

CHINTHURST SCHOOL



Special Educational Needs Policy (Including EAL)

TB/KH/WB/SN January 2016 (Review Date January 2017)

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1) Context of School

Chinthurst School is an independent school based in Surrey with a friendly ‘family’ ethos. Our aim is to provide an all-round education within a happy, purposeful and active school life. At Chinthurst we aim to help, encourage and stimulate all our pupils both in the classroom and outside.

Admissions Policy

For the Nursery and Reception classes pupils are guaranteed entry by registration.

All older pupils are invited to spend a morning or day with us, dependent upon age, in order that we may assess their capabilities. This also provides the opportunity for a pupil to familiarise themselves with their new surrounding and make the transition smoother.

2) Introduction

This policy is in keeping with the school’s aims, its’ teaching and learning policies, and its policy on equality of opportunity. The school is committed to a policy of inclusion: one in which the teaching, learning, achievements, attitudes and well-being of all children matter – including those identified as having special educational needs. The culture, practice, management and deployment of the school’s resources are designed to ensure all children’s needs are met.

The Governing Body believes that all children, regardless of ability and behaviour, are valued equally at Chinthurst School. SEN children are not viewed as a separate entity but are part of the whole school approach, and different children’s needs are recognised and met through varied and flexible provision throughout the curriculum.

3) Objectives of the SEN Policy

- To ensure that all children, whether or not they have SEN, have access to a broad, balanced and relevant curriculum differentiated to meet their individual needs.
- To ensure early identification, assessment and provision for any child who may have special educational needs.
- To help every child realise their full potential and optimise their self-esteem
- To enable all staff to identify SEN pupils and for them to take responsibility, with guidance from the SENCO.
- To encourage the whole school community to demonstrate a positive attitude towards SEN.
- To encourage an effective parent partnership in developing and implementing a joint learning approach at home and at school.
- To encourage and support children to participate in all decision-making processes that occur in their education i.e. their views are sought and taken into account.
- To follow the SEND Code of Practice: 0 to 25 Years (2014) which recommends a graduated approach whereby appropriate interventions and support are matched to the individual child's needs.

4) Definition of Special Educational Needs

The SEND Code of Practice: 0 to 25 Years (2014) states the following as a definition of Special Educational Needs:

“A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of children of the same age; or

- Has a disability, which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post -16 institutions.
- Are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

5) **Factual Information**

Key individuals:

- Head Teacher
- Special Needs Coordinator(s) (SENCO)
- Visiting Specialist(s) by arrangement
- Class Teachers

The SENCO is responsible for:

- Overseeing the day-to-day operation of the school's SEN policy.
- Coordinating provision for children with special educational needs.
- Liaising with and advising fellow teachers.
- Overseeing the records of all children with special educational needs.

- Supporting class teachers in liaising with parents of children with Special Educational Needs
- Contributing to the in-service training of staff.
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services, and voluntary bodies.
- Coordinating provision for any EAL pupil. (See Appendix 2)

Special facilities and building adaptations:

Learning Support Room – Group / Individual work + LS

Admission arrangements

Please refer to the current Admissions Policy

Number of pupils with SEN

See Appendix 1 (available from school)

SEN Specialism

We do not have a specialist SEN unit nor do we specialise in any particular area of SEN; we do, however, have a designated person who coordinates all aspects of SEN within the school.

6) School Responsibilities

i Allocation of funding to and between pupils with SEN

The special needs budget will be used to access resources, support personnel and where necessary adapt the school environment in order to allow all pupils (including those with physical or sensory impairments) to access the curriculum and fulfil their development potential.

At some point in their school career, a number of children may experience difficulties in accessing certain areas of the curriculum, but may not necessarily require additional support. We refer to this as 'Early Intervention'. These children will not normally receive extra funding as their educational provision will be supported through differentiation by the class teacher within their normal classroom environment.

ii Policy on SEN training for staff

Whole staff training in SEN will be identified and met through INSET (In-service training) provision (county and school). SEN training sessions will be organised as required to meet the current needs of staff and will be led by the SENCO, another member of staff or by an appropriate outside agency. LSAs will be invited to attend relevant inset sessions and external courses.

iii Inclusion of pupils within and beyond the school

Wherever possible, all pupils with SEN will join in all the activities of the school with pupils who do not have special educational needs, although there may be occasions where this may be inappropriate. This inclusion policy covers all areas of the curriculum, acts of worship, school visits including residential trips, sporting activities, social activities, meal times and play times.

