific skills.
  2. Pupils who are identified as having SEND and need specific interventions to acquire skills.
- Pupils with English as an Additional Language (EAL) who are new to the country and new to the English language will be given a 6 week language acquisition program. EAL is not a Special Educational Need. Differentiated work and individual learning opportunities are provided for children who are EAL.

Details of the provision we offer to learners at Longfield Primary School is outlined in our school offer document which can be found on the school website:

<http://www.longfieldprimaryschool.co.uk/page/?title=SEN&pid=37>

## **Partnership with Parents**

Longfield Primary school works closely with parents to support children with their learning. We encourage an active partnership through an on-going dialogue with parents. Parents will be involved in shared decision making regarding assessment of their child and the provision made available for their child. The progress of all children is reported to parents termly.

## **Complaints**

Complaints about SEN provision in our school should follow the hierarchy of class teacher, then Inclusion Leader (SENCo) in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

## **Pupil Participation**

At Longfield children are encouraged to take responsibility and make decisions. This is part of the culture of our school and relates to children of all ages. The voice of the child is sought and listened to at every stage of their learning, encouraging children to understand how they learn and what their next steps are. It is particularly important to fully involve pupils in their own reviews of outcomes, so pupils are involved in conferencing and assessment weeks as well as attending meetings and contributing to Annual reviews in the case of SEND pupils.

## Links with external agencies

The school recognizes the important contribution that external support services make in identifying, assessing and providing support for children with SEND. Advice is sought and acted upon from a range of agencies within Children's services, Early Intervention Team, the Health Service and other outreach support organisations and charities, as and when needed or beneficial.

## Identification

There are a number of ways that a concern may be raised which may initiate an assessment of a child's needs and therefore may result in a child being identified as having SEND and being placed on the SEND register:

- Foundation stage baseline assessment
- Concerns raised by a parent
- Concerns raised by class teachers and support staff (Appendix A: SEND Concern form)
- Assessments by external agencies e.g. medical professionals or social care professionals
- Tracking of pupils' progress and attainment data through termly school assessment weeks and pupil progress meetings
- School transfer records

It is vital that parents are involved in the process of identifying and meeting the needs of their child. Once concerns have been raised, parents will be notified of the nature of the concern and agree the next steps.

The following is an example of how a child's needs may be assessed (this is not exhaustive):

- Practitioner observation
- Phonological Assessment Battery (PhAB)
- Cognitive Assessment Test (CAT)
- Reading
- Specific Learning difficulty checklists
- Dyscalculia Assessment
- Working memory rating
- Speech and Language Therapist assessment
- Educational Psychologist assessment
- Occupational Therapist assessment
- Strengths and difficulties questionnaire

The following breaks down the 3 stages of SEND identification and support.

Stage 1: Well differentiated quality first teaching and the use of interventions (All pupils and some pupils)

Stage 2: Additional SEND support (SEND pupils)

Stage 3: Statement of Special Educational Needs or Education Health Care Plan

Each stage will adhere to the plan, do and review cycle. Children may need only one of the stages, a combination of each stage or all 3 stages. Stage 2 will result in a child being placed on the SEND register as they will be receiving SEND provision.

### **Stage 1: Well differentiated quality first teaching and the use of interventions**

All learners will have access to quality first teaching and a broad and balanced curriculum.

Some learners will have access to Wave 1 or Wave 2 interventions such as small group work to support skills acquisition in Literacy and Numeracy. These will probably be children who are making slower progress than their peers and have been identified by the school as needing to narrow the gap between themselves and their peers or needing specific skills. These will not necessarily be pupils with SEND. This is considered to be a differentiation of the usual school curriculum.

### Identification and Assessment at Stage 1

Teachers are responsible for identifying pupils and their needs at the first stage.

Longfield School endeavor to identify these needs as soon as possible through:

- The analysis of data including entry to school data, baselines, ongoing/termly assessment data and teacher assessments and other whole school child progress data.

