



# Special Educational Needs and Disability (SEND) Policy

Policy approved by Trustees: 19<sup>th</sup> November 2020

Next scheduled review: July 2021

**Supporting Children with special educational needs and disability is everyone's responsibility.**

The following policy and guidance applies in its entirety to all schools in the trust. However, each school will have their own SEND Information Report and contextual specifics. This policy should be considered in conjunction with these and with the contextual information below for each school.

## Essential school-specific SEND information and contacts:

School name	Belleville Primary School	Belleville Wix Academy	The Alton School	Churchfields Primary School
Special Educational Needs and Disabilities Coordinator (SENDCo)	Claire Antrobus Rebecca Gulliver	Suzette Coleman	Tom Clarke	Sally White
Designated Local Governor for SEND	To be confirmed	Kate Amis	Katherine Pymont	Lucy Rosser Karen Parkinson
Link to School SEND Information report (Local Offer)	<a href="https://www.belleville-school.org.uk/our-school/policies/">https://www.belleville-school.org.uk/our-school/policies/</a>	<a href="https://www.bellevillewix.org.uk/our-school/policies/">https://www.bellevillewix.org.uk/our-school/policies/</a>	<a href="https://www.altonschool.org.uk/our-school/policies/">https://www.altonschool.org.uk/our-school/policies/</a>	<a href="https://www.churchfields.bromley.sch.uk/Our-School/SEN-Statement/">https://www.churchfields.bromley.sch.uk/Our-School/SEN-Statement/</a>
Link to Borough Local Offer	<a href="https://thrive.wandsworth.gov.uk/kb5/wandsworth/fsd/localoffer.page">https://thrive.wandsworth.gov.uk/kb5/wandsworth/fsd/localoffer.page</a>			<a href="https://www.bromley.gov.uk/info/10122/children_and_young_adults_with_disabilities_and_learning_needs/1332/about_the_bromley_local_offer">https://www.bromley.gov.uk/info/10122/children_and_young_adults_with_disabilities_and_learning_needs/1332/about_the_bromley_local_offer</a>

## 1: Aims

The Quality First Education Trust's overall aims are that all children:

- are safe
- are excellent learners
- have excellent social and emotional skills
- achieve and succeed.

In line with this ethos, there is a shared expectation that all pupils, regardless of their specific needs, are first and foremost offered 'quality first teaching' which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community.

Where children need something in addition to our quality first provision, we do 'whatever it takes' to support them.

The Special Educational Needs and Disability (SEND) Policy outlines how the trust and its schools aim to meet the additional needs of all children.

The school may offer a range of provision to support children with communication and interaction, cognition and learning difficulties, social, mental and health problems or sensory and physical needs.

The trust and its schools aim to provide induction, training, coaching and support to help teachers achieve good practice in teaching all children. This is achieved by working with parents and children and staff by monitoring plans, lessons and books, providing interventions, and seeking external advice to ensure that all children receive the provision they require or seek appropriate alternative provision in cases where this is not possible.

**SEND provision is designed to promote pupils working towards becoming independent and resilient learners, and should not be seen in isolation.**

## 2. Definitions

### **SEND:**

As defined by the Children's and Families Bill 2013 and SEND Code of Practice 2015:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has SEND if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them (Clause 20 Children and Families Bill).

This is a broad definition covering children and young people from 0- 25 years of age. Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEND definition.

### **Special educational provision:**

Special educational provision means educational provision for children which is additional to, or otherwise different from the educational provision made generally for children of their age.

## **3. Roles and responsibilities**

Overseeing the provision of SEND within the school is the responsibility of the trust board.

### **The trust board will**

- Review and approve this policy
- Delegate responsibilities to the schools, as follows.

