Special Educational Needs Policy

Person Responsible:	Mrs H Mukherjee	**Frequency of Review:**	1 Year
Authorisation By:	Governors	**Notice Date:**	26/08/2026
Authorisation Date:	26/09/2025	**Review Due By:**	26/09/2026

SENCo: Helen Mukherjee

Date of NASENCo Award

Inclusion Co-ordinator : Janet Laidler-Smith

SEN Governor – Simon Dooley

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

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

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2 School Ethos

Upper Wharfedale School values the abilities and achievements of all its students and is committed to providing the best possible environment for learning for every student.

All teachers at UWS are teachers of students with SEN and are committed to identifying and providing for the needs of all students within an inclusive environment. We recognise the entitlement for all students to a balanced, broadly based curriculum. It is encompassed in teachers' planning and in curriculum area policies that all teachers will deliver a differentiated curriculum, as outlined in our school provision maps.

2.1

2.2 Objectives and aims

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

All items in italics are taken directly from the SEND Code of Practice 2015

6.1 All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:
• *achieve their best*

• *become confident individuals living fulfilled lives, and*

• *make a successful transition into adulthood, whether into employment, further or higher education or training*

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

A member of our governing body or a sub-committee has specific oversight of the school's arrangements for SEN and disability. This person is identified on the front page. All school leaders will regularly review how expertise and resources to address SEN can be used to build the quality of whole-school provision as part of our approach to school improvement.

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

3 How Do Teachers Identify Students with SEND?

See Flowchart for teachers

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

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

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

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

1. Any child who gives you a concern whether it is due to a lack of academic progress, development or social need will be noted and dated on the child's records. This is referred to as a '*short note*' in the SEND CoP. It is imperative that your initial concern is logged and dated. These will help us to build a 'chronology of support and involvement' log . Inform SEN team of your concern within 2 working days. (If there is a child protection issue then our school's safeguarding procedures MUST be followed)
2. If a parent or student also raises a concern, this must be taken seriously, and we must listen to these concerns. These will be noted and dated on the child's records, as above. Again, inform SEN team of their concern within 2 working days and log as above. (If there is a child protection issue then our school's safeguarding procedures MUST be followed)
3. N.B. At this point the child is not regarded as having SEN. How well the child responds or otherwise to the adjustments will determine if they has SEN.
4. Inclusion co-ordinators will discuss the concerns informally with the parents/carers and gather information about what the possible barrier to learning is. Our SENCo will support you, if required. You will make any reasonable adjustments to your teaching that are required and report at the next student progress meeting on the impact of your adjustments (or at the next agreed time – this will be a maximum period of one term).

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

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

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

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

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

6.23 Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a student being recorded as having SEN. However, they may be an indicator of a range of learning

difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

5. At this point, a decision as to whether the child has SEN will be made in conjunction with the SENCo. The child or young person (CYP) is now described as being at 'SEN Support'. They will appear as Code K on our school census. If required, we can seek advice from the local SEND Hub manager to clarify our decision. This will be undertaken by the SENCo.
6. Our SENCo will maintain a list of students who have been identified as having SEN on our SEN list. All teachers can access this list to see the records for the students they teach via Bromcom. Anyone accessing this list must treat the content in confidence and in line with General Data Protection Act 2018 and Protection Regulations 2017 (GDPR). Each CYPs documents can be accessed through the documents section from the CYP's profile page. It is the responsibility of the class/subject teacher to look regularly at the content for their students for any updates. All information such as SEN support plans, communications, reports, EHCPs, annual reviews etc. are available via the documents page. This must be kept up to date in line with our policy. Teachers are required to upload any information and plans to the correct student file within 5 working days of them being received or written.

3.1

3.2 There are 4 broad areas of need:

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

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

4 Special Educational Provision

Once the CYP has been identified as having SEN then the formal process begins. We **must** take action to remove barriers to learning and put effective special educational provision in place.

This is called the **Graduated Response**. It is a 4-part cycle: Assess, Plan, Do and Review.

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

The graduated response is outlined below:

Assess. Assess CYPs needs – this happens at the start of each termly cycle to ensure we obtain a clear analysis of the CYP's need. The SENCo will support if required. We will ensure that the assessment informs any adjustments, approaches, resources, intervention and/or support required.

Plan. This will be undertaken at least annually with the parents and CYP. The views of parents and students are of paramount importance. This will be recorded on the plan.