- Classroom based assessment and monitoring arrangements-Plan do review cycle.
- Following up parental concerns
- Discussion with parents regarding the learning, attainment and progress of their child.
- Tracking individual pupil data over time.
- Information from a previous school or alternative educational setting.
- Information from external agencies or other services.
- EAL assessment.
- Standardised or commercially available tests and assessments.
- Observation of the pupil to decide whether stage 1 or stage 2 is more appropriate as a course of action.

### Curriculum access and provision at Stage 1

Where pupils are identified as needing Wave 1 or 2 support, the school provides for these needs in a variety of ways:

- Differentiated work as part of quality first teaching
- Small group work in class as part of the differentiation
- Specific targets for individual pupils
- Small group work with another teacher or teaching assistant
- A specific intervention or booster for a specific skill or subject
- Bilingual support via Race 2 English program
- Differentiation of resources
- Information to parents by the class teacher on the support being made available to their child

### Monitoring and evaluation at Stage 1

At Longfield we seek to make the provision for all pupils the best it can be. We review the processes involved in identification of pupils and make changes where we feel the process can be improved.

All learners' progress and attainment receiving a Wave 1 or 2 intervention will be tracked via SIMS. The Leaders for Literacy, Numeracy and Pupil Premium will produce an annual report to inform school stakeholders of the impact of the additional work they have undertaken.

We monitor the effectiveness and impact of the Stage 1 provision through the use of:

- Classroom observations by the Senior Leadership Team and subject/Middle Leaders.
- Ongoing assessment of progress and attainment data.
- Work sampling of pupils books.
- Scrutiny of planning.
- Termly Pupil progress meetings.
- Attendance records-at a specific intervention or general school attendance as this also has a significant impact on a child's attainment and progress.
- Termly reports to the Governing Body via the Head Teacher's report.

### **Stage 2: Additional SEND Support**

Children will be offered additional SEND support when it is clear that their needs require intervention which is additional to or different from the well-differentiated curriculum offered to all pupils in the school. These will be pupils who need specific support different from Stage 1, or pupils for whom a specialist assessment is needed or obtained.

### Identification and Assessment at Stage 2

Teachers are responsible for identifying pupils and their needs and referring the matter to the Inclusion Leader using Appendix A: SEND Concern form. Ideally the form should be completed with parents so that they are fully aware that additional support is needed for their child.

Longfield School endeavor to identify these needs as soon as possible through:

- The analysis of data including entry to school data, baselines, ongoing/termly assessment data and teacher assessments and other whole school child progress data.
- Classroom based assessment and monitoring arrangements-Plan do review cycle.
- Following up parental concerns.
- Discussion with parents regarding the learning, attainment and progress of their child.
- Tracking individual pupil data over time.
- Information from a previous school or alternative educational setting.

- Information from external agencies, external professionals or other services.
- EAL assessment.
- Standardised or commercially available tests and assessments.
- Observation of the pupil to decide whether stage 1 or stage 2 is more appropriate as a course of action.

In the case of information being received from external agencies, external professionals or other services e.g. Speech and Language Therapy provision or a diagnosis from a paediatrician or where a parent agrees to additional SEND support to go ahead, the child will be placed on the SEND register, as they have a special educational need as defined by the SEND Code of Practice: 0-25 years 2015.

### Curriculum access and provision at Stage 2

SEND and the provision for SEND can be considered as falling under 4 broad areas:

1. Communication and interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory, Motor and Physical

Parents are provided with information on these 4 areas (Appendix B) when their child is added to the SEND register, as well as a letter confirming the reasons for the addition (Appendix C).