### **The local governing body will**

- Appoint a SEND link governor to have oversight of the arrangements for SEND
- Monitor, review and challenge the school's SEND provision and the performance and progress of pupils with SEND

### **The headteacher will**

- Appoint a suitable person to undertake the SENDCo role
- Invest in appropriate whole school and targeted SEND training for staff
- Ensure inclusive teaching and support practice is embedded throughout the school and that all teachers understand that they have a role in provision for children with SEND
- Ensure that SEND provision is integrated into the school improvement plan
- Ensure an appropriate budget arrangement is in place to ensure the school can discharge its duties to arrange provision for pupils with SEND
- Ensure the SEND policy and the school's SEND Information Report are published on the school website which provides a description of the arrangements and specialist provisions made for children with SEND
- Provide information on school arrangements for SEND to parents/carers, local governors and trustees.

### **The trust's Director of Inclusion will**

- Support the school SENDCos to aid robust and consistent provision across the schools within the Trust.

**The special educational needs and disabilities coordinator (SENDCo)** will coordinate the school's provision for children with SEND. The SENDCo role may be assigned to someone with a different job title (for example, inclusion leader, assistant head, or deputy head), as part of their wider responsibilities in school. The person taking on the SENDCo role will be named on the front page of this policy. The SENDCo will:

- Implement the SEND policy in school on a day to day basis

- Develop the SEND Information Report, which provides a description of the arrangements and specialist provisions made for children with SEND
- Identify children with SEND and ensure provision is made in accordance with the SEND Code of Practice(2015)
- Ensure that the provisions specified in Education, Health and Care Plans (or SEND statements) are made, monitored and assessed.
- Coordinate the provision for pupils
- Maintain the school's SEND records for identified pupils
- Liaise with and advise teachers about SEND planning, provision, resources and approaches
- Liaise with external agencies
- Contribute to the in-service training of staff
- Report to the governing body on SEND provision
- Manage the SEND budget set for purchasing specialist resources.

The SENDCo may be supported to undertake some of the above responsibilities.

**Teachers** are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access additional support. They will:

- work with the SENDCo to plan and assess the impact of any additional support and interventions and how they can be linked to classroom teaching, revising the support in light of the pupil's progress and development
- work with the SENDCo to liaise and consult with the parents of children with SEND.

The term teacher, where used in this policy, refers to all adults in school.

## 4. Principles

Beyond our overarching ethos of providing quality first teaching for all, our approach to provision for SEND children can be explained through the following four principles:

1. A child with SEND has their needs met
2. The view of the child is sought and taken into account
3. Parents have a vital role to play in supporting their child's education
4. Children with SEND are offered full access to a broad, balanced and relevant education according to their needs.

## 5. Our approach to meeting the needs of SEND children

This section provides further details for each of the principles above (section 4).

### 1. A child with SEND has their needs met by:

- a. Early identification
- b. Specialist teaching
- c. Education Health and Care Plan (EHCP)

### 2. The views of the child are sought and taken into account through:

a. Involving children in the decision making process about SEND provision

**3. Parents have a vital role to play in supporting their child's education and we encourage this through:**

- a. Working in partnership
- b. Valuing parents/carers views and contributions
- c. Keeping parents/carers fully involved

**4. Children with SEND are offered full access to a broad, balanced and relevant education through:**

- a. Admission arrangements
- b. Equality
- c. Accessibility

Principle 1: The needs of SEND children are met

**1a. Early identification**

- Children will be identified as having SEND through the SEN Support Identification Process (Appendix 1)
- Concerns are noted by the class teacher/Parents/carers or External Agencies.
- The class teacher in consultation with SENDCo or phase/year leaders puts in place appropriate provisions within Quality First Education (Q1E) (Step 1).
- Parents/carers are informed of concerns and provisions, but consent is not required at this stage of quality first teaching. Appendix 1 specifies the steps involved.
- The impact of these provisions is reviewed within a short period. Where there is good progress, the child returns to regular tracking. Strategies may stay in place if appropriate long term. If some progress is made this cycle can be repeated.
- Where little or no progress is seen the class teacher and parents/carers, in consultation with SENDCo/phase/Year leaders/Directors of the Trust or External Agencies, agree further strategies to support the child towards agreed outcomes. These are recorded on the Initial Concerns Record (Step 2) (Appendix 3).
- Examples of possible interventions can be seen in Appendix 4 and the schools individual **SEND Information Reports** which are also published on the school website (Appendix 4).
- *Class teachers or the SENDCo may have an anonymous discussion for unrecorded informal advice with external agencies, for example the school's Educational Psychologist or Behaviour Learning Support team, etc before to aid implementation of in school support. No names will be mentioned at this stage without parental consent. If any further specialist/external action is deemed suitable, parents will be contacted and parental permission will be sought.*
- Progress is reviewed within an agreed period. Where there is good progress, the child returns to regular tracking. Strategies may stay in place if appropriate long term. If some progress is made this cycle can be repeated.

