Name: **Class:** **Primary area of need:** **Date of meeting:** **Review Date:**

Support stage: SEN Support EHCP

Other plans in place: Positive Management Plan Medical Needs Plan PEP Other_____

Access arrangements: Scribe Reader Extra Time Prompt Rest Breaks Modified test Use of technology Other_____

External agencies: TAS SALT OT NDS Mental Health S&C Team Inclusion ATT Other_____

ASSESS

Where is the child at now? What is working well? What are we concerned about? What progress has been made? Have any new needs been identified? Is there need for further assessment or external support? What support needs to continue or what different support needs to be tried?

Overview of needs and progress	Strengths	Current priorities for development

Current Attainment	Progress	Other Assessments
Maths: **Reading:** **Writing:** **SPaG:**