Where pupils are identified as needing SEND support, the school provides for these needs in a variety of ways:

- A Personal Learning Plan-PLP- (Appendix D) identifying the outcomes we are aiming towards for the child and the details of the provision the pupil will be receiving
- Differentiated work as part of quality first teaching
- Some 1:1 teacher or teaching assistant support
- Small group work in class as part of the differentiation
- Small group work with another teacher or teaching assistant
- A specific intervention for a specific skill e.g. the 'Talkabout' program to increase the use of communication and interaction
- Additional and ongoing 1:1 or group support from an external agency or professional e.g. Speech and Language or Occupational Therapist
- Differentiation of resources or specific methods of teaching
- Information to parents by the Inclusion Leader and class teacher on the support being made available to their child

### Monitoring and evaluation at Stage 2

We monitor the effectiveness and impact of the SEND provision through the use of:

- Annual PLP reviews (The Plan. Do and review cycle)
- Classroom observations by the Inclusion Leader and the class teacher.
- Ongoing assessment of progress and attainment data.
- Work sampling of pupils books.
- Scrutiny of planning.
- Termly pupil progress meetings.
- Termly SEND intervention meetings
- Attendance records-at a specific intervention or general school attendance as this also has a significant impact on a child's attainment and progress.
- Termly reports to the Governing Body via the Head Teacher's report.
- Annual SEND Information Report as published on the school website.
- The Equalities action plan from the School Development Plan.

## **Stage 3: Education Health Care Plan or Statement of Special Educational Needs**

### Identification and Assessment at Stage 3

It may be decided that a very small number, but not all SEND pupils, will require additional support for an ongoing amount of time. This will mainly be funded by the school budget. However some pupil's needs are more complex and will require additional high needs funding for which an application needs to be made to the

local authority to ensure their underlying SEND is addressed and give them more rights and protection when transferring between educational settings. This may be the case where outside agencies or professionals have been involved in assessing the child or contributing to their ongoing support.

Where the school can evidence that a pupil has significant, severe or sustained need; requires more than 15 hours of additional support; or remains significantly behind their peers due to their ongoing needs in one or more of the 4 areas of SEND, a request for an Education Health Care Plan (EHCP) can be made to the local authority.

The Inclusion Leader is responsible for gathering information and writing the request for EHCP in a way that shows the significant, sustained or severe needs of the child, so that their ongoing challenges and barriers can be clearly seen by a panel of education, health and social care professionals. Parents, pupils and any external agencies or professionals are all invited to contribute to the request for EHCP, so that a clear picture of the child can be given.

More information can be found on Harrow's website using the link below:

[http://www.harrow.gov.uk/info/200220/special\\_educational\\_needs\\_and\\_disabilities\\_send/532/sen\\_assessment\\_and\\_review\\_service](http://www.harrow.gov.uk/info/200220/special_educational_needs_and_disabilities_send/532/sen_assessment_and_review_service)

Once a request for EHCP has been made by the school and accepted by the local authority, the EHCP will be drafted by the Special Educational Needs Assessment and Review Service (SENARS-see link above) to provide the child with short and long term outcomes in all of the 4 areas of SEND as well as short and long term outcomes to increase their independence.

Parents should note that it is only pupils with the most severe needs who require an EHCP and that not all requests are granted.

### Curriculum access and provision at Stage 3

Children with a statement of educational needs (pre September 2014) or an Education Health Care Plan (post September 2014) will have access to all arrangements for children on the SEND register, as outlined in the Stage 2 sections of this policy. In addition to this they will have a designated 1:1 adult who will monitor their progress against the short and long term outcomes outlined in their statement or EHCP and will have an annual review so that their progress can be measured against the short term outcomes and adjustments made as needed.

The short term outcomes will normally be what we would like the child to be able to do within a year and the long term outcomes what we would like them to achieve within each phase of their education e.g.KS1, KS2 or moving into KS3.

Our school will comply with all of the local arrangements and procedures when applying for high needs funding or an EHCP and will ensure all pre-requisites for application have been met through ambitious and proactive additional SEND support using the school budget initially.