- Where little or no progress is seen the class teacher and parents/carers, in consultation with SENDCo/phase/Year leaders/Directors of the Trust or External Agencies, arrange a Team Around the Child (TAC) to agree further strategies or to move to SEND Support (see 1c)(Step 3)
- At SEND Support, the child is placed on the SEND register.
- Children with SEND have identified difficulties which fall within one or more designated category (Appendix 2) that call for continued special provision to be made.
- Parents/Carers, SENDCo, Class teacher and outside agencies, work collaboratively to decide appropriate interventions and desired outcomes.
- Targets, incorporating recommended advice are established on a Pupil Support Profile. This is the equivalent of a Provision Map, Individual Educational Plan (IEP) or Personal Education Plan (PEP) (names in schools may vary)(Appendix 5).
- Targets are reviewed termly on a cyclical basis (plan, assess, do, review).
- If a child continues to demonstrate significant cause for concern, a Team Around the Child (TAC) meeting to discuss the potential need for an EHCP will be arranged including the parents/carers, SENDCo and all relevant agencies. From this meeting 'next steps' shall be agreed and managed by the appropriate agency. (see 1c)

## 1b. Specialist teaching

- Teachers adapt to the needs of the learners.
- Teachers may provide interventions that are **additional to** or **different from** those provided as part of the school's usual differentiated curriculum (Appendix 4).
- Further details on resources that may be available are stated in the individual school's **SEN Information Report** and Local Authority Local offer which is also published on the school's website (Appendix 4).
- The work is well-matched to the full range of learners' needs demonstrating a range of strategies to support the children's learning.
- Triggers for interventions are underpinned by evidence about the child, regarding progress and specific difficulties and consultations with parents, appropriate personnel or external agencies (see 1a above).
- Advice from outside agencies is incorporated in the teaching.
- Support and advice from External Agencies is sought by the SENDCo where deemed appropriate.
- Parental consent will be gained at this stage for any referral to external agencies for a specific child.
- Strategies and advice are followed by teachers to ensure targets are met.

## 1c. Education Health Care Plans (EHCP)

- If a child continues to demonstrate significant cause for concern, a Team Around the Child (TAC) meeting to discuss the potential need for an EHCP will be arranged including the parents/carers, SENDCo and all relevant agencies. From this meeting 'next steps' shall be agreed and managed by the appropriate agency.
- In Bromley (Churchfields) there is an additional option for applying for funding pre-EHCP via Pupil Resource Additional Funding (PRA). These are reviewed annually

and if needs persist following 2 or 3 cycles of this support, an application for an EHCP is recommended.

- A range of written evidence is collected and submitted from all parties involved with the child's education and health provision.
- This is submitted as the request for a statutory Education Health and Care Assessment.
- Following the assessment process, the LEA will make a decision whether to provide an EHCP. Where not, the reasons why will be provided.
- For children accessing EHCPs how best to meet their child's individual needs will be met through collaboration between the parents/carers, education, health and care professionals.
- The EHCP is reviewed annually and targets are set termly in conjunction with teachers, SENDCo and parents/carers
- The steps and timeline towards applying for an EHC assessment can be seen in appendix 6.

#### Principle 2: The views of the child are sought and taken into account

##### **2a. Involving children in making decisions about SEND provision through:**

- Target setting
- Assessing progress
- Contributing to the Initial Concerns Record, Pupil Support Profile and annual reviews
- Contributing to school reports where appropriate or whenever deemed suitable in supporting provision.