7) Curriculum

i. Awareness of standards of achievement of individual pupils.

Chinthurst Staff monitor the standard of achievement of individual pupils through:

- Teacher observation and marking of daily work;
- Foundation Stage Pupil Profile in Reception;
- Year 1 Phonics Screening; this is used in conjunction with other evidence. A child who does not achieve expected levels will be reassessed in Year 2.
- SATs in Years 2 and 6;
- Interim Reports – Year 3 – Year 8 – Once Termly
- CLOZE and Parallel Spelling Tests – D. Young – in Year 3 – 8 - completed in Autumn and Summer terms.
- NFER – Non-verbal & Verbal Reasoning (Reception to Year 8)
- NFER – Progress in Maths Year 3 to Year 8
- Assessment of Reading, Spelling, Maths and Science with internal exams - completed in Autumn and Summer Term

ii Access to modification and disapplication from the National Curriculum

The programmes of study for each key stage for each subject in the National Curriculum will be taught to all, or at least the great majority of, pupils in the key stage, in line with the National Curriculum (2014) Document.

iii Appropriate provision will be made for pupils who need to use:

- Means of communication other than speech, including computers technological aids, signing, symbols or lip-reading.

- Non-sighted methods of reading, such as Braille, or non-visual or non-aural ways of acquiring information.
- Technological aids in practical and written work
- Aids or adapted equipment to allow access to practical activities within and beyond school.

In the exceptional case of such a curriculum being inappropriate for a child with special educational needs, the Head Teacher may give a special direction for either modifying or not applying the National Curriculum for the child for a period of up to six months, in accordance with section 19 of the 1988 Education Reform Act.

iv Teaching arrangements for pupils with SEN

- For the most part, children with SEN will be taught in the classroom alongside their peers. Where necessary pupils will sometimes have the in-class support of an LSA. Teaching techniques and strategies within each class, including differentiated resources and learning tasks, will accommodate those of differing abilities, including those with special needs, wherever appropriate and necessary. Individual learning needs to be met allowing all children to maximise their potential in all areas of the curriculum.
- Pupils who are struggling with acquiring basic reading, spelling, mathematical, language or gross/fine motor skills will, on occasions, be withdrawn to be given individual or group tuition by the SENCO or an LSA.
- We believe that it is essential that children who are having difficulty learning such skills are supported as soon as possible.
- The teaching arrangements for any pupils with an EHC plan will be determined by their statement of special educational needs.

8) Procedures

Assess, Plan, Do & Review.

Chinthurst School models its approach on the guidelines given in the SEND Code of Practice: 0 to 25 Years (2014). This is a graduated approach in the form of a four part cycle; Assess, Plan, Do & Review.

i. Assess: Once a child has been identified as needing SEN support:

- The class or subject teacher, with the SENCO, will carry out a clear analysis of the child's needs. Expression of concern forms will be used to collate information from all staff with concerns.
- This analysis will draw on the class teacher's assessment, and subject teacher's where relevant, and knowledge of the child and the child's previous progress and attainment and behaviour.
- A comparison will be made as to the child's development related to that of his/her peers.
- The views and experiences of the child's parents and the views of the child will also be taking into account when assessing the child's needs.
- Advice will be sought from external agencies where relevant.
- Assessment to be reviewed regularly.

ii. Plan: Once it has been decided to give a child SEN support, parents will be formally notified and invited in for a meeting with the Class Teacher and the SENCO. Adjustments, interventions and support will then be discussed, an IEP written and once agreed by the parents the planned support will be put in place.

All staff will receive copies of the IEP and any additional information as relevant.

The parents will be made fully aware of the planned support and interventions.

iii Do:

- Class teachers will be responsible for working with the child on a daily basis, working closely with subject and specialist staff and with the support of the SENCO.

iv. Review:

Support and interventions will be reviewed termly in discussion with the Class teacher, SENCO, parents and child.