The plan is written by the Inclusion coordinator, supported by the SENCo if required. We use the SEN Support Plan template. An agreed date to review the plan with the parents will be made at this meeting. Teachers are advised to student support plans / EHCP's via Bromcom to help plan any adjustments, approaches, resources, or interventions required. If additional adult support is to be provided whether in-class or outside of class, it must be clear how, what and when this will be undertaken. The subject teacher is responsible for monitoring the impact,

supported by the SENCo. The additional adult support is someone who must be suitably trained to undertake the intervention.

The SENCo will monitor the quality of the plans.

Do. The subject teacher remains responsible for the child. Where provision is provided by learning support assistants (LSAs) or specialist teachers, the responsibility remains with the subject teacher. LSAs must supplement and not replace teachers. Teachers are still required to work with the child to plan and assess the impact of any adjustments support or interventions. The SENCo will support the subject teacher in the further assessment of the child's particular strengths and needs, by problem solving and advising on the effective implementation of support. The SENCo will monitor this provision.

Review The subject teacher will review the plan with the parents and CYP on the agreed date. The impact and quality of the support and interventions will be evaluated. This will feed back into the analysis of the student's needs. Parents will be given clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

4.1 Involving Specialists

If at any point the subject teacher in consultation with the SENCo feel they need additional advice and support from an outside agency, then the consent of the parent **must** be obtained first.

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

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

5 Transition

SEN support will include a plan for effective transition between phases of education. The chronology of support and involvement includes a section for completion by the Inclusion Coordinator or SENCO at points of transition. This will be completed in a timely way so that the receiving establishment has all the relevant information they require.

6 Education, Health and Care Plans (EHCP)

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

7 Confidentiality

Staff may have access to personal data about students and their families which must be always kept confidential and only shared when legally permissible to do so and in the interest of the CYP. Records should only be shared with those who have a legitimate professional need to see them. Staff should never use confidential or personal information about a CYP or her/his family for their own, or others advantage (including that of partners, friends, relatives, or other organisations). Information must never be used to intimidate, humiliate, or embarrass the child. Confidential information should never be used casually in conversation or shared with any person other than on a need-to-know basis. In circumstances where the CYP's identity does not need to be disclosed the information should be used anonymously. There are some circumstances in which a member of staff may be expected to share information about a CYP, for example when abuse is alleged or suspected. In such cases, individuals have a responsibility to pass

information on without delay, but only to those with designated safeguarding responsibilities or to statutory services. If a CYP, or their parent / carer makes a disclosure regarding abuse or neglect, the member of staff should follow our school safeguarding procedures.

8 Safeguarding Children with SEND

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

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

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

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

9 Roles and Responsibilities

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

9.1 Role of the Governors

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

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

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

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

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

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

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

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

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

9.2 Role of the SEN Governor

Our SEN Governor will:

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

Monitor:

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

Investigate:

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

Report:

each term to our full governing board on their findings

9.3 Role of the Headteacher

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

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

The Headteacher along with other members of our senior leadership team and SENCo will publish a clear picture of the resources (e.g., a whole school provision map) that are available to the school.

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

9.4 Role of the SENCo

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

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

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

6.90 The key responsibilities of the SENCo will *include:*

• overseeing the day-to-day operation of the school's SEN policy

• co-ordinating provision for children with SEN

• liaising with the relevant Designated Teacher where a looked after student has SEN

• advising on the graduated approach to providing SEN support

• advising on the deployment of the school's delegated budget and other resources to meet students' needs effectively

• liaising with parents of students with SEN

• liaising with early years providers, other schools, educational psychologists, health, and social care professionals, and independent or voluntary bodies

• being a key point of contact with external agencies, especially the local authority and its support services

• liaising with potential next providers of education to ensure a student and their parents are informed about options and a smooth transition is planned

• working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

• ensuring that the school keeps the records of all students with SEN up to date

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

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

This will be undertaken in a variety of ways such as, but not limited to:

classroom observation with a focus on: SEND provision, resources, and environment
scrutiny of all SEND support plans content, implementation, and impact
quality assure the delivery of any interventions
ongoing assessment of progress and impact made by intervention groups
work sampling of students with SEND at least termly via book scrutiny
attendance at student progress meetings

CYP questionnaires/discussions: after interventions, about support/provision in class and homework
Staff voice
effective deployment, preparedness and practice of LSAs including teaching assistant interactions and questioning skills
informal/formal feedback from staff, parents and CYP
CYP progress tracking, using assessment data (whole-school processes)
attendance records of students with SEND
whole school provision map
student premium scrutiny and impact (similarly for Covid catch-up funding if appropriate)
supporting CYP and staff with effective transition
consider examination/test access arrangements
support CPD with a focus on SEND in school
termly meeting with our SEN Governor and report to our senior leadership team

9.5 Role of subject teachers/form tutors

6.36 Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff.
The role of the subject teachers/form tutors is to:

