



Ickniel  
Primary School  
Thrive and achieve together

## Policy for SEND

APPROVED	Date
School	October 2025
Governing Body	December 2025

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## 1. Introduction

At The Icknield Primary School our vision is to build a community of a collaboration where diversity is valued and everyone is encouraged to speak in the knowledge that they are listened to. Through education we aim to unlock a brighter future, broaden horizons and show our children that the world is theirs to explore. In doing so, we enable everyone to be ambitious for a lifetime of learning. Everyone is valued here and there is opportunity for all. We recognise that all parents are ambitious for their children, and we help them realise that ambition so that we thrive and achieve together. We aim to develop in each child the knowledge, concepts, skills and attitudes that will enable them to reach their full potential in relation to the school and wider community. We give high priority to the quality of care and nurture attitudes of mutual respect and responsibility.

At the heart of everything we do are the children. We are a caring and inclusive community, and we live and work by the Icknield values of being:



At The Icknield Primary, we take the definition of SEN and disability from the SEND code of practice (DFE, 2015)

SEN: A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

Disability: 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.

Children with special educational needs all have learning difficulties or disabilities that make it harder for them to learn than most children of the same age do. These children may need extra or different help from that given to other children of the same age.

The law says that children do not have learning difficulties just because their first language is not English. Of course, some of these children may have learning difficulties as well.

Children with special educational needs may need extra help because of a range of needs, for example, in thinking and understanding, physical or sensory difficulties, emotional and behavioural difficulties, or difficulties with speech and language or how they relate to and behave with other people.

Many children will have special educational needs of some kind at some time during their education. Schools and other organisations can help most children overcome the barriers their difficulties present quickly and easily. But a few children will need extra help for some or all of their time in school.

The SEN information report contains further detail about how children's needs are identified and information about the local offer.

The SEND report can be found on the school website: <https://icknieldprimary.org/>

## **2. Principles**

Principles from the Code of Practice are:

- All children with special educational needs should have their needs met.
- The special educational needs of children are normally met in mainstream early education settings or schools.
- Parents' views should be taken into account and the wishes of the child should be listened to.
- Parents have a vital role in supporting their child's education.
- Children with special educational needs should get a broad, well-balanced and relevant education, including the foundation stage curriculum (for children aged 3 to 5) or the National Curriculum (for children aged 5 to 16).

So special educational needs could mean that a child has difficulties with:

- All of the work in school.
- Reading, writing, number work or understanding information.
- Expressing themselves or understanding what others are saying.
- Making friends or relating to adults.
- Behaving properly in school.
- Organising themselves.
- Some kind of sensory or physical needs which may affect them in school.

At The Icknield Primary School we accept the definitions of Special Educational Needs as well as the principles from the Code of Practice but also believe that children at the higher end of the ability range also have special educational needs and have the right to have those needs met.

At The Icknield Primary School, the school follow the Anglian Learning Graduated Approach (Appendix 1) and recognise that:

- Each learner is an individual with his or her own particular educational needs.
- All pupils have the right to a broad and balanced curriculum, differentiated to reflect these needs and with regard to continuity and progression.
- Learning experiences should encourage self-motivation and independence and focus on positive achievement.
- Every effort should be made to reduce the risk of 'labelling' children who have SEN.
- Wherever possible these children should be integrated to work alongside their peers to share educational experiences with those whose needs are different from their own. However, there may be times when children are withdrawn for specialist teaching which we strive to make a positive experience and a 'natural' course of events.
- The nature of children's Special Educational Needs might be long or short term and in one or more areas i.e. physical, social, behavioural, emotional, or cognitive development.
- The special needs provision made by the school is a process which is strongly rooted in partnership with parents.

These objectives will be met by the school:

- Early identification of children's needs, following the SEND Pathway document. (Appendix 2)
- Gathering of relevant and important evidence, including from discussions with parents.
- Drawing up individualised targets based on observations, assessments and discussions.
- Using these targets to guide teacher's planning and focus support for the individual pupil. These will be recorded in the Individual Learning Plan, (ILP), using the Assess, Plan Do Review, (APDR) approach. (Appendix 3)
- Teachers working closely together and with the SENCO to ensure that the school's SEN provision is the best possible within budgetary constraints.

