

SUNNYMEDE JUNIOR SCHOOL

SEND Information Report (including the local offer)



Adopted by Governing Body: November 2014

Ratified by Staff Pay Committee: November 2014

Review: Annually

This Review: November 2017

Next Review Date: November 2018

Review date	Headteacher's signature	Chair of Governor's signature
November 2017		

Sunnymede Junior School



SEND Information Report (incorporating the School Offer)

In September 2014 a new Special Educational Needs and Disability Code of Practice 0-25 was implemented. As part of the reforms, Local Authorities are required to publish a Local Offer; this sets out in one place information about provision they have available for children and young people in their local area who have Special Educational Needs and Disabilities (SEND). In addition to this, schools must provide details of the 'School Offer' which is known as the SEND Information Report. This should elaborate on the LA's Local Offer. Our SEND Information Report provides details of the support, resources, interventions etc. that we are able to offer at Sunnymede Junior School in order to support pupils with SEND. Please do not hesitate to contact our Special Educational Needs Co-ordinator (SENCO), Miss Catharine King, if you would like further advice on the support we offer at Sunnymede Junior School

<p>School Ethos for SEND</p>	<p>At Sunnymede Junior School we strive to create a happy, caring community where we all feel valued and secure. We value the contributions made by all pupils, professionals and parents to help enhance and maintain our inclusive school community. We appreciate and value the best efforts of every pupil in all aspects of school life, ensuring they realise their maximum potential. We provide a broad and balanced and stimulating curriculum for every pupil regardless of race, nationality, disability, gender, sexuality or ability.</p> <p>At our school, we aim to promote positive learning for our pupils with Special Educational Needs and Disability (SEND) through:</p> <ul style="list-style-type: none"> • Ensuring they feel a valued part of the school • Providing a safe and supportive environment • Having access to a range of teaching and learning strategies to suit their needs • Promoting independence and resilience as a learner, without over reliance on adult support • Identifying and addressing needs to ensure early intervention • Communicating their needs appropriately throughout the school • Encouraging parents/guardians/carers to maintain close links with the school to help support their child throughout their learning development – for example, through attending Parent Consultation appointments and follow up on recommendations made with input at home.
<p>Partnership Ethos with the School</p> <p>1. The arrangements for consulting with parents of pupils with SEND.</p>	<p><i>“The empirical evidence shows that parental involvement is one of the key factors in securing higher student achievement and sustained school performance” (Harris and Chrispeels 2006)</i></p> <p>We appreciate and encourage support from parents in their child's education and firmly believe that home and school should work in partnership. We have an “open door” approach where parents are encouraged to maintain close communication links with school staff.</p> <p>For some SEND pupils, discussion about pupil progress will take place via Parent/Teacher consultations which take place in the Autumn and Spring terms, with a written report in the summer – which may be discussed face to face with the teacher if appropriate.</p> <p>For pupils with SEND, meetings take place with the class teacher and/or SENCO – to discuss pupil progress and outcomes.</p>