#### Principle 3: Parents/Carers have a vital role to play in supporting their child's education

##### **3a. Working in partnership**

- Enabling parents to share concerns formally or informally in meetings or discussions with the class teacher.
- Information
- Progress
- Responsibility

##### **3b. Valuing parents' and carers' views and contributions**

- Parent meetings
- Initial Concerns Meetings
- Pupil Support Profile reviews
- EHCP reviews
- Informal conversations
- Agreeing to any written format or any other method deemed suitable by all parties
- Recognising the need for flexibility and the timing and structure of meetings.

##### **3c. Keeping parents and carers fully involved**

- Make parents aware of procedures and how to access support in preparing for their contributions (see SEN Information Report on school website and the LEA Send support Local Offer appendix 4).
- Make sure that parents/carers are given documents to discuss prior to meetings.
- Share information about pupil progress
- Inform parents of any changes
- Share Pupil Support Profile with parents/carers termly.
- Hold ECHP reviews annually (6 monthly for Early Years)
  - Parents may not be informed of initial anonymous advice seeking from external agencies but where further action is required all referrals and named discussions will only take place with parental consent.

Principle 4: Children with SEND are offered full access to a broad, balanced and relevant education

**4a. Admission Arrangements.**

- There are not different admission arrangements for pupils with SEND who do not have EHCPs (see admissions policy)
- Children applying with EHCPs will have their needs assessed and admission agreed in line with the DFE admissions policy and SEND Code of Practice 2015, gaining priority admission if the school is able to provide for their needs.
- Children currently on role who gain an EHCP while at the school, will also, at the time of consultation, have their needs assessed and continued placement agreed in line with the SEND Code of Practice 2015, parental views and specialist recommendations.

**4b. Equality**

- All pupils have an equal opportunity to engage in the curriculum.
- All pupils follow the expected behaviour policy as appropriate for their specific needs (see individual school's Behaviour Policy) or follow guidance and support from outside agencies where appropriate.

**4c. Accessibility**

- We aim to provide an accessible curriculum to meet all individual pupil needs or seek appropriate alternative provision in cases where this is not possible.
- The Q1E accessibility and equality policy and individual schools' Accessibility and Equality Plans provides details of specific adaptations.
- Where possible, location of class allocations may be adapted to ensure rooms are accessible for children with disabilities.
- We ensure that equipment used is accessible to all children regardless of their needs.
- Specific equipment will be provided where necessary according to a child's specific difficulties e.g. individual workstations, Move 'n' sit cushions, pencil grips etc.
- The schools will have staff trained to suit children with a range of needs.
- Where available in the school (e.g. The Alton/Churchfields), an alternative resource base provision may be considered a suitable placement in order to meet a child's needs and for



them to access a full and relevant curriculum where they have an EHCP and/or on agreement with the school and relevant LEA.

## **5. Safeguarding pupils with SEND**

- We recognise that children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. See the [Q1E Safeguarding and Child Protection Policy](#) for details on how this is supported.