### **3. Disability**

The code of practice states that 'Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is "...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities". This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.' (DFE, 2015)

## **4. Roles and responsibilities**

### **4.1 Role of the Special Needs Coordinator (SENCO)**

The SENCO is Rachel Holt; the responsibilities of the SENCO are:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- Monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- Regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

## **4.2 The Role of the Governing Body**

The governing body and the SEND link governor in particular has a specific responsibility for Monitoring and Evaluating the SEN provision in school. At a general level the governing body has a specific responsibility to:

- Review the schools SEND policy and approach to meeting the needs of pupils with SEND.
- Ensure that teachers are aware of the importance of identifying, and providing for, those pupils who have SEND.
- Consult with Anglian Learning, Cambridgeshire LA & the Governing bodies of other schools in the interests of co-ordinated SEND provision.
- Have regard for the Code of Practice when carrying out its duties.
- Ensure that parents are notified of a decision by the school that SEND provision is being made for their child.
- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Head Teacher and SENCO to determine the strategic development of the SEND policy and provision in the school

## **4.3 The Role of the Headteacher**

The Head Teacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

#### **4.4 Role of the Class teacher**

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
  - Set clear outcomes and review progress towards them
  - Discuss the activities and support that will help achieve the set outcomes
  - Identify the responsibilities of the parent, the pupil and the school
  - Listen to the parents' concerns and agree their aspirations for the pupil

#### **5 Areas of SEN that are provided for:**

The needs of the children with SEN are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of needs, at the relevant time.

##### **Area of need:**

##### **Communication and interaction**

These children have a speech and language and communication need (SLCN) and these needs could be a range or be more specific. It may be because they have difficulty expressing themselves or forming words correctly or they do not understand the social rules of communication. Children with SLCN may struggle with different elements of communication at different stages of their education. Children with autism or may have difficulties in this area.



## **Cognition and learning**

Some children may struggle with learning at the same pace as their peers and will need support. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD) refers to difficulties such as dyslexia, dyspraxia and dyscalculia. SpLD can affect one or more specific aspect of learning.

## **Social, emotional and mental health difficulties**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

## **Sensory and/or physical needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

## **6 SEND information report**

The school publishes a SEN information report on its website, which sets how this policy is implemented in the school.

The information reported will be updated annually or as soon as possible after any changes to the information it contains.

## **7 Our approach to SEND support**

### **7.1 Identifying pupils with SEND and assessing their needs**

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make. The Anglian Learning Graduated Approach (Appendix 1) illustrates this pathway.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

## **7.2 The graduated approach to SEN support**

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

### **1. Assess**

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

### **2. Plan**

In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, Microsoft TEAMS, and will be made accessible through a school-based support plan.

Parents will be fully aware of the planned support and interventions and may be asked to reinforce or contribute to progress at home.

### **3. Do**

The pupil's class teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

#### **4. Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions.

This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

#### **7.3 Levels of support**

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget. On the census these pupils will be marked with the code K.

#### **Education, health and care (EHC) plan**

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

## **8 Consulting and involving pupils and parents**

### Parents or carers

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulties
- We take into account the parents' concerns and needs
- Everyone understands the agreed outcomes sought for the child
- Everyone who is involved understands their role and is clear on what the next steps are and these are incorporated into a support plan

Notes of these early discussions will be added to the pupil's record and given to their parents. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

### **The pupil**

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

## **9 Assessing and reviewing pupils' progress towards outcomes**

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires
- Monitoring by the SENCO who is also part of the Senior Leadership Team
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents
- Incorporating SEND priorities into our School Improvement Plan
- The SENDCO attends termly link planning meetings with the schools link practitioner for the SEND 0-25 Service to review the provision for all the SEND children

The assessment will be reviewed regularly.

Continuing concerns about the outcomes of additional provision made by the school may trigger support from external agencies such as the Special Educational Needs and Disability (SEND) Service (0-25 years), paediatricians and educational psychologists. Documentation may need completion at this stage including Social Communication Descriptors or an EHA (Early Help Assessment). Parental involvement is crucial at this stage and permission from parents is always required before any such involvement from professionals is sought. When advice is received from external agencies, it is included in the child's individualised plan and reviewed regularly.