### Monitoring and evaluation at Stage 3

Children with a statement of educational needs (pre September 2014) or an Education Health Care Plan (post September 2014) will have the same monitoring arrangements for children on the SEND register, as outlined in the Stage 2 sections of this policy.

The annual reviews are a chance for all adults, and the child themselves, to meet together to review how the progress towards outcomes has gone for the past year, what is working well and what needs to be adjusted; therefore, the pupil, parents, teachers, teaching assistants and any external professional working with the child will be invited to attend.

Our review procedures fully comply with those recommended in Section 6.15 of the SEND Code of Practice: 0-25 years 2015 and with local borough policy and guidance-particularly with regard to timescales set out within the process.

### **Record Keeping**

Up to date records for children with SEND will be kept by the Inclusion Leader and shared with parents and other relevant professionals. Provision will be recorded in a provision map and outcomes planned for,

assessed and monitored, using the procedures outlined in Stage 2 and stage 3 above. Teachers and teaching assistants will also maintain up to date records of pupils with SEND in their class and act on the advice of professionals who have provided reports or outcomes.

In the event of a SEND child transferring to another educational setting, such as a new school in another part of the country, a move to another country, a special school or high school, their SEND records will be passed on to their new academic setting along with their personal school file. Parents should note that the school will not retain copies of these documents after they have been passed on. Parents are also encouraged to keep copies of external professional's reports and pass copies of these to the school to add to the complete picture of the child.

## Training

All staff receive continual professional development (CPD) on a termly basis regarding best practice in teaching all learners. Specific training run from September 2014 to the time of writing this policy has been:

Term/Year	Training	Provided by	Staff
Autumn 2014	Mental Health Training	Connected Ed	All
	New Code of practice	Inclusion Leader	All teachers
Spring 2014	New Code of practice	Inclusion Leader	All
Autumn 2015	Working memory	EdPsychs	All
	Mindfulness	EdPsychs	Year 4 teachers
Spring 2016	Mental Health Training	Connected Ed	Learning Mentors, Inclusion Leader and Elklan TA
	Autism	EdPsychs	All
	Speech and Language	NHS SALT services	All TAs
	Mindfulness	EdPsychs	Year 5 teachers
Summer 2016	Mindfulness	EdPsychs	Year 6 teachers
	Effective deployment of TAs	Inclusion Leader	All TAs
Autumn 2016	Speech and Language	NHS SALT services	All teachers
Autumn- Summer 2016-17	Mental Health Training	Connected Ed	Learning Mentors, Inclusion Leader
Spring 2017	Mental Health Training	Connected Ed	All teachers
	ADHD	Inclusion Leader	All
Spring and Summer 2017	Supporting Underachieving learners using John Hattie methodology	EdPsychs	4 teachers
Spring 2018	Dyscalculia	Inclusion Leader	All
Autumn 2018	Emotional intelligence and regulation	Inclusion Leader	All
Spring 2018	Mental Health First aid	NASEN	Inclusion Leader and Learning Mentor
2018-2019	Mental health	Connected Ed	4 teachers

## Complaints

Complaints about SEND provision will be dealt with in line with the school's complaint procedures. Please see the relevant policy on the school website.

## Appendix A-SEND Concern Form

<b>Child's name:</b>	<b>DOB:</b>
<b>Child's class:</b>	<b>Date received by Inclusion Leader:</b>

<b>Concerns:</b>	<b>Actions to date:</b>

<b>Barriers to learning:</b>	<b>Parental and pupil views:</b>

<b>Inclusion Leaders actions:</b>

## Appendix B-Parent information on SEND

### What does special educational needs and disabilities (SEND) mean?

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Children and young people with special educational needs (SEN) all have learning difficulties or disabilities that make it harder for them to learn than most children and young people of the same age. These children and young people may need extra or different help to others.

Many children and young people may have SEN of some kind during their education. Schools can help most children and young people succeed with some changes to their practice or additional support for a short amount of time to improve a skill and some will need extra help for some or all of their time in education and training.