<p>Assessment data on pupil progress is shared at these parent meetings. Where specific targets are set for a pupil, progress to date is shared and new targets may be set for the pupil.</p> <p>At Sunnymede we encourage parents/carers to initially contact the class teacher regarding any concerns they may have about their child. This is because ultimately teachers are responsible and accountable for the progress and development of each of the pupils in their class, regardless of any SEND they may have. This information is then shared with the SENCO and further action/s, if required, is agreed. If support is provided away from the classroom, teachers still retain responsibility for progress and will work closely with staff delivering the support.</p> <p>Parents may have the opportunity to meet face to face with a variety of professionals such as Specialist Teachers, Educational Psychologists, Speech and Language Specialists etc., who are involved with their child's education. The school works closely with Health Services and is in contact with the School Nurse, Paediatricians, Occupational Therapists and Physiotherapist etc. Sunnymede also has access to a school counselling service and the Home School Liaison worker if required.</p> <p>The Head Teacher/SENCO are able to signpost parents to various support services as appropriate.</p> <p>The Governing Body (GB) has a representation of Parent Governors. The GB as a whole regularly communicates with and seeks the views of parents and pupils. The SENCO reports to the SEND governor on a regular basis and provides a detailed report annually. At other times, the SENCO reports to the governing body at their request or as matters arise.</p> <p>There is a specific SEND Governor whose role is to regularly support and challenge the SENCO about the provision for pupils with SEND. A formal scheduled meeting takes place on a termly basis (at minimum) to discuss SEND in detail. However, there are regular opportunities to discuss issues that arise.</p> <p>Parental views are sought via questionnaires, feedback comments and at face to face review meetings parents are encouraged to contribute their opinions. Pupils' perspectives, including those of children with SEND, are sought through pupil interviews.</p> <p>Relevant policies, including the SEND Policy, are available from the school website. Paper copies can be obtained on request via the school office.</p> <p>The school accessibility plan and budget are reviewed regularly to ensure that the school building is fully accessible and well maintained. Sunnymede has ramp access at the back of the school and a fully functioning disabled toilet.</p>
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<p>2. The arrangements for consulting young people with special educational needs about, and involving them in, their education.</p>	<p>Pupils with SEND are involved in their educational plan (One Plan/ SEND Support Plan) and are encouraged to contribute their views. Where possible they are invited to attend review meetings where their views are shared with parents/carers and other professionals. With outcomes recorded in 'child friendly' language, pupils are aware of their individual outcomes and have ownership of them.</p> <p>We aim to provide pupils with a curriculum suited to their educational needs which is varied, rich and enjoyable, using themes to provide a context for learning. We are an inclusive school and we always seek to include all pupils in all aspects of the curriculum.</p> <p>Pupils can pass on their views about the school via their class councillors who raise them at School Council Meetings or via Pupil Questionnaires. School Councillors are elected by their peers. All pupils are eligible to stand for election. Pupils with SEND may receive additional adult support in the election process.</p> <p>At times of transition, our pupils are prepared through additional visits, support and individualised/group activities set at school.</p> <p>Home School Communication books are used according to pupil needs.</p>
<p>3. Contact details of the SENCO</p>	<p>School SENCO - Miss Catharine King</p> <p>Contact via the school office: 01277 651364 or by e-mail admin@sunnymede-jun.essex.sch.uk</p> <p>Miss King is a respected, long standing member of the teaching staff. She has been at the school for 15 years and has been in post as SENCO at Sunnymede Junior School for 6 years. She is highly knowledgeable and experienced and qualified as a teacher, Deputy Head and SENCO (SENCO National Award for SEN Co-ordination achieved in September 2012). As the Deputy Head and Inclusion Manager, she plays a key role in the life of the school and is a member of the Senior Leadership Team.</p> <p>Miss King regularly liaises with senior staff, teachers, LSAs, families, pupils, governors and other professionals. She identifies training needs and opportunities and monitors the quality and impact of interventions. With the Headteacher and Finance Manager, she manages the SEN budget. With the Headteacher and Governors, she determines the strategic development of the SEN Policy and provision as well as writing the annual SEN Action Plan.</p>

<p>4. Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.</p>	<p>The school has an “open door” policy. We aim to resolve issues swiftly and in person, often coming to a mutual agreement and understanding.</p> <p>In the event that a parent has a concern or query regarding any aspect of SEND provision for their child, a parent’s first port of call is to arrange for a meeting with the class teacher.</p> <p>If necessary, they would then go to the SENCO/Deputy Head, after which the matter progresses to the Headteacher</p> <p>In the unlikely event that the matter is not concluded, the Complaints procedure can be read on the school website, or a copy can be obtained from the School Office on request.</p>
<p>5. Information on where the Local Authority’s Local Offer is published.</p>	<p>The LA’s Local Offer can be obtained from the following locations:</p> <p>Essex Local Authority website: www.essex.gov.uk (www.essexlocaloffer.org.uk)</p> <p>School’s SENCAN office – <i>Ely House, Ely Way, Basildon, Essex, SS14 2BQ</i></p> <p>Tel. No. 01268 632360</p>
<p>Identification and early intervention</p> <p>6. Information about the school’s policies for identification, assessment and provision for pupils with SEN, whether or not pupils have EHC Plans, including how the school evaluates the effectiveness of its provision for such pupils. This should also include what additional learning support is available, activities, and emotional support, which is additional to those available for all pupils.</p>	<p>In accordance with the new SEND Code of Practice, individual pupils’ needs will be met in the following way:</p> <ul style="list-style-type: none"> • Quality First Teaching – under the direction of the class teacher • SEND/Additional Support • Education, Health and Care Plans (these replace a Statement of Educational Need) <p>The method of identification and provision follows an Assess, Plan, Do, Review graduated response. We use on-going assessment to identify specific needs and aim to address these through adjustment of “quality first teaching”, teaching methods (including learning styles and multi-sensory approaches), work differentiation, intervention strategies, individual and group support. The class teacher is usually the first person to identify a learning issue. Sometimes a parent may pass on a concern which leads to further investigation.</p> <p>It is not the school’s role or practice to diagnose specific conditions but we may be able to assist with further support and signposting.</p> <p>Pupils will automatically be placed on the Special Needs Register if they have a specific condition that requires interventions additional to the interventions that a class teacher can reasonably be expected to offer. Supporting evidence from health and educational professionals will be required in order to facilitate this. Examples of specific conditions are dyslexia, dyspraxia, dyscalculia and autism. Pupils with health conditions (both physical and mental) that are/can be a barrier to learning will also be placed on the SEND Register. In addition, if a pupil has long periods of absence due to illness, operations, etc then they may be placed on the Special Needs Register (if only for a short period of time).</p> <p>Class teachers, the SENCO and the Senior Leadership team meet termly to discuss the progress of individual groups of pupils. Additional interventions are put in place to target specific areas for development where possible. Some of these interventions may be in small groups or individually delivered. We create a provision map for each year group to decide what provision will be put into place to target individual needs. The intervention is then monitored and reviewed against desired outcomes.</p>