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

9.6 Role of all support staff (including MSAs, front line staff,….)

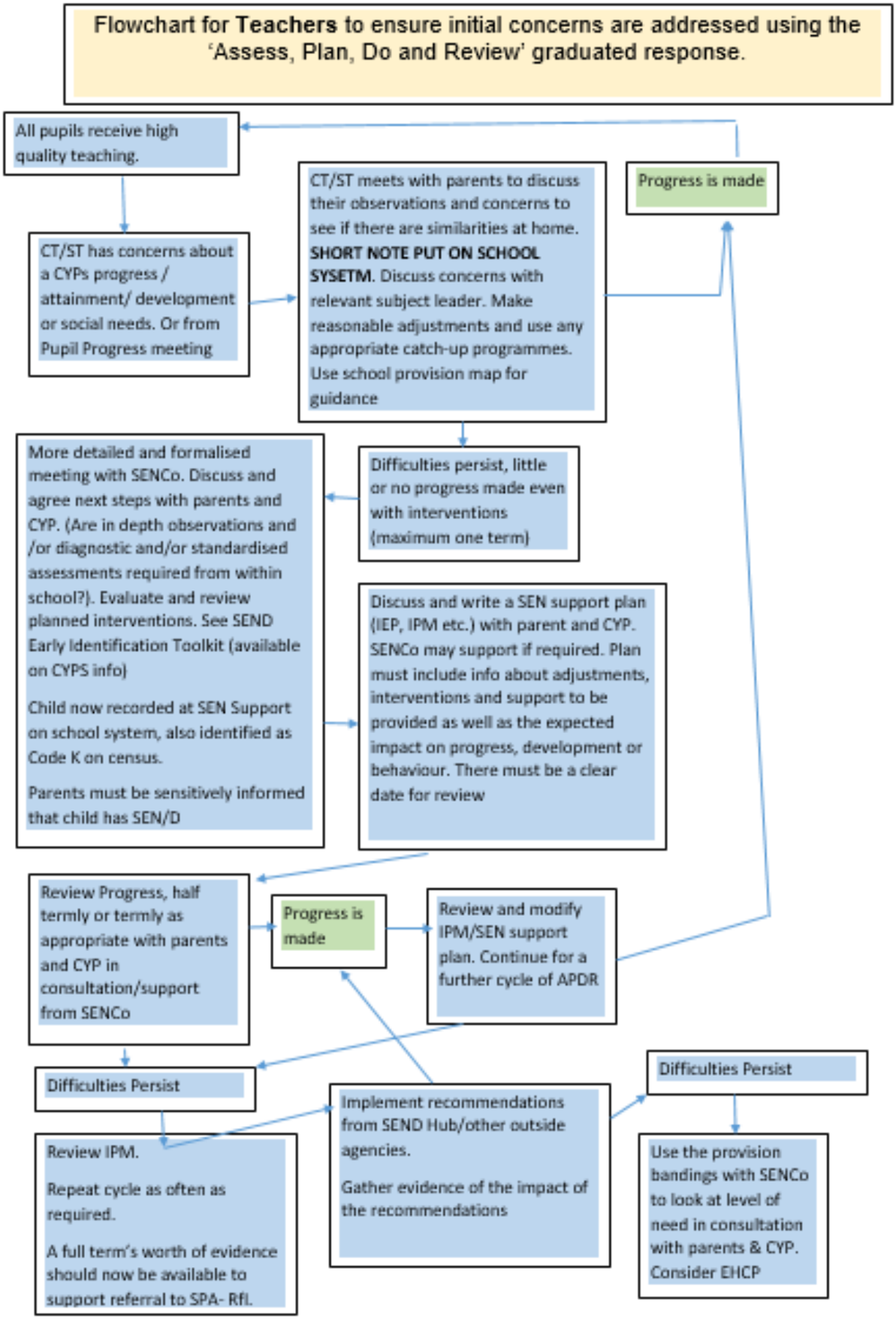
The role of the support staff is to:

- ensure CYP become independent, resilient learners
- promote self-esteem and social inclusion
- develop their knowledge of the curriculum
- work collaboratively with subject teachers to overcome any barriers to learning
- report any observations about the CYP they are supporting to the subject teacher
- contribute to reports for reviews of CYP with SEND
- attend CPD and keep abreast of initiatives
- follow the TA Standards (if appropriate)

Upper Wharfedale School employs Learning Support Assistants (LSAs), Advanced Teaching Assistants (ATAs) and Higher Level Teaching Assistants (HLTAs).