Children and young people with SEN may need extra help because of a range of needs. The 0-25 SEND Code of Practice sets out 4 areas of SEN:

**Communication and interaction** – Children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.

**Cognition and learning** – Children and young people sometimes learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty or disability affecting one particular part of their learning performance such as in literacy or numeracy.

**Social, emotional and mental health difficulties** – Children and young people have difficulty in managing their relationships with other people, are withdrawn, or they behave in ways that may hinder their and other children's learning or have an impact on their health and wellbeing.

**Sensory and/or physical needs** – Children and young people with visual and/or hearing impairments, or a physical need or disability that means they must have additional ongoing support and equipment. This would also include pupils who have ongoing medical needs.

Some children and young people may have SEND that covers more than one of these areas.

SEN support is part of what is known as the 'graduated approach' and in general should work as follows:

**Assess:** Your child's difficulties must be assessed so that the right support can be provided. This should include, for example, asking you what you think, talking to professionals who work with your child (such as their teacher), and looking at records and other information. This needs to be reviewed regularly so that the support provided continues to meet your child's needs. That might mean getting advice and further assessment from someone like an educational psychologist, a specialist teacher or a health professional.

**Plan:** Your school or other setting needs to agree the outcomes that the SEN support is intended to achieve – in other words, how your child will benefit from any support they get.

**Do:** The school will put the planned support into place. The teacher remains responsible for working with your child on a daily basis, but the other professionals or additional Teaching Assistants involved in providing support should work closely to track your child's progress and check that the support is being effective.

**Review:** The support your child receives should be reviewed at the time agreed in the plan. You can then decide together if the support is having a positive impact, whether the outcomes have been, or are being, achieved and if or how any changes should be made.

**Appendix C-Letter confirming addition to SEND register**

**LONGFIELD PRIMARY SCHOOL**

Dukes Avenue, North Harrow, HA2 7NZ

Tel: 020 8868 7663 / 020 8866 7331

Email: office@longfieldprimary.co.uk



Dear Parents and Carers,

Further to meetings you will have had with your child's class teacher, I am writing to inform you that your child has been added to the Special Educational Needs and Disability (SEND) register.

The reason for this change is that

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Please find enclosed the Personal Learning Plan for your child for the academic year 2016-2017. This outlines all of the interventions your child will be receiving over the year and also the outcomes we are hoping to achieve over the year.

There are 2 copies of the Personal Learning Plan and I would be grateful if you could write down 2 things that your child is good at and 2 things they find difficult on each form. Then sign each form and return one to school and keep one for your own records.

If you would like to discuss this, please make an appointment to see me by phoning the school office.

Yours sincerely

Mrs Watkinson

Deputy Head Teacher Inclusion

## Appendix D-Personal Learning Plan Template

### PART 3 – DO/ REVIEW

### Longfield Primary School Outcomes for Personal Learning Plan

<b>Name:</b>	<b>DOB:</b>	<b>Class:</b>	<b>Attendance %:</b>	<b>Category of SEN:</b>
<b>This IEP date:</b>		<b>IEP review date:</b>		

<b>Strengths/Capabilities:</b> (parents 2 and teacher 2*) 1. 2. 3. 4.	<b>Teaching Support strategies to be implemented:</b>
<b>Difficulties/Barriers:</b> (parents 2 and teacher 2*) 1. 2. 3. 4.	

Area of Need	Agreed Outcomes	What will we do?  Who will do it?  <i>Include allocated resources</i>	By when?	How will we know the outcome has been achieved?  <i>Can the difference made be recorded?</i>	Review
Communication and Interaction					
Cognition and Learning					

Social, Emotional and Mental Health					
Sensory, motor and physical including independence <sup>1</sup>					

<b>Signed:</b>		
(school representative)	(parent/carer)	(pupil)

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