- Interventions will be evaluated and support revised in light of the child's progress and development.

SENCO takes the lead in:

- Supporting the class teacher in assessing needs of a child that has been highlighted.
- Planning future interventions for the child in discussions with class teachers, parents and the child.
- Monitoring and reviewing the actions taken & ensuring all staff are updated with any relevant information.

- Ensuring effective implementation of the support being given.
- Contacting relevant external agencies for any further assessment of the child if required.

Where a child is unable to access the National Curriculum after considerable internal and external help and time then, in consultation with the parents, the Head Teacher/SENCO will consider involving a specialist team.

iv Parent Partnership

- The aim is to develop a partnership where professionals and parents work together in the best interests of the child. Chinthurst School recognises that positive attitudes, sharing of information, procedures and awareness of needs are all-important. The views and wishes of the child are also sought and taken into consideration.
- Parents are fully involved in the school-based response for their child, and we will ensure that they understand the purpose of any intervention and any subsequent programme of action.
- Parents will be sent a copy of any IEP for their approval.
- Regular meetings are held with parents, teachers, SENCO and the child, as appropriate, to review the child's progress and the programme of learning.
- We formally report children's progress to parents three times a year through the interim reports and written reports at the end of each term and report end of key stage SATs results in writing at the appropriate time.
- There are 2 formal parents' evenings each year.

- In addition, we operate an open door policy. Parents are welcome to talk to teachers whenever they have a concern about a child (at a mutually convenient time). Whenever a specific concern is mentioned by a parent, it is always investigated and results reported back/discussed with parents.
- Parents are also encouraged to help in school – accompanying school outings, helping with Chinthurst Parents Association (CPA) events, etc.

v Relationship with Outside Agencies

Involvement with Educational Support Services

- Where necessary, the school will refer a child to an external specialist after consultation with parents.
- Where necessary, after consultation with parents and Head Teacher a child may be referred to an Educational Psychologist

Links with medical, social and voluntary organisations

- We may contact specialist medical services, social services or voluntary organisations and may carry out specialist programmes recommended by them. We will provide them with any relevant information requested, with the parents' permission.

Links with Special/Mainstream Schools

- Whenever any pupil transfers to another school, including special schools, Chinthurst will share information with the school or other setting the pupil is moving to. In addition, for SEN pupils, there will also be dialogue between the class teacher and/or SENCO and /or Head Teacher and a senior member of the other school's staff.

vi Monitoring and evaluating the success of the policy

The SENCO will:

- Review individual pupils with SEN regularly.
- Conduct reviews.
- Report to the Head Teacher and all staff.

vii The policy will be monitored and evaluated by:

- Senior Management Team (SMT) and SENCO;
- Advisors, inspectors, external specialists and governors;
- The assessment of individual pupils with SEN;
- IEP reviews.

9) Training

- i Writing/updating SEN Policy in Independent Schools. Learning Works – Fil Came 12/3/09
- ii Feed back to whole staff.
- iii Dyslexia training
- iv SENCO Hub Training Course

10) Complaints

Should anyone have any concerns/complaints about SEN provision. They can refer to the SENCO, Head Teacher or in extreme cases to the Governors.

The policy and/or procedures will, where necessary, be revised in light of these evaluations.

Appendix 1

Physical Disability

SEN Code of Practice: July 2014

A child is disabled if he is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed.
Section 17 (11), Children Act 1989

A person has a disability for the purposes of their Act if he has a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.
Section 1 (1), Disability Discrimination Act 1995

- Children and Families Act 2014
- Disability Act 1995
- Child Protection Policy
- The Equality Act 2010
- The Care Act 2014

Appendix 2

Defining EAL (English as an Additional Language)

An EAL pupil is a pupil whose first language is not English. This encompasses pupils who are fully bilingual and all those at different stages of learning English. EAL pupils may be:

- Newly arrived from a foreign country and school;
- Newly arrived from a foreign country but an English speaking school;
- Born abroad, but moved to England at some point earlier in their childhood;
- Born in the UK, but in a family where the main language is not English.

EAL pupils will need varying levels of provision.