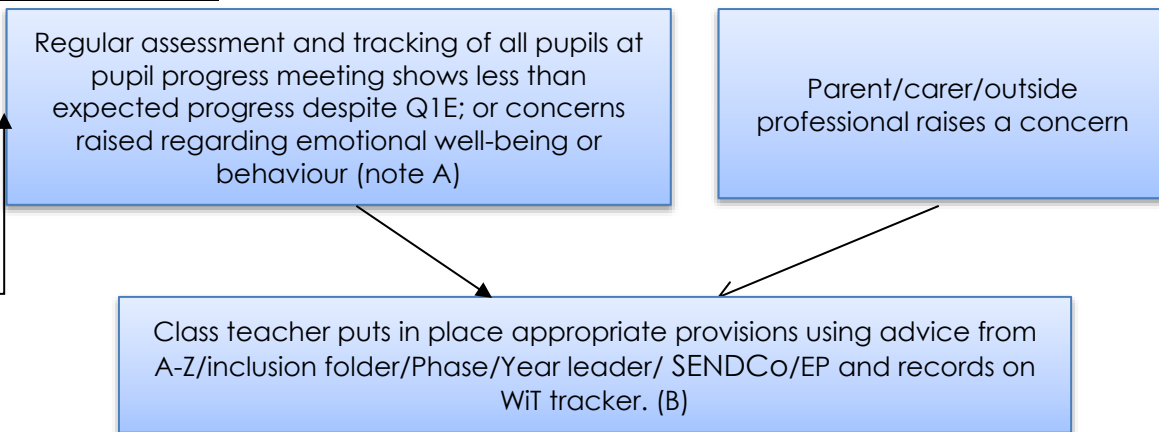
## **6. Covid & Home Learning**

- In case of school closure and isolation, pupils with SEND will receive the same learning opportunities as all pupils. In addition the schools will ensure that they receive adapted or actual provision of any additional support they may require, for example virtual speech therapy sessions or additional support resources provided for home.
- Those with an EHC plan will be risk-assessed in consultation with the local authority and parents to decide whether they need to continue to be offered a school place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.
- Where children are being asked to learn online at home the Department for Education has provided advice to support schools and colleges do so safely. We understand that children with SEND may need additional support to navigate this and understand risks. Details can be seen in the Q1E Safeguarding Policy, the Q1E Online Safety Policy, Annex C of Keeping Children Safe in Education 2020, and the Covid-19 Addendum to the safeguarding policy.



## SEND Identification Process

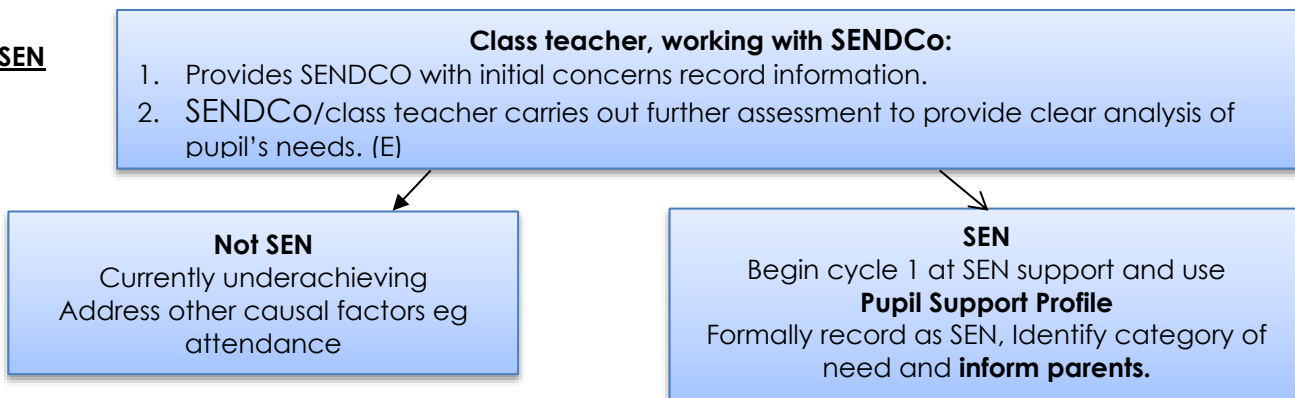
### Step 1 – Whatever It Takes



### Step 2 - Pre SEN Support



### Step 3 - SEN Support



## Explanatory notes on SEN Support Identification Flowchart

### Glossary:

WIT- Whatever it Takes (pre-sen Step 1)

QFT- Quality First Teaching (Teaching within class and school 'reasonable' expectations to provide for a child at any stage of the process.

SENDCO- Special Educational Needs and Disabilities Coordinator.

