



The Michael Syddall CofE (Aided) Primary School Special Educational Needs and Disability Policy

Date: 21.04.2026

Review date: 21.04.2027

SENCo: Mrs Emily Snaith and Mrs Sarah Richardson

Date of NPQ SENDCo Award: April 2027

SEN Governor: Mr Robert Knowles

This Policy has been written to reflect current legislation and other school policies:

- The Children and Families Act 2014
- Equality Act 2010: advice for schools DfE Feb 2013
- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs and Disabilities Code of Practice 0 – 25 (January 2015) (SEND CoP)
- Schools SEN Information Report Regulations 2015
- Current Statutory Guidance on Supporting pupils at school with medical conditions
- School's Safeguarding Policy
- Current teachers' standards
- Current teaching assistant standards
- School's Accessibility Plan

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School Ethos

‘Living life in all its fullness.’
‘Being the best we can be.’

The Reverend Michael Syddall established a school for the poor in the local community, he had seen how some people had been treated and he decided that something had to be done for the people who were disadvantaged in the parish. He believed education was for everyone and opportunities for all. Today we are true to our foundations; we want every child to have opportunities and live life to the full. For every pupil to develop respect, kindness, perseverance and enable them to flourish with passion and resilience. We want all pupils to live life in all its fullness... to be the best they can be.

Objectives and aims

This policy is written to ensure everyone working in our school is clear about the ethos, principles, procedures, and practice for pupils with Special Educational Needs and Disabilities (SEND). Every adult within our school must follow this policy. We use ‘**must**’ when referring to a statutory requirement.

All items in italics are taken directly from the [SEND Code of Practice 2015](#)

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. This should enable them to:

- achieve their best*
- become confident individuals living fulfilled lives, and*
- make a successful transition into adulthood, whether into employment, further or higher education or training*

Things we **must** do:

- use our best endeavours to make sure that a child with SEND gets the support they need – this means doing everything we can to meet the needs of children and young people with SEND
- ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND
- designate a teacher to be responsible for co-ordinating SEND provision – the Special Educational Needs co-ordinator, or SENCo
- inform parents when we are making special educational provision for their child
- prepare a SEN information report, which we publish on our school website
- state our arrangements for the admission of disabled children,
- state the steps being taken to prevent disabled children from being treated less favourably than others,
- provide facilities to enable access to our school for disabled children and publish our accessibility plan on our school website showing how we plan to improve access progressively over time
- have due regard to the general duties to promote disability equality.

A member of our governing body or a sub-committee has specific oversight of the school’s arrangements for SEN and disability. This person is identified on the front page. All school

leaders will regularly review how expertise and resources to address SEN can be used to build the quality of whole-school provision as part of our approach to school improvement.

The quality of education and the progress made by pupils with SEN is a core part of our school's performance management arrangements and its approach to professional development for all teaching and support staff. In addition, this also contributes to our school self-evaluation.

How Do Teachers Identify Pupils with SEND?

6.2 Every school is required to identify and address the SEN of the pupils that they support.

6.36 Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

The identification of SEN is built into our overall approach to monitoring the progress and development of all our pupils.

The steps below outline the process that you as a teacher will follow to identify pupils with SEN.

1. Any child who gives you a concern, whether it is due to a lack of academic progress, development or social need, will be noted and dated on the Monitoring List and the SENDCo is to be informed. This is referred to as a '**short note**' in the SEND CoP. If a parent or pupil raises a concern, this must be taken seriously, and we must listen to these concerns. These will be noted and dated on the Monitoring List as above.
2. The class teacher will discuss the concerns informally with the parent and gather information about what the possible barrier to learning is. Our SENDCo will support you, if required. Reference will be made to the 'home school agreement' shared with all parents and children to ensure consistency in support both in school *and* at home.
3. Refer to the 'High Quality First Teaching' document and decide on some strategies to try and support the child with the concern that you/the pupil/the parent have (these need to be reasonable adjustments). You may want to do this in collaboration with the SENDCo. Any strategies you chose to try need to also be noted on the Monitoring List.
4. Set short term goals for the child based on the concern and the strategies you have chosen to try. Asses the progress they make and review the concern after an appropriate length of time (based on the need, strategy and goal you have set – this will be a maximum period of one term).
5. Report at the next pupil progress meeting on the impact of your adjustments.

N.B. At this point the child is not regarded as having SEN. How well the child responds or otherwise to the adjustments will determine if s/he has SEN.