For a very small minority of our pupils with significant SEND there may be a need to request statutory assessment to consider whether an Education and Health Care Plan is appropriate. A child needing a statutory assessment will have clearly identified complex, long-term and enduring SEN or a disability which has a significant impact on their ability to access the curriculum.

Annual Review Meetings are held for children who currently have an Education and Health Care Plan under the 2015 Code of Practice. Phase Transfer Review Meetings are held when a pupil is

in the first half term of Year 6 to form part of the application to secondary school; this has to be completed by the end of October.

We recognise that there are other factors which may impact on progress and attainment, but which are not in themselves SEND. These include:

- Attendance and punctuality
- Health and welfare
- EAL
- Being in receipt of Pupil Premium
- Being a Looked After Child (LAC)
- Being the child of a parent in the armed services

## 10 Nurture Provision

At times, some pupils find it hard to access learning in the classroom; to support these children, they are able to access The Beach Hut, our nurture space

The purpose of The Beach Hut is:

- To enhance the Inclusion and PSHE provision across the school.
- To offer children opportunities to re-visit early learning skills.
- To promote and support their social and emotional development.
- To embed ELSA (Emotional Literacy Support Assistant) provision

The aims of the provision are:

- **TO IMPROVE SOCIAL AND EMOTIONAL SKILLS:** we want our children to develop their **confidence** and **self-esteem**.  
We want them to become better at **managing their emotions**; be able to **empathise** with others; and as a result, are able to form more **positive relationships** with peers and adults in school.
- **TO HAVE IMPROVED ATTENDANCE:** we want our children to feel safe in school so that they can **enjoy school more** and their overall attendance increases.
- **TO HAVE IMPROVED ATTAINMENT:** if a child is feeling safe, more confident and able to manage their emotions, they will be able to engage in their learning and show improved **academic achievement**.
- **TO SHOW IMPROVED BEHAVIOUR AND REDUCED EXCLUSIONS:** through the provision, we want our children to feel safe which will lead to improved behaviour. We want our children to feel

more settled in their classroom and that they are able to cope with the challenges of the school day, reducing the risk for anger outbursts and disruptive behaviour.

## **11 Training and resources**

Teachers and teaching assistants frequently undertake internal and external training and development in order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils. All staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's SENCO regularly attends the LA SENCO network meetings and Trust SENCO meetings in order to keep up to date with local and national updates in SEND. The SENCO holds the National SENCO Award.

## **12 Links with external professional agencies**

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services
- Education Inclusion Family Advisor
- District Early Help team (Family Workers)
- Family support and play therapy through The John Huntington Trust

## **13. Monitoring and evaluation arrangements**

### **13.1 Evaluating the effectiveness of the policy**

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our principles set out in section 2. We will evaluate how effective our SEND provision is with regards to:



- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

### **13.2 Monitoring the policy**

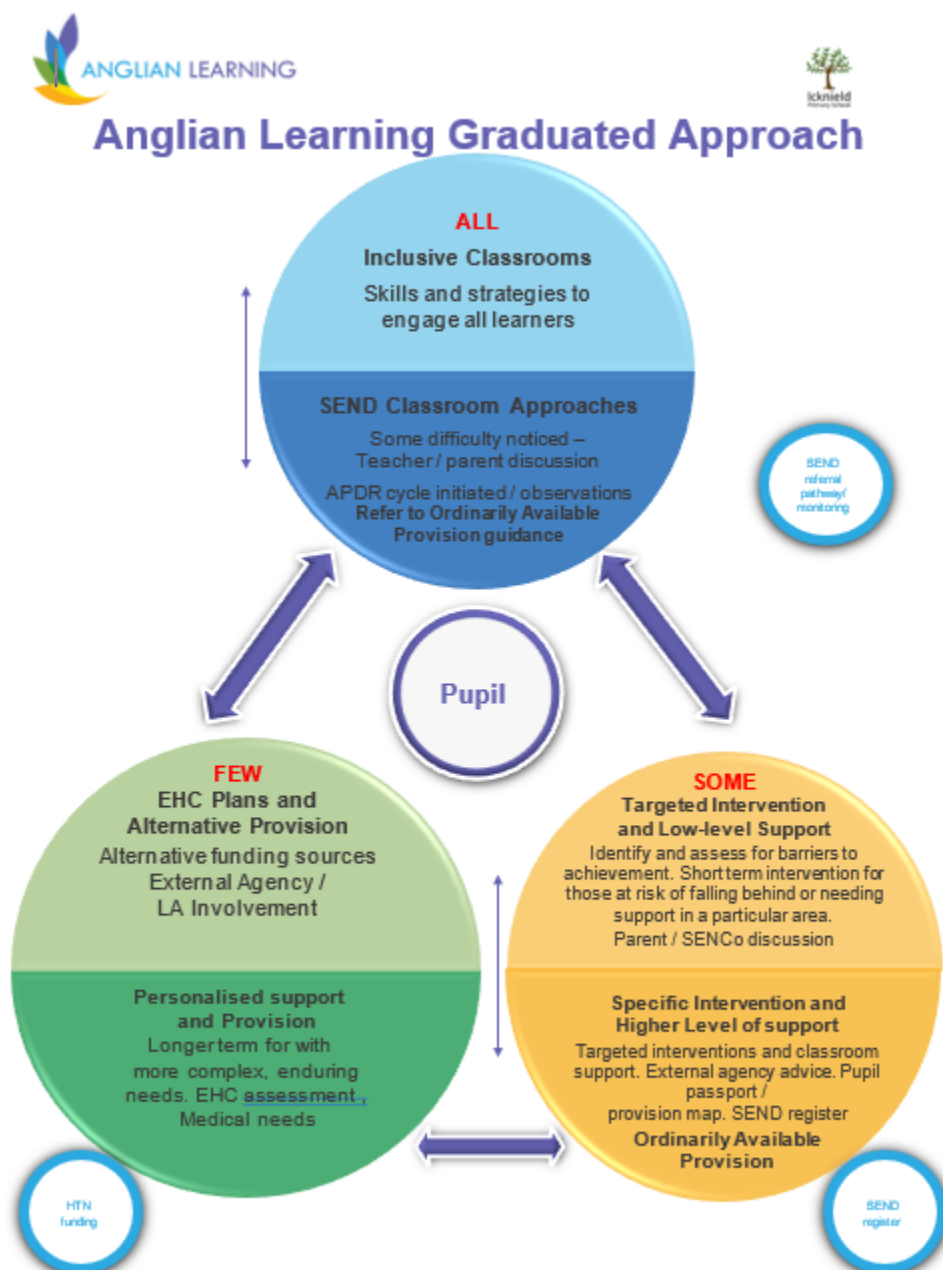
This policy will be reviewed by the SENCO every year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year. It will be approved by the full governing board.