### Notes:

- A. The Code of Practice (January 2015) identifies less than expected progress as progress which (p84):
- *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*

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

- B. SENDCO /Phase leaders to advise/support the class teacher to ensure pupil is receiving quality first teaching appropriate to their needs. eg differentiation, targeted feedback, use of in-class support. Has the class teacher been provided with advice, support and training to support this pupil?
- C. 'Quality First Teaching' might include targeting a small group for focused teacher input 2 times per week or use of a particular resource. Class/subject teacher led interventions involving working outside the classroom can be included at this stage. This should be agreed with the parent at the Initial Concerns Meeting.
- D. 'Communicate' – ie let parents know results of your review in a timely manner, but this **might not** be a formal meeting which would probably be best held when further assessment/information in school has been carried out. Can be in playground/parent meeting/informal/formal meeting/phone call.
- E. Assessment can include: review of records and any earlier interventions; structured observations of child undertaking work in area of weakness ; analysis of samples of relevant work; use of school screening and assessment tools; could include specialist assessment depending on severity/type of need.
- F. Definition of SEN in Code of Practice 2015 ( page 4-5)

*xiii. 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. (This is provision over and above what is described in notes B and C above)*

*xiv. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*

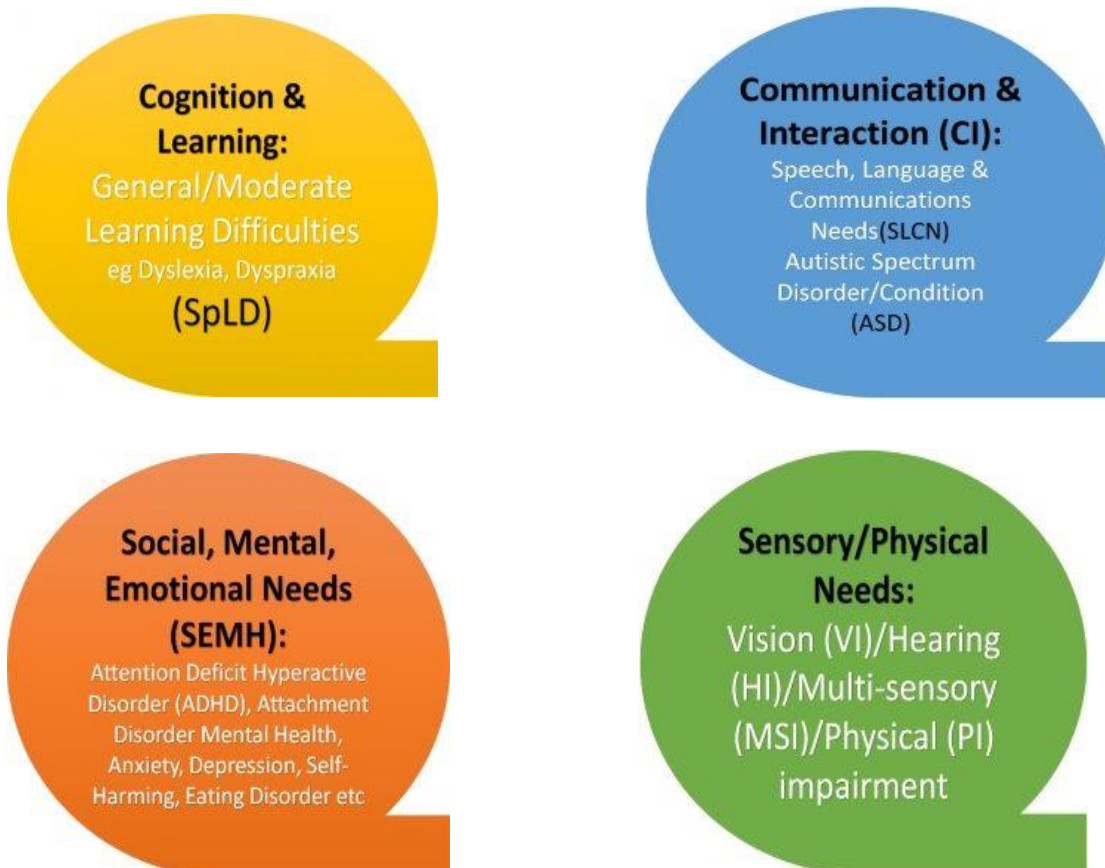
- *has a significantly greater difficulty in learning than the majority of others of the same age, or (ie compared to national averages)*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools*

## Appendix 2 - Categories of Need


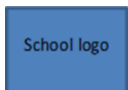
A child with SEND may have one or more categories of need. The primary need is identified, and where possible the secondary needs identified and recorded.