<p>Information about any interventions additional to general classroom differentiation is shared with parents and there is an expectation that home and school will simultaneously support the child so that the desired outcomes are achieved. This is part of a strong partnership we strive to form between home and school. Class teachers and the SENCO share responsibility for measuring the impact of such interventions.</p> <p>If despite 'Quality First Teaching', differentiation and class interventions being in place, a pupil is showing no signs of progress or levels of attainment are below the expected average range, the SENCO will be consulted and, with the parents'/carers agreement, the pupil will be placed on the Special Needs Register. Prior to this, external agencies (e.g. educational psychologist, paediatrics, occupational therapy, Speech and Language, NELFT, etc., may be involved to help identify specific areas of need.</p> <p>Where SEND is identified, schools should put in appropriate evidence based interventions in place as part of the graduated approach, linking assessment to teaching. The approach that should be undertaken by the teacher can best be understood by the phrase – assess, plan, do and review.</p> <p>The class teacher/SENCO will identify outcomes and strategies to be used which will be recorded on a One Plan (SEND Support Plan) which is discussed with the pupil and the parents. The One Plan is reviewed on a termly basis and follows a continual Assess, Plan, Do and Review cycle, with the teacher and those involved in the child's education continually adapting and adding interventions according to the pupil's needs/progress made.</p> <p>Pupils with SEND are expected to make the same level of progress as their peers. Progress is measured according to their baseline assessment in Key Stage 1 and tracked via 'Target Tracker'.</p> <p>If a pupil continues to demonstrate significant cause for concern despite accessing additional support, the Headteacher or parents/carers may request that the Local Authority (LA) carry out an Assessment for an Education Health Care Plan (EHP).</p> <p>The school must provide written evidence of or information about:</p> <ul style="list-style-type: none"> • The school's actions and impact of interventions/One Planning (Essex initiative designed for pupils who may need an EHP in the future) • Individual SEND Support Plans for the pupil (One Plans) • Records of regular reviews and their outcomes • The pupil's health including the pupil's medical history where relevant • National Curriculum levels/points of progress of attainment in literacy and mathematics • Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist • Views of the parents and of the pupil • Involvement of other professionals • Any involvement by the social services or educational welfare service <p>The LA will then liaise closely with parents, the school and other agencies in considering, and if necessary, conducting an assessment. This assessment may lead to an Educational Health Care Plan being issued or the LA may indicate ways in which the school can meet the pupil's needs without this being necessary.</p> <p>The class teacher, SENCO, Educational Psychologist and other support agencies plan strategies to support the pupil's progress and attainment and an Education Health Care</p>
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	<p>Plan is written. The EHCP is reviewed twice a year with parents and the pupil. An LA review is completed on an annual basis.</p> <p>Further details regarding ECHP assessment and statements of SEND can be found in the SEND Code of Practice (July 2014).</p> <p>Pupils with SEND who are entitled to the Pupil Premium Grant will receive interventions that meet their needs and support their progress. The arrangements for Pupil Premium funding and provision is outlined on the school website.</p> <p>The SEN budget is used to partly fund the deployment of LSAs, to purchase equipment and resources and to assist in the training and Continued Professional Development (CPD) of LSAs.</p> <p>We recognise that pupils with SEND may well have Emotional and Social Development needs that will require support at school. The emotional health and well-being of all our pupils is very important to us and this is continually monitored by the Headteacher, Deputy Head/SENCO, the senior leadership team and all staff. We identify those who may need counselling, a mentor (LSA) to talk to daily or to attend a CASPA (Confidence, assertive Positive Skills) intervention. We are an anti-bullying school.</p>
<p>7. Information on the kinds of SEN provision made in the school.</p>	<p>Provision for pupils with SEND depends on their type of need and the impact that needs have on their education. Therefore, a personalised approach is used. Needs are met under the broad terms of:</p> <ul style="list-style-type: none"> • Cognition and Learning • Social, Mental and Emotional Health • Communication and Interaction • Sensory and/or physical <p>We ensure that we purchase high quality resources to support learning and deliver interventions e.g. Rapid Reading, Rapid Writing, Catch Up Maths, phonics, 5 Minute Box, Gym Trail, CASPA, Lego therapy, Athletics, iPads. We also invest time in delivering our own 'home-grown' personalised interventions. Interventions are monitored and evaluated to assess their effectiveness.</p> <p>We currently have access to local authority Specialist Teachers who have a wealth of experience in areas such as: Autistic Spectrum Disorder, learning and communication difficulties, physiological and neurological impairments, visual and auditory impairments. There is no guarantee that the local authority will continue to have people in these positions. We currently have limited access to an Educational Psychologist who may undertake pupil assessments, make observations and meet with parents and staff regarding individual children.</p> <p>Currently, Specialist Teachers work with pupils who have an EHCP or Statement of Educational need during their first term at Secondary School. We also liaise with outreach workers from Special Schools to share strategies, ideas and advice.</p> <p>We currently subscribe to the Billericay Community Trust (BCT) which gives us access to Language support in Foundation Stage and Key Stage 1, the counselling services of Working 4 Children and Home School Liaison support. BCT also provides training opportunities for all staff for a variety of needs.</p> <p>We have a comprehensive Equality and Accessibility Plan which can be found on the school website.</p> <p>School staff regularly attend relevant and appropriate CPD.</p>

<p>8. Information about the expertise and training of staff in relation to children and young adults with special educational needs and about how specialist expertise can be secured.</p>	<p>The SENCO, Miss Catharine King, has been in post at Sunnymede Junior School for 6 years and has taught at the school for 15 years. In her role as SENCO and Deputy Headteacher, she plays a key part in the life of the school at both an operational and a strategic level.</p> <p>The SENCO regularly attends training, including Local Authority update training. She also keeps up to date with current documentation and initiatives. She regularly meets with other SENCOs from BCT.</p> <p>LSAs are currently deployed on a needs basis to support individuals or classes as well as delivering time limited interventions. All our LSAs are trained to a minimum NVQ Level 2 and are trained in First Aid and Child Protection. They receive training in areas relating to SEND.</p> <p>All staff are encouraged to attend CPD courses and have regular in-house training in SEND led by the SENCO or outside professionals.</p> <p>Membership of BCT (Billericay Community Trust) ensures that various training opportunities for school staff are provided. Through the BCT, we are also able to access the Speech and Language Worker and the Home School Liaison Worker.</p> <p>We are able to access the Education Psychologist and Specialist Teacher team through 'drop in' sessions held frequently across different schools in our immediate area. The school nurse is available by telephone and also holds drop in sessions at school.</p>
<p>Quality First Teaching and Personalisation</p> <p>9. Information about the school's policies for making provision for pupils with SEN including, evaluation of effectiveness, assessment and reviewing progress, adaptations to the curriculum, additional support and wider support.</p>	<p>We take a whole school approach to meeting the needs of pupils with SEND. This is achieved through the inclusion of all children in high quality teaching opportunities on a daily basis.</p> <p>All staff are informed of the principles of Quality First Teaching and their responsibilities for teaching all pupils in their class. We differentiate learning in lessons. We believe in trying to meet pupils' needs through this approach. However, where the pupil's needs are "different from and additional to their peers" and "they have a significantly greater difficulty in learning than the majority of others of the same age, or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream school", a variety of strategies and interventions may be used. This may also lead to involvement of external professionals or advice from outside agencies. Parents will be consulted at all stages of this process.</p> <p>The school follows the LA guidance for identifying pupils with SEND. Alongside this, the school follows a graduated response (as previously mentioned in Section 6) which may trigger additional support.</p> <p>Emotional needs are monitored by all staff but we accept that wider support may be required for more complex emotional needs. At this point, we would consult with parents first before referring to extended services.</p> <p>Pupil data is analysed to inform the SENCO and parents about pupil progress. This information is currently included in SEND Support Plans and annual reports. This data is also used to inform staff about the effectiveness of interventions and next step targets.</p>

<p>10. Information about how equipment and facilities to support children with special educational needs will be secured.</p>	<p>The NHS Occupational Therapist comes into school to undertake an assessment regarding equipment, furniture or access to the building. The SENCO and/or Headteacher will meet with parents to discuss particular needs and requirements for individual pupils.</p> <p>Currently, the Local Authority provides some equipment and some items are purchased by the school.</p> <p>The Occupational Therapists periodically check and maintain equipment they have provided.</p>
<p>11. How the Governing Body involves health and social care bodies, local authority support services and other bodies in meeting the needs of pupils with SEN.</p>	<p>The Governing Body demonstrates good financial management, thus the building and resources are fit for purpose.</p> <p>The SENCO signposts, recommends and refers to services to meet identified needs. This includes children with and without an EHCP/Statement.</p> <p>The SEN Governor visits and reports back to the Governing Body regarding any issues that may affect pupils with SEND. The Headteacher reports to the GB.</p> <p>The school works closely with the following agencies and services:</p> <p>Speech and Language Therapists Occupational Therapists Physiotherapists Specialist Teachers Educational Psychologists Social Care Community Paediatrician Counsellors</p> <p>(This list is not exhaustive and may change according to the needs in the school).</p>
<p>12. The contact details of support services for the parents of pupils with SEN, including those for arrangements made in accordance with clause 32.</p>	<p>SNAP – www.snapcharity.org - 01277 211300 FACE – Families Acting for Essex – info@face-essex.org – 01245 608231 Billericay Health Centre, Stock Road – 01277 658071 Billericay Library, 143 High Street – 0845 603 7628 Children’s Centre – Sunnyside’s Children’s Centre, Rosebay Avenue – 01277 659589 School Nurse – contact via the school Families in Focus (Essex)- www.familiesinfocussessex.org.uk – 01245 353575 Parent Partnership – parentpartnership@essex.gov.uk - 01245 436036 SENCAN, Ely House, Ely Way, Basildon SS14 2BQ</p>
<p>13. School arrangements for supporting pupils transferring between stages of education.</p>	<p>The SENCOs, teachers and LSAs from Sunnymede Infant School and Sunnymede Junior School liaise very closely to ensure a smooth transition to Key Stage 2. The SENCO and relevant staff visit the Infant school in the summer term to observe pupils with SEND and liaise with the Infant teaching staff. In the second half of the summer term, the Year 2 pupils regularly visit the Junior school which includes a ‘Changeover’ morning session with their new class teacher. Additional transition visits to Sunnymede Junior School are offered to pupils with SEND (accompanied by their LSA) if required. In addition, the SENCO attends any annual reviews that take place in the Year 2 setting. The Junior</p>

School holds an open evening where parents of Year 2 pupils can visit the school and meet the Junior school members of staff. Parents are able to book meetings with the new teachers or SENCO should they feel the need.

The SENCOs and key staff from Secondary Schools visit the school to discuss pupil needs. They are also invited to attend Year 5 and/or Year 6 Annual Reviews. Some Secondary Schools arrange additional transition visits for pupils with SEND. The SENCO works on a transition programme for Year 6 SEND pupils and organises meetings for the parents to meet the secondary school SENCO.

Specialist Teachers, who work with pupils who have an EHCP or Statement of Educational Need, may be involved in their transition and provide support during their first term at secondary school.

Copies of essential paperwork are transferred to the Secondary School in the Summer term, prior to the child leaving.

Information regarding the special educational needs of Looked After children is reported to the placing Local Authority on a termly basis.