6.21 Persistent disruptive or withdrawn behaviours do not necessarily mean that the child has SEN. Where there are concerns this needs to be logged (on CPOMs or the Monitoring List) and an assessment made by the class teacher, supported by the SENCo, if required. This is to determine whether there are any causal factors such as unidentified learning difficulties, difficulties with communication or mental health issues.

If appropriate, the SENCo may approach others such as Early Help as per the guidance in North Yorkshire Council's (NYC) [Ladder of Intervention](#). Any child in our school with SEND will not be discriminated against, sanctioned, or disciplined due to their special educational need.

6.17 Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline*
- fails to match or better the child's previous rate of progress*
- fails to close the attainment gap between the child and their peers*
- widens the attainment gap*

6.18 It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

6.23 Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

- 6.** After the progress has been reviewed, a decision as to whether the child has SEN will be made in conjunction with the SENCo. The child or young person (CYP) is now described as being at 'SEN Support'. They will appear as Code K on our school census. If required, we can seek advice from the local SEND Hub manager to clarify our decision. This will be undertaken by the class teacher with support of the SENCo. An Individual Provision Map (IPM) will be created by the class teacher to formalise targets, support and progress in conjunction with the child and parent/guardian.
- 7.** Our SENCo will maintain a list of pupils who have been identified as having SEN on our SEN list. All teachers can access this list to see the records for the pupils they teach. Anyone accessing this list must treat the content in confidence and in line with General Data Protection Act 2018 and Protection Regulations 2017 (GDPR).

It is the responsibility of the class teacher to look regularly at the content for their pupils for any updates and pass on any updates from a class perspective to the SENCo. Teachers are required to upload any information and plans to the correct pupil file.

There are 4 broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, emotional, and mental health difficulties
- Sensory and/or physical needs

If you would like further clarification of these areas of need, then consult the SEND CoP 6.28- 6.35 or discuss with our SENCo. To assist us, NYC has banding descriptors for each area of need. They are available from the school or NYC website.

Special Educational Provision

Once the CYP has been identified as having SEN then the formal process begins. We **must** take action to remove barriers to learning and put effective special educational provision in place. This is called the *Graduated Response* (Individual Provision Map or IPM). It is a 4-part cycle: Assess, Plan, Do and Review.

Parents **must** be informed that their child has SEN, and that additional and different provision is being provided for their child. Parents will be signposted to NYC special educational needs and disabilities advisory and support service ([SENDIASS](#)) and the [local offer](#) . A link to this can also be found on our school website.

The graduated response is outlined below:

1. **Assess.** Assess CYPs needs – this happens at the start of each termly cycle to ensure we obtain a clear analysis of the CYP’s need. The SENCo will support if required. We will ensure that the assessment informs any adjustments, approaches, resources, intervention and/or support required.
2. **Plan.** This will be undertaken termly with the parents and CYP at parent teacher meetings (as part of the termly parent teacher meeting or in a separate meeting arranged with the parent and class teacher). The views of parents and pupils are of paramount importance. This will be recorded on the plan (IPM).

The plan (IPM) is written by the class teacher, supported by the SENCo if required. We use the Individual Provision Map (IPM) template (see appendix). An agreed date to review the plan with the parents will be made at this meeting. Teachers are advised to refer to our whole school provision maps and ‘High Quality Teaching toolkit’ documents to help plan any adjustments, approaches, resources, or interventions required. If additional adult support is to be provided whether in-class or outside of class, it must be clear how, what and when this will be undertaken. The class teacher is responsible for monitoring the impact, supported by the SENCo. The additional adult support is someone who must be suitably trained to undertake the intervention.

The plans will be reviewed 3 times in the year at the beginning of each term or in line with parent-teacher meeting dates, with the pupil and parent, copies will be stored securely and a copy given to parents/carers to sign at a parent-teacher meeting.

The SENCo will monitor the quality of the plans (IPM).

3. **Do.** The class teacher remains responsible for the child. Where provision is provided by teaching assistants (TAs) or specialist teachers, the responsibility remains with the class teacher. TAs must supplement and not replace teachers. Teachers are still required to work with the child to plan and assess the impact of any adjustments support or interventions. The SENCo will support the class teacher in the further assessment of the child's particular strengths and needs, by problem solving and advising on the effective implementation of support. The SENCo will monitor this provision.
4. **Review** The class teacher will review the plan with the parents and CYP on the agreed date. The impact and quality of the support and interventions will be evaluated. This will feed back into the analysis of the pupil's needs. Parents will be given clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Involving Specialists

If at any point the class teacher in consultation with the SENCo feel they need additional advice and support from an outside agency, then the consent of the parent **must** be obtained first. This may be support from the SENDhub, CAMHs or other specialists.