### **14 Links with other policies and document**

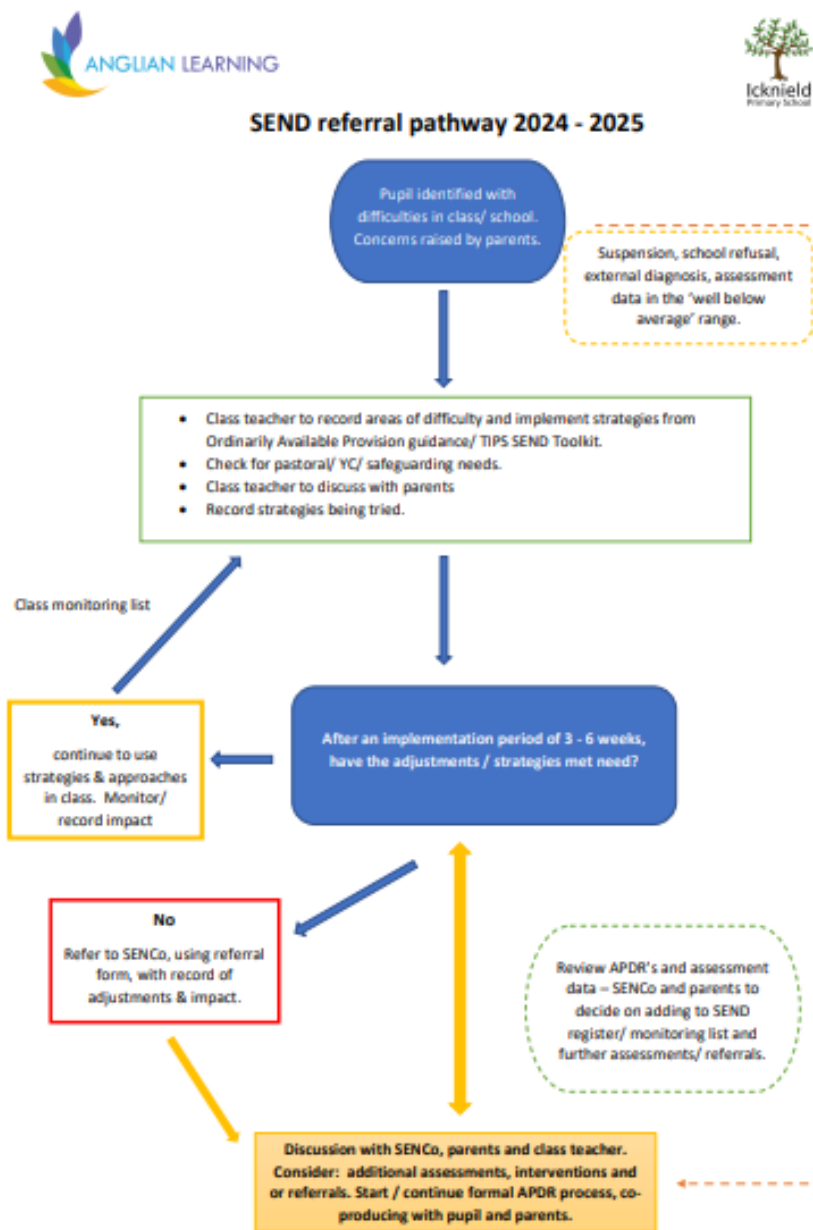
This policy links to the following documents:

- SEN information report
- The local offer, Cambridgeshire
- Positive Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding policy

## Appendix 1: The AL Graduated Approach



## Appendix 2: SEND Pathway document



## Appendix 3: Individual Learning Plan, (ILP), using the Assess, Plan Do Review, (APDR) approach



### Assess Plan Do Review 2024 - 2025



*Targets should always be agreed upon with the parents/carers and the child where they can engage, it is best practise to meet/speak with them before writing the APDR*

Child's Name:	Year Group:
Date initial cycle started:	Teacher:
Provision needed to meet this plan £ Include Ordinarily Available Provision and anything over and above this	

Areas of strength	Identify strengths against each area of the C.O.P and transferable skills e.g., resilience, and self-directed learning. Strengths should be based on your assessment data and teacher views APDR that acknowledge and build on students' skills are likely to be more successful.
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Areas of need	Communication and Interaction	Social and Emotional Mental Health
	Cognition and Learning	Physical and Sensory

1



### Assess Plan Do Review 2024 - 2025



Cycle 1: Assess (Assessment data e.g. Qualitative and Quantitative)			Date:		
Little Wandle:	PSC:	Reading age:	Spelling age:		
SWRI:	Early YARC:	YARC:	PHAB2:		
Language Link:	BPVS:	Sandwell Maths:	MTC:		
Teacher Assessment Reading:	Teacher Assessment Writing:	Teacher Assessment Maths:	Boxall Profile:		
Qualitative Information:					
Long term outcome (EHCP outcome or SEN support outcome for the year)	Plan / Short term target (include detail of provision)	Do (who/frequency/where)	Review- details of progress towards the short-term plan.		
			Developing	Secure	Exceeding
			Developing	Secure	Exceeding
			Developing	Secure	Exceeding
			Developing	Secure	Exceeding
Ideas to support at home:					
Pupil and Parent comments:					

2

(Plus subsequent cycles, as appropriate.)