For the purpose of planning appropriate provision and communication between staff, EAL pupils' competence in English can be categorised as described below:

Level 1: silent period / beginner learner

Level 2: basic interpersonal communication skills (BICS)

Level 3: socially competent and starting to communicate more efficiently in an academic setting

Level 4: satisfactory levels of English but language may still be a barrier to achievement in some areas of the curriculum

Level 5: cognitive academic language proficiency (CALP) – level of English no barrier to achievement.

Principles of EAL Provision

- EAL pupils should be supported in order to enable access to a broad, balanced and relevant Curriculum. English is best learnt through the curriculum and EAL pupils should be encouraged to play a full part in class activities;
- The school environment, both in and outside the classroom, should promote language development;
- The school structures and overall ethos should help EAL pupils integrate into the school, thrive in a western culture which may be foreign to them, and appreciate their own cultural uniqueness;
- Bilingualism and multiculturalism are assets that should be actively supported and celebrated.

Aims of the policy

The aims of this EAL policy are to define:

- The school's objectives regarding EAL and how these will be met;
- The overall organisation and management of EAL provision in the school;
- The nature and level of school support for EAL.

The School's EAL Objectives

EAL pupils are identified and procedures are followed to ensure their needs are met and they achieve their potential;

- There is an EAL register so all staff are aware of children with EAL
 - For children requiring additional support an Action Plan or IEP will be put in place
 - EAL children are encouraged to share their home language and culture with their peers/
- EAL pupils are integrated as fully as possible into the life of the school and offered full access to a broad, balanced and relevant education, including an appropriate curriculum;
- They are actively encouraged to participate in extra-curricular activities;
- The views of the pupil are sought and taken into account;
- Parents/guardians are encouraged to play a role in the pupil's education;
- Appropriate resources are available and are used in the school;
- EAL pupils are enabled to achieve their potential both in the classroom and through additional EAL support where appropriate;
- The school's overall ethos helps pupils feel valued members of the school community, thrive in a culture which may be foreign to them, and appreciate their own cultural uniqueness;

Provision

Language Support in the Classroom

Language support is best provided within the classroom wherever possible, as time out of subject lessons may cause pupils to fall behind in the curriculum. More importantly, the curriculum offers an ideal platform for language learning, as it offers pupils the chance to practise all four language skills, -speaking, listening, reading and writing, with peers and adults, using the curriculum to provide a meaningful context and cognitive challenge. EAL children are given key vocabulary before the lessons or at the start of topics so that they are able to fully participate in the lessons.

Most EAL pupils will thrive in a language enriched classroom without further intervention. Others may require additional help.

It may be necessary for the pupil to receive additional English.

Appendix 3

ADHD (Attention Deficit Hyperactivity Disorder) (Cosgrove, 1997)

- the individual has difficulty sustaining attention to tasks;
- is easily distracted;
- often does not seem to listen;
- often shifts from one uncompleted activity to another;
- often loses things necessary for tasks;
- often interrupts or intrudes on others;
- has difficulty awaiting turn in groups;
- often blurts out answers to questions;
- often engages in physically dangerous activities without considering the consequences;
- often talks excessively;
- has difficulty playing quietly;
- has difficulty remaining seated;
- often fidgets or squirms in seat;
- has difficulty following instructions.

Where eight or more of these apply, ADHD is likely to be present.

Autism (National Autistic Society, www.autism.co.uk/asd)

All people with autism have impairments in social interaction, social communication and imagination. This is referred to as the triad of impairments.

- Social interaction (difficulty with social relationships, for example appearing aloof and indifferent to other people).
- Social communication (difficulty with verbal and non-verbal communication, for example not really understanding the meaning of gestures, facial expression or tone of voice).
- Imagination (difficulty in the development of play and imagination, for example having a limited range of imaginative activities, possibly copied and pursued rigidly and repetitively).

In addition to this triad, repetitive behaviour patterns are a notable feature and a resistance to change in routine.

Asperger Syndrome

Asperger syndrome is a form of autism. A number of traits of autism are common to Asperger syndrome including:

- difficulty in social relationships
- difficulty in communicating
- limitations in imagination and creative play

However, people with Asperger syndrome usually have fewer problems with language than those with autism, often speaking fluently though their words can sometimes sound formal or stilted. People with Asperger syndrome do not usually have the accompanying learning disabilities associated with autism; in fact, people with Asperger syndrome are often of average or above average intelligence.