14. The effectiveness of SEND support: End of Key Stage outcomes

2016 – 17 SEND pupil progress

Expected progress is 6 steps in one year (2 steps per term)

Year 6 (Cohort leaving 2017)

Steps progress in one year

	All pupils (82)	Non-SEND pupils (75)	All SEND pupils (7) (No statements/EHCPs)
Reading	6.3	6.3	6.7
Writing	6.3	6.3	6.1
Maths	6.3	6.3	6.4

Percentage of expected or better progress for Year 6 pupils with SEND

	All pupils (82)	Non-SEND pupils (75)	All SEND pupils (7) (No statements/EHCPs)
Reading	95	96	86
Writing	90	91	86
Maths	90	91	86

Percentage of more than expected progress for Year 6 pupils with SEND

	All pupils (82)	Non-SEND pupils (75)	All SEND pupils (7) (No statements/EHCPs)
Reading	32	29	57
Writing	34	32	57
Maths	33	31	57

Year 5 (Cohort leaving 2018)**Steps progress in one year**

	All pupils (64)	Non-SEND pupils (59)	All SEND pupils (5)	SEND Support (4)	EHCP (1)
Reading	6.4	6.3	6.6	6.8	6.0
Writing	6.3	6.2	6.8	6.5	8.0
Maths	6.3	6.3	6.4	6.5	6.0

Percentage of expected or better progress for Year 5 pupils with SEND

	All pupils (64)	Non-SEND pupils (59)	All SEND pupils (5)	SEND Support (4)	EHCP (1)
Reading	95	95	100	100	100
Writing	95	95	100	100	100
Maths	95	95	100	100	100

Percentage of more than expected progress for Year 5 pupils with SEND

	All pupils (64)	Non-SEND pupils (59)	All SEND pupils (5)	SEND Support (4)	EHCP (1)
Reading	41	39	60	75	0
Writing	25	22	60	50	100
Maths	30	29	40	50	0

Year 4 (Cohort leaving 2019)

Steps progress in one year

	All pupils (64)	Non-SEND pupils (61)	All SEND pupils (3)	SEND Support (1)	Statements (2)
Reading	5.9	6.0	5.3	6.0	5.0
Writing	5.5	5.6	4.7	6.0	4.0
Maths	5.8	5.8	5.3	5.0	5.5

Percentage of expected or better progress for Year 4 pupils with SEND

	All pupils (64)	Non-SEND pupils (61)	All SEND pupils (3)	SEND Support (1)	Statements (2)
Reading	77	79	33	100	0
Writing	55	56	33	100	0
Maths	58	59	33	0	50

Percentage of more than expected progress for Year 4 pupils with SEND

	All pupils (64)	Non-SEND pupils (61)	All SEND pupils (3)	SEND Support (1)	Statements (2)

Reading	9	10	0	0	0
Writing	6	7	0	0	0
Maths	19	20	0	0	0

Year 3 (Cohort leaving 2020)

Steps progress in one year

	All pupils (60)	Non-SEND pupils (57)	All SEND pupils (3)	SEND Support (2)	EHCP (1)
Reading	6.2	6.2	6.0	5.5	7.0
Writing	6.3	6.2	6.3	5.5	8.0
Maths	6.2	6.2	6.3	6.0	7.0

Percentage of expected or better progress for Year 3 pupils with SEND

	All pupils (60)	Non-SEND pupils (57)	All SEND pupils (3)	SEND Support (2)	EHCP (1)
Reading	90	91	67	50	100
Writing	98	100	67	50	100
Maths	82	83	67	50	100

Percentage of more than expected progress for Year 3 pupils with SEND

	All pupils (60)	Non-SEND pupils (57)	All SEND pupils (3)	SEND Support (2)	EHCP (1)
Reading	30	30	33	0	100
Writing	25	25	33	0	100
Maths	37	35	67	50	100

This document was created in July 2014 in consultation with Billericay Community Trust, school staff, Governors and a selection of parents of pupils with SEND. It will be reviewed annually and updated throughout the year if necessary.

One Plan 2017-18

Name:	Date of Birth:	Class:
Area of Need:	Pupil Premium: Y/N	Chronological Age:

Subject	End of year test data					Current teacher assessment	Other relevant data	Year __ Autumn term interventions	Year __ Spring term interventions	Year __ Summer term interventions
	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6					
Reading Comprehension						Dec 15: March 16: July 16:				
Writing						Dec 15: March 16: July 16:				
Maths						Dec 15: March 16: July 16:				

ONE PLAN

Name:

Date:

Class:

ASSESS - Difficulties and outline of current level		PLAN - Outcomes		DO - How and when it will happen Interventions/Provision/Strategies for support	REVIEW - Progress/ Impact/What next
This is what I need help with	This is what I'm good at	This is what I need to do next	How you can help me	How did I do? Everyone is pleased because...	

Review

Name:

Date:

Class:

What's working?	What's not working quite so well?