When a SENDHub referral is made, teachers, in conjunction with the SENDCo, must ensure the following documents are completed (see appendix):

- Individual Provision Map (IPM);
- At a Glance Pupil Profile;
- Assess, Plan, Do, Review (over two cycles);
- Referral document.

This would be undertaken by the class teacher, with support from the SENDCo and in collaboration with the pupil and parents when a pupil continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based interventions/adjustments. These interventions/support will be delivered by appropriately trained staff.

The class teacher will be asked to support the completion of the application. Class teachers are expected to engage with the outside agency the school has approached, incorporate their recommendations into their plans, and facilitate information sharing between the parents/carers and the outside agency.

Early Years Provision (Including Pre-School)

5.20 The majority of 3- and 4-year-olds, and many younger children, attend some form of early years provision. The EYFS framework sets the standards that all Ofsted registered early years providers, and schools offering early years provision, must meet to ensure that

children learn and develop well and are kept healthy and safe. This includes ongoing assessment of children's progress. Early years providers and educational settings should have arrangements in place that include a clear approach to assessing SEN. This should be part of the setting's overall approach to monitoring the progress and development of all children.

5.28 Where a child appears to be behind expected levels, or where a child's progress gives cause for concern, practitioners should consider all the information about the child's learning and development from within and beyond the setting, from formal checks, from practitioner observations and from any more detailed assessment of the child's needs. From within the setting practitioners should particularly consider information on a child's progress in communication and language, physical development and personal, social and emotional development. Where any specialist advice has been sought from beyond the setting, this should also inform decisions about whether or not a child has SEN. All the information should be brought together with the observations of parents and considered with them.

Pupils in Pre-school and EYFS follow the same graduated response as the rest of the school. The steps outlined above (see 'How Do Teachers Identify Pupils with SEND' and 'Special Educational Provision') are followed for identifying a pupil with SEND and for implementing provision once a child has been identified as having SEND. Pupil's in EYFS will have an EYFS specific IPM (see appendix). To help inform teachers and assess pupils, teachers can use the EYFS At a Glance Profile to identify a pupil's barriers to learning and needs – these assessments are against the Early Years Outcomes and the 4 Broad Areas of Need.

5.29 A delay in learning and development in the early years may or may not indicate that a child has SEN, that is, that they have a learning difficulty or disability that calls for special educational provision. Equally, difficult or withdrawn behaviour does not necessarily mean that a child has SEN. However, where there are concerns, there should be an assessment to determine whether there are any causal factors such as an underlying learning or communication difficulty. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour, a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, should be adopted.

Exiting the SEND Register

The SEND register is a fluid document that is reviewed at the end of each cycle. If a child, having received appropriate identified support, begins to make good progress and closes the gap with their peers, they can be removed from the SEND register. If a child's needs are being managed successfully within the classroom with no different or additional support, then the child no longer needs to be classed as SEND Support (K code). Upon this decision, families will be informed by the school.

Transition

SEN support will include a plan for effective transition between phases of education. The [chronology of support and involvement](#) includes a section for completion by the class teacher at points of transition. This will be completed in a timely way so that the receiving

establishment has all the relevant information they require. The SENCo will support the class teacher.

For transition between year groups within school, class teachers will inform the new class teacher of all SEND needs for the pupils in that class and pass up all relevant paper work and documentation including IPMs, SENDHub referrals and Specialist Reports (such as CAMHs referrals) as per the Transition Checklist. They will also pass on any resources and strategies used to support individual pupils in that class. The SENCo will ensure all important information regarding individual pupils is communicated with their new class teachers.

Education, Health and Care Plans (EHCP)

Where a child is in receipt of an EHCP, the provision in Section F of the EHCP **must** be provided. Our teachers remain responsible for the CYP's progress. There will still be termly reviews and the graduated response will remain in place. In addition, there will be an 'Annual Review' held each year. This **must** be before the date of the anniversary of the plan being issued. The SENCo or member of our senior leadership team will chair the meeting and complete the required paperwork. For further details about this process and who is invited, please discuss this with the SENCo.