Dyspraxia www.dyspraxiafoundation.org.uk/pages/symptoms.html

Primary level

The dyspraxic child may have displayed many of the symptoms listed below and some will have been evident before the age of 3.

- Irritability at birth
- Poor feeding
- Poor sleeping
- Engages in high levels of motor activity, constantly waving arms and legs
- Slow to achieve milestones such as sitting (often after the age of 8 months), crawling (some never crawl), walking, hopping, jumping, walking up and down stairs
- Constantly tripping and falling over
- Limited ability to concentrate on specific tasks and is easily distracted
- Unaware of external dangers e.g. jumping from a high wall or from the top of a climbing frame, walking towards a busy road
- Often frightened and will not climb on apparatus
- Delayed acquisition of language
- A classroom observation will enable the teacher to determine whether there are certain activities which the child finds difficult or avoids. Areas which will present particular difficulties to the child are:
 - Development of perceptual skills (finds form boards, shape sorters and constructional toys difficult to assemble)
 - Laterality remains unestablished so the child will use the right hand to complete tasks on the right side of the body and the left hand to complete tasks on the left side
 - Games lessons/music and movement classes are often difficult. The child has difficulty with ball skills and other hand and eye/foot co-ordination activities

- Listening skills may be poor and the child may not respond to sequential commands
- Immature social skills

In addition to the above the following behaviour can be observed by the age of seven:

- problems adapting to a structured school routine

Dyslexia www.dyslexia-inst.org.uk/what.htm

Dyslexia checklist

All ages

- Is he bright in some ways with a 'block' in others?
- Is there anyone else in the family with similar difficulties?
- Does he have difficulty carrying out three instructions in sequence?
- Was he late in learning to talk, or with speaking clearly?

Ages 7-11

- Does he have difficulty with reading or spelling?
- Does he put figures or letters the wrong way e.g. 15 for 51, 6 for 9, b for d, was for saw?
- Does he read a word and then fail to recognise it further down the page?
- Does he spell a word several different ways without recognising the correct version?
- Does he have a poor concentration span for reading and writing?
- Does he have difficulty understanding time and tense?
- Does he confuse left and right?
- Does he answer questions orally but have difficulty writing the answer?
- Is she unusually clumsy?

Does he have trouble with sounds in words, e.g. poor sense of rhyme?

Cerebral Palsy

Cerebral palsy (CP) is an abnormality of motor function (as opposed to mental function) and postural tone that is acquired at an early age, even before birth. Signs and symptoms of cerebral palsy usually show in the first year of life.

- Cerebral palsy (CP) is an abnormality of motor function, the ability to move and control movements.
- Cerebral palsy is acquired at an early age, usually less than a year of age.
- Cerebral palsy is due to a brain abnormality that does not progress in severity.
- The causes of cerebral palsy include prematurity, genetic disorders, strokes, and infection of the brain.
- There are different types of cerebral palsy based on symptoms -- spastic, hypotonic, choreoathetoid, and mixed types.
- The best approach for diagnosis, treatment, and management is through an interdisciplinary team.

Appendix 4

- Expression of Concern Years 1 & 2
- Expression of concern Years 3 – Year 8
- IEP format
- Child IEP

Chinthurst Pre-Preparatory School

Expression of Concern.
Reception, Years 1 and 2.

This is a statement of initial concern. If you have any concerns please complete the form below and the pupil will then be placed on the SEN register. Please return completed form, along with any evidence, to the SENCO.

<u>Name of pupil:</u>
<u>D.O.B:</u>
<u>Chronological age:</u>
<u>Form:</u>
<u>Form Teacher:</u>

Checklist of concerns: (Please tick where appropriate)

General Concerns:

Lack of self confidence or self belief	
Personal organisation	
Motivation	
Co-operation with teachers	
Co-operation with peers	
Attendance/punctuality	
Parental Support	

Reading:

Difficulty decoding words when reading	
Difficulty identifying main idea	

Insufficient sight vocabulary	
Needs help to find where books start	
Does not appear to use identifiable strategies when reading	
Changes sequences of words	
Complains of print 'moving' on the page	
Confuses b/d, p/q, 6/9, m/n/w/u when reading	
Loses place when reading	
Omission, repetition or insertion of words	
Reverses words when reading e.g. was/saw	
Transposes letters in words when reading/spelling left/felt	

Numeracy:

Difficulty with rules but adept with problems in shape, size and space	
Difficulty with patterns and sequences in number	
No real sense of time	

Concentration/Focus:

Appears more able than progress in basic skills indicates	
Performance erratic	
Difficulty starting and completing tasks	
Difficulty planning work	
Focuses on unimportant tasks and misses detail	
Loses focus unless really interested	
Difficulty concentrating on more than one person speaking	

Auditory Perceptual Problems:

Difficulty following and understanding rapid speech	
Difficulty following speech when speaker's face not directly visible	
Difficulty segmenting words into phonemes	
Lacks expression/intonation when reading	
Mispronunciation of words	
Persistent requests for clarification	
Poor listening skills	
Difficulty with alliteration and rhyme	
Difficulty repeating polysyllabic words.	

Spoken Language:

Confusion of pronouns	
Difficulty sequencing words in sentences and jumbling of words in speech	
Immature vocabulary in relation to peers	
Poor articulation	
Substitution of words e.g. lampshade for lamppost	
Confuses directional words e.g. up/down, left/right and in/out	

Motor Coordination:

Difficulty with balance, catching a ball or controlling a pencil	
Weak fine motor skills and difficulty forming letters	
Pencil grip and slow speed of writing	
Use of both right hand and left hand	
Difficulty dressing: tying laces, doing up buttons.	

What is your main concern?

Strategies used so far (Modification/extension work/differentiation)

What are the pupils strengths?

Have you informed/notified: (please tick)

Head of Pre-Preparatory

Parents

Details of consultation with parents:

Sample of work attached? YES/NO (delete as applicable)

Signed: _____

Date: _____

Received: _____

Date: _____

Expression of Concern Years 3 – 8.

Pupil			
Subject		Teacher	

Please use **X** to indicate answer.

		No concerns	Requires occasional support	Requires continuous support	Not applicable
Concentration: Staying on task, ignoring distractions, focusing on the teacher, remembering instructions etc.					
Organisational Skills: Organisation of self and equipment, planning ahead with work, thinking about consequences before actions etc.					
Speech and Language: Understands their first spoken language, acquiring new vocabulary, ability to express themselves clearly in sentences etc.					
English / Literacy	Reading: Ability to read a paragraph or more with ease and fluency.				
	Spelling: Ability to consistently spell common words and make a good attempt at unfamiliar words.				
	Extended Writing: Ability to write a correctly punctuated paragraph or more with ease and fluency.				
	Handwriting: Ability to write legibly, with ease and at a pace equivalent to peers.				
English as Additional Language: Understanding English as a <u>second</u> language, acquiring new vocab etc.					
Numeracy/Maths: Demonstrating a basic grasp of number, algebra, data, shape / space and measure etc.					
Physical/Hearing/Visual: Ability to access all activities despite physical, hearing or visual difficulty etc.					
Social: Forming and maintaining positive relationships, conforming to social norms etc.					
Emotional: Showing awareness of own feelings and that of others, managing feelings, confidence etc.					
Homework/Coursework: Ability to study independently, to produce work to deadlines etc.					

Date completed:

Overall, how do you think this child is progressing in your lessons?

How do you think this child could be helped in your subject?

Individual Education Plan Template.

Name:		 Learning Targets Target sheet No: _____ Review Date: _____		Area of concern:		
Year:				Class Teacher:	Support by:	
Age:	Date of Birth:			Start Date:		
Targets to be achieved		Achievement Criteria	Possible resources / strategies / techniques / ideas for support	Outcome		

Signed: Parents/Guardian: _____ Date: _____
 SENCO/Class Teacher: _____ Date: _____

Child Friendly IEP

 <p>Things I find difficult.</p>	 <p>My Targets</p>	 <p>How will I know that I can do it?</p>	 <p>Who is going to help me?</p>	 <p>What do I need to do?</p>

Appendix 5

Flow Chart to show the School's "graduated response" to meeting the needs of individual pupils.