- **Communication and Interaction Need (CIN)** – Includes Speech, Language and Communication (SLCN) and Autistic Spectrum Disorder (ASD)
- **Cognition and Learning (C&L)**– Includes Literacy, Numeracy and general learning difficulties, Specific Learning Difficulties (SpLD) such as Dyslexia, Moderate Learning Difficulties (MLD) and Profound and Multiple Learning Difficulties (PMLD).
- **Social, Mental and Emotional Health (SMEH)**- Includes all social, mental and emotional needs including behavioural needs with a social, mental or emotional cause.
- **Sensory and Physical (S&P)**- Includes Physical difficulty (PD), Visual Impairment (VI), Hearing Impairment (HI) and Multi-Sensory Impairment (MSI) (including ADHD).

### Categories of Need:



## Appendix 3: Initial Concerns Record

 <b>Quality First</b> Education Trust					
Name of child:		Class:		Age:	
					
Date:			Name of teacher:		
Current Band-	Reading:	Writing:	Maths:	Mobile Y/N (+DoA):	Attendance:
EAL (+ stage)	PP	CLA			
Concerns: Highlight and comment as required					
<b>Cognition &amp; Learning:</b> (Below ARE, literacy/maths, gen.learning difficulties)			<b>Communication &amp; Interaction:</b> (social communications, Speech & Language)		
<b>Social, Emotional, Mental Health:</b> (anxiety, attachment, friendships, behavioural, etc)			<b>Sensory/Physical:</b> (hearing, vision, motor skills, etc)		
Have you spoken to parents?		Y	N	When & How:	
Parent Views:					
What QIT support has already been provided to address the child's needs and how effective has this been?					
Provision/Support			Impact		
What are the desired outcomes for the pupil's progress for this next period of intervention?					
1.					
2.					
New Provision: Targeted QFT/Interventions:					
1.					
2.					
Review date (<6wks):			Present:		
Progress towards outcomes:					
1.					
2.					
Review decision:					
Return to school monitoring: Y / N					
or Stay on Initial Concerns and further class teacher led intervention: Y / N					
or Consider SEN support via Step 3 Y / N					

## **Glossary**

Mobile: Pupils entering the school outside of Nursery/reception usual intake.

DoA- Date of Admission

CLA- Looked after

PP- Pupil Premium

EAL- English as an additional language

ARE- age related expectations

QFT- quality first teaching

## Appendix 4: Examples of possible types of provision based on Code of Practice needs

Cognition and Learning (C&L)	Social, Mental and Emotional Health (SMEH)	Communication and Interaction (C&I)	Sensory & or Physical (S&P)
<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>Catch up</li> <li>Direct Phonics</li> <li>Acceler read/ Accelerwrite</li> <li>Focussed in-class literacy support</li> <li>Focussed spelling</li> <li>Daily Individual Reading.</li> <li>Paired Reading</li> <li>Rapid Read/write</li> <li>Letters and sounds</li> <li>Targeted support e.g. Literacy support service and dyslexia support</li> </ul> <p><b>Maths</b></p> <ul style="list-style-type: none"> <li>Maths targeted support e.g. NSS Springboard maths</li> <li>Rapid maths</li> <li>Focussed LSA Support</li> </ul> <p><b>General Cognitive</b></p> <ul style="list-style-type: none"> <li>Educational psychologist assessment</li> </ul>	<ul style="list-style-type: none"> <li>Circle of Friends</li> <li>Social Skills</li> <li>Making friends &amp; taking turns group</li> <li>Anger Management Group</li> <li>Playground Support</li> <li>Mentoring/ Counselling</li> <li>Behaviour and Learning Support Services</li> <li>CAMHS</li> <li>Educational Psychologist assessment</li> <li>Bereavement Counselling</li> <li>Therapeutic Play</li> <li>CBT</li> <li>ELSA</li> </ul>	<p><b>Speech and Language</b></p> <ul style="list-style-type: none"> <li>Attention and listening skills</li> <li>Targeted SALT Support</li> <li>Chatterbox</li> <li>ASD support</li> <li>Talkabout</li> <li>Social communication Skills</li> <li>Speech and Language Therapy</li> <li>Lego Therapy</li> </ul>	<ul style="list-style-type: none"> <li>Pre-writing skills – fine OT Programme</li> <li>Sensory Integration – OT programme</li> <li>Gross motor OT sessions for physical development coordination and strength</li> <li>Handwriting – Write from the start</li> <li>Soundfield System</li> <li>Occupational therapy</li> <li>BBC Dance Mat</li> </ul>