Learning Support Assistants are employed to support individual students, groups and classes. Students are predominantly supported to enable them to learn in lessons alongside their peers. Sometimes teaching assistants work individually with students who have been withdrawn from a lesson to follow an individual programme.

The management and training of LSAs in SEN and inclusive practice is the responsibility of the SENCo and Inclusion Co-ordinator. Learning Support Assistants are under the direction of the subject teachers when working with them, supporting students in lessons. The SENCo and Inclusion Coordinator manage the professional development


Flowchart for Teachers to ensure initial concerns are addressed using the 'Assess, Plan, Do and Review' graduated response.
All pupils receive high quality teaching.
CT/ST has concerns about a CYPs progress / attainment/ development or social needs. Or from Pupil Progress meeting
CT/ST meets with parents to discuss their observations and concerns to see if there are similarities at home. SHORT NOTE PUT ON SCHOOL SYSETM. Discuss concerns with relevant subject leader. Make reasonable adjustments and use any appropriate catch-up programmes. Use school provision map for guidance
Progress is made
Difficulties persist, little or no progress made even with interventions (maximum one term)
More detailed and formalised meeting with SENCo. Discuss and agree next steps with parents and CYP. (Are in depth observations and /or diagnostic and/or standardised assessments required from within school?). Evaluate and review planned interventions. See SEND Early Identification Toolkit (available on CYPS info)
Child now recorded at SEN Support on school system, also identified as Code K on census.
Parents must be sensitively informed that child has SEN/D
Discuss and write a SEN support plan (IEP, IPM etc.) with parent and CYP. SENCo may support if required. Plan must include info about adjustments, interventions and support to be provided as well as the expected impact on progress, development or behaviour. There must be a clear date for review
Review Progress, half termly or termly as appropriate with parents and CYP in consultation/support from SENCo
Progress is made
Review and modify IPM/SEN support plan. Continue for a further cycle of APDR
Difficulties Persist
Review IPM.
Repeat cycle as often as required.
A full term's worth of evidence should now be available to support referral to SPA- Rfl.
Implement recommendations from SEND Hub/other outside agencies.
Gather evidence of the impact of the recommendations
Difficulties Persist
Use the provision bandings with SENCo to look at level of need in consultation with parents & CYP. Consider EHCP

SEN Chronology of
Support and Involvement

Personal Details		**Photo**
Full name		
Known as		
Date of Birth		
UPN or NHS number		
Address		
Main contact phone number		
Parent/carer's details (with PR)	Name: Address: Telephone: Email:	
Preferred method of contact	Telephone/email/letter	
Preferred time for calls/meetings		
Language		
GP name and address		

Child Looked After by the Local Authority (CLA)	Yes/No
Other Social Care Involvement	Yes/No
Social Worker Name	
Social Worker Contact Number	
Social Worker Address	
Local Authority & Team	
Who has parental responsibility?	

Forces Family	Yes/No
Details	

Eligible for Student Premium	Yes/No

Details	

Young Carer	Yes/No
Details	

Current Setting	
Date of joining Setting	

Attendance History					
This academic year		Last year		Previous year	
Have there been any significant periods or patterns of absence in the last year?					Yes / No
If yes please give brief details					
Dates of exclusion	Details of Exclusion				

Date of 'short note' **Date SEN identified**	

Strengths and Interests	
Achievements	
Educational history (including previous settings)	
Educational attainment/ developmental milestones (summary at end of each academic year)	

Overview of Needs / Barriers to Learning	
Cognition and Learning	
Communication and Interaction	
Social and Emotional Mental Health Needs	
Sensory and Physical Needs	

History of previous targeted and specialist interventions/provision Build chronology of interventions / provision with each new SEN Support Plan			
NC Year	**Provision etc.**	**Details** frequency, duration, group size etc.	**Impact** (with ratio gains if possible)

Agencies involved with the child/young person over time (if any)					
Agency	Contact Name	Contact Details	Date from	Date to	Report Available

School's summary for transition and recommendations for receiving school

List of attachments: e.g. last two SEN support plans etc.

My Support Plan

Name	Class and Year Group	Area of Need	Status Code						Plan Number	Plan Date	Review Date
			PP	CIN	CP	LAC	Early Help	Armed Forces			

Attendance	Current Assessment Data	Other Key Information	Cultural Capital Experiences

My Strengths and interests	Strategies/ resources to Support Me

What I find difficult is..	How you can help me (provision, interventions):

My Targets				
	Targets (Rag rate when reviewed, school to determine criteria)		Comment	Next step
Autumn 1				
Autumn 2				
Spring 1				
Spring 2				
Summer 1				
Sum				

Views of Child/Young Person	Views of Parent/Carer
Signed: **Date:**	**Signed:** **Date:**