Confidentiality

Staff may have access to personal data about pupils and their families which must be always kept confidential and only shared when legally permissible to do so and in the interest of the CYP. Records should only be shared with those who have a legitimate professional need to see them. Staff should never use confidential or personal information about a CYP or her/his family for their own, or others advantage (including that of partners, friends, relatives, or other organisations). Information must never be used to intimidate, humiliate, or embarrass the child. Confidential information should never be used casually in conversation or shared with any person other than on a need-to-know basis. In circumstances where the CYP's identity does not need to be disclosed the information should be used anonymously. There are some circumstances in which a member of staff may be expected to share information about a CYP, for example when abuse is alleged or suspected. In such cases, individuals have a responsibility to pass information on without delay, but only to those with designated safeguarding responsibilities or to statutory services. If a CYP, or their parent / carer makes a disclosure regarding abuse or neglect, the member of staff should follow our school safeguarding procedures.

Safeguarding Children with SEND

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

The additional barriers that can exist when recognising abuse and neglect in this group, include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- Pupils being more prone to peer group isolation than other pupils.
- The potential for pupils with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in overcoming these barriers.

Children with disabilities may have regular contact with a wide network of carers and other adults for practical assistance in daily living including personal intimate care, hence being mindful that such situations can increase risk.

Roles and Responsibilities

Our school leaders and teaching staff, including the SENCo, will analyse data to identify any patterns in the identification of SEN, within the school and in comparison, with local and national data. We will then use this information to reflect on and improve the quality of education. The SENCo will use the data dashboards to compare our school with local and national data annually and report to our senior leadership team. (The January census is used, and the data is supplied by NYC at the end of the summer term or early autumn term each year).

Role of the Governors

Our Governing Body will work with our Headteacher to ensure that our school meets its responsibilities under the [Children & Families Act 2014 particularly section 66](#) regarding using their best endeavours and Equality Act 2010.

Our Governors **must** have regard to the SEND Code of Practice.

Our Governors **must** ensure that a Special Educational Needs Coordinator (SENCo) is appointed and that they are qualified, i.e., they are a qualified teacher and have the national award for special educational needs and disabilities (NASENCo). If our SENCo does not have this award on the day, they are appointed then our Governing Body **must** ensure it is achieved within 3 years of their appointment. This also applies to the Headteacher if they take on the role of SENCo.

- *6.3 There should be a member of the governing body or a sub-committee with specific oversight of the school's arrangements for SEN and disability. School leaders should regularly review how expertise and resources used to address SEN can be used to build the quality of whole-school provision as part of their approach to school improvement.*
- *6.97 They should consider their strategic approach to meeting SEN in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium.*

In our school, this means that a SEN Governor is appointed to work directly with the SENCo and other members of the senior leadership team and report to the governing body about matters related to SEND.

The Governors **must** publish at least annually a **SEN Information report**.

6.79 *The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible.*

The report **must** contain as a minimum the 14 bullet points listed in section 6.79 of the SEND CoP and will include arrangements for supporting CYP who are looked after by the local authority and have SEN. Therefore, we will produce this annually and it will be uploaded onto our school website in the SEND section.

*School governing bodies and proprietors **must** also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.*

Role of the SEN Governor

Our SEN Governor will:

- be familiar with the SEND Code of Practice 2015 particularly Chapter 6
- be a critical friend to our SENCo by visiting at least once a term
- be aware of the numbers of CYP at our school with SEN and disabilities
- be aware of our SEND action plan

Monitor:

- the progress and attainment of our CYP with SEND
- attendance rates of our CYP with SEND
- fixed term and permanent exclusion rates of our CYP with SEND
- any internal exclusions including the frequency and length of time our CYP with SEND are sent out of lessons as a behaviour management strategy
- that our CYP are not being unfairly treated due to their SEND, for example being disproportionately being sent out of lessons, or excluded from taking part in wider educational experiences
- that our CYP receive a broad curriculum and social experiences, including that they don't disproportionately miss out on curriculum content, creative activities, and break times in order to access additional support
- that all policies are non-discriminatory regarding pupils with SEND

Investigate:

- the gaps or differences in our performance, attendance, or exclusion (including internal exclusions) levels between our CYP with and without SEND
- our strengths and areas for development regarding SEND provision
- how SEND is represented in our school development plan, and whether progress is being made towards targets
- obtain the views of our parents of CYP with SEND, about their experience of the school's SEN provision
- obtain the views of our CYP with SEND including their enjoyment and experience of learning
- obtain the views of our teachers, about their ability to implement the SEND plan

Report:

- each term to our full governing board on their findings

Role of the Headteacher

The Headteacher is responsible for the strategic development, policy, and provision in our school.

They are responsible along with the governing body to ensure our school meets its responsibilities under Children and Families Act 2014 and the Equality Act 2010.

The Headteacher along with other members of our senior leadership team and SENCo will publish a clear picture of the resources (e.g., Whole School Provision Map, High Quality Teaching Toolkit) that are available to the school.

Our Headteacher will ensure that any member of staff working with any CYP who SEND has is aware of their needs and have arrangements in place to meet them.

Role of the SENCo

6.87 The SENCo has an important role to play with the Headteacher and governing body, in determining the strategic development of SEN policy and provision in the school. They will be most effective in that role if they are part of the school leadership team.

6.88 The SENCo has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.

6.89 The SENCo provides professional guidance to colleagues and will work closely with staff, parents, and other agencies. The SENCo should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high-quality teaching.

6.90 The key responsibilities of the SENCo will include:

- *overseeing the day-to-day operation of the school's SEN policy*
- *co-ordinating provision for children with SEN*
- *liaising with the relevant Designated Teacher where a looked after pupil has SEN*
- *advising on the graduated approach to providing SEN support*
- *advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively*
- *liaising with parents of pupils with SEN*
- *liaising with early years providers, other schools, educational psychologists, health, and social care professionals, and independent or voluntary bodies*
- *being a key point of contact with external agencies, especially the local authority and its support services*
- *liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned*

- *working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements*
- *ensuring that the school keeps the records of all pupils with SEN up to date*

Our school will ensure that the SENCo has sufficient time and resources to carry out these functions. We will provide our SENCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within a school.

The monitoring of SEND provision in our school is an essential role of our SENCo, as it will inform any areas for development.

This will be undertaken in a variety of ways such as, but not limited to: classroom observation with a focus on: SEND provision, resources, and environment

- scrutiny of all SEND support plans content, implementation, and impact
- quality assure the delivery of any interventions
- ongoing assessment of progress and impact made by intervention groups
- work sampling of pupils with SEND at least termly via book scrutiny
- attendance at pupil progress meetings
- CYP questionnaires/discussions: after interventions, about support/provision in class and homework
- Staff voice
- effective deployment, preparedness and practice of TAs including teaching assistant interactions and questioning skills
- informal/formal feedback from staff, parents and CYP
- CYP progress tracking, using assessment data (whole-school processes)
- attendance records of pupils with SEND
- whole school provision map
- pupil premium scrutiny and impact (similarly for Covid catch-up funding if appropriate)
- supporting CYP and staff with effective transition
- consider examination/test access arrangements
- support CPD with a focus on SEND in school
- termly meeting with our SEN Governor and report to our senior leadership team

Role of class teachers

6.36 Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

The role of the class teachers is to:

- support the SENCo and our senior leadership team to implement this policy and have due regard to the SEND CoP
- support and engage with the SENCo in regard to the SEND monitoring role
- identify pupils with SEND

- write effective SEN support plans, and implement and review them, as set out in this policy
- set high expectations for every CYP including those with SEND
- liaise effectively with parents and listen and act upon their concerns
- use appropriate assessments to identify barriers to learning and set targets that are ambitious for all CYP
- plan lessons that will address potential areas of difficulty and remove barriers to achievement.
- use their best endeavours to meet the needs of CYP with SEND
- make reasonable adjustments to overcome barriers to learning
- remain responsible for working with the CYP with SEN on a daily basis
- keep abreast of SEND initiatives and CPD
- ensure QFT meets the needs of all learners and their starting points

Role of all support staff

The role of the support staff is to:

- support the Class Teacher, SENCo and our senior leadership team to implement this policy and have due regard to the SEND CoP
- ensure CYP become independent, resilient learners
- promote self-esteem and social inclusion
- develop their knowledge of the curriculum
- work collaboratively with class teachers to overcome any barriers to learning
- report any observations about the CYP they are supporting to the class teacher
- contribute to reports for reviews of CYP with SEND
- attend CPD and keep abreast of initiatives
- follow the TA Standards (if appropriate)
- Reporting back about progress/observation about interventions
- liaising with parents if and when appropriate

Individual Provision Map (IPM)

My Individual Provision Map (IPM)

Child's Name:	D.O.B:	EHCP (including band): Y / N	Date of plan:	IPM No. for this academic year:
Child's strengths and interests (voice of the child, parents/carers and teacher): •	Strategies, Resources and Activities (What, how, when, who):	Barriers to learning: •	Progress & Impact (to be updated termly):	Most recent assessment data: •
Short Term Targets (2-3 max):	Target met? (dated) Met/Not met			
At home we will...				
We all agree to this plan: Signature of parent/carer Signature of pupil Signature of Class teachers				
Review Date:				



Assess, Plan, Do, Review document



Assess/Plan/Do/Review

'Pupil Provision Review'

Pupil's name:		School: Michael Syddall C of E (VA) Primary School		Date:	
DOB:		Year group:			
ASSESS what was used to assess needs? <i>This includes all aspects of building a strengths/needs profile including observation</i>		PLAN / DO Resources & strategies to support integrated learning in the classroom (<i>beyond High Quality teaching</i>) and Targeted interventions.		Dates began/ ended/ ongoing	
IMPACT / REVIEW Does it work? YES – what made the difference? NO – why not?					
1ST CYCLE OF Assess Plan Do review (A/P/D/R)					
Cognition & Learning					
Communication & Interaction					
Social, Emotional &					
Sensory, Physical & Medical					

The boxes will expand as required according to the amount of text



Assess/Plan/Do/Review

'Pupil Provision Review'

2 ND CYCLE OF A/P/D/R			
Cognition & Learning	Communication & Interaction	Social, Emotional & Mental Health	Sensory, Physical & Medical

EYFS At a Glance Pupil Profile

EYFS 'At-a-Glance' Pupil Profile

Building Strengths/Needs Profile

Pupil:	DOB:	Year group:	School:	Date:
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Please either indicate with a cross X or shade as best fits your judgement:

	Communication and Language – Understanding and Speaking	Communication – Listening and Attention	PSED – Making Relationships	PSED – Sense of Self	PSED – Understanding Emotion	Physical development – Gross motor skills	Physical development – Fine motor S=skills	Literacy	Mathematics	Understanding the world	Expressive arts and design
Above expected attainment level											
Expected attainment level											
Below expected attainment level											
Significantly below expected level <i>ie. Pre-Key Stage</i>											
Subject /Skills	Communication and Language - Understanding and Speaking	Communication - Listening and Attention	PSED – Making Relationships	PSED – Sense of Self	PSED – Understanding Emotion	Physical development – Gross motor skills	Physical development – Fine motor S=skills	Literacy	Mathematics	Understanding the world	Expressive arts and design

• Use bullet points to indicate concerns & strengths

Pupil's strengths	Needs/Concerns	
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • COGNITION & LEARNING 	<ul style="list-style-type: none"> • COMMUNICATION & INTERACTION
<ul style="list-style-type: none"> • SOCIAL, EMOTIONAL & MENTAL HEALTH 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • SENSORY, PHYSICAL, MEDICAL

At a Glance Pupil Profile

'At-a-Glance' Pupil Profile

Building Strengths/Needs Profile

Pupil: name not needed if pre-SPA DOB: Year group: School: Date:

Please either indicate with a cross X or shade as best fits your judgement:

Subject /skills	Reading - decoding	Reading + under-standing	Writing - Ideas to page	Writing - SPaG	Handwriting	Language Speaking & Listening	Language Social Interaction	Maths	Science	Coordination /Motor Skills	Fine Motor Skills	DT Hands-on skills	History	Art	Music
Above expected attainment level															
Expected attainment level															
Below expected attainment level															
Significantly below expected level															
ig. Pre-Key Stage															

• Use bullet points to indicate concerns & strengths

Pupil's strengths		Needs/Concerns	
•		<p>COGNITION & LEARNING</p> <ul style="list-style-type: none"> • 	<p>COMMUNICATION & INTERACTION</p> <ul style="list-style-type: none"> •
		<p>SOCIAL, EMOTIONAL & MENTAL HEALTH</p> <ul style="list-style-type: none"> • 	<p>SENSORY, PHYSICAL, MEDICAL</p> <ul style="list-style-type: none"> •

Never will exceed if required