### Links to the individual schools & Local Authorities SEND Information Reports:

The Alton

<https://altonschool.org.uk/data/dynamic/spaw/documents/The%20Alton%20Primary%20School%20SEND%20Information%20report.pdf>

Belleville

<https://www.belleville-school.org.uk/data/dynamic/spaw/documents/SEN%20information%20report%20Belleville%202201819.pdf>

Belleville Wix Academy

[https://bellevillewix.org.uk/data/dynamic/spaw/documents/SEN%20information%20report%20Wix%20%20%20201819\(2\)%20vh%202.pdf](https://bellevillewix.org.uk/data/dynamic/spaw/documents/SEN%20information%20report%20Wix%20%20%20201819(2)%20vh%202.pdf)

Churchfields

[http://www.churchfields.bromley.sch.uk/docs/policies/SEND\\_Information\\_Report\\_2018-19.pdf](http://www.churchfields.bromley.sch.uk/docs/policies/SEND_Information_Report_2018-19.pdf)

Wandsworth SEND Local Offer

<https://thrive.wandsworth.gov.uk/kb5/wandsworth/fsd/localoffer.page>

Bromley SEND Local Offer

[https://www.bromley.gov.uk/info/10122/children\\_and\\_young\\_people\\_with\\_disabilities](https://www.bromley.gov.uk/info/10122/children_and_young_people_with_disabilities)

## Appendix 5: SEND Support – Pupil Support Profile

Pupil Support Profiles are completed at the beginning of each term and are reviewed at the end. Targets are shared with parents/carers and children and are signed and shared. Targets are S.M.A.R.T. (Specific, Measurable, Attainable, Realistic and Time Constrained.).

### Guidance for completing Pupil Support Profile

- Identify the Primary need
- Ensure the profile is reviewed and signed by teacher, parent and child termly
- Write up to 3 SMART targets
- Record provision/interventions relating to agreed targets/outcomes
- Indicate term/dates of provision/intervention



# Example Pupil Support Profile

ME:



Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

Stage	Communication and Interaction		Cognition and Learning				Social, mental and Emotional Health			Sensory & Physical			
SEN Support	SLCN		Lit	Num	Gen		S	M	E	PD	VI	MSI	HI
EHCP/S	SLCN	ASD	SpLD	MLD	SLD	PMLD	S	M	E	PD	VI	MSI	HI

What I am good at...

How I like to be supported...



My aims and targets...

What makes me happy...



Date: \_\_\_\_\_

<b>Targets</b>	<b>Support</b>	Outcomes review		
		Teacher	Child	Parents
			<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
			<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
			<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	



Additional Provision:

Date:				
 <b>Targets</b>	 <b>Support</b>	Outcomes review		
		Teacher	Child	Parent
			<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
			<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
			<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

Additional Provision:

Date:				
 <b>Targets</b>	 <b>Support</b>	Outcomes review		
		Teacher	Child	Parent
			<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
			<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
			<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

Additional Provision:

Date: <i>(following academic year)</i>				
 <b>Targets</b>	 <b>Support</b>	Outcomes review		
		Teacher	Child	Parent
			<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
			<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
			<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

Additional Provision:

## Appendix 6: Applying for an EHC Assessment

### Summary of Education, Health and Care needs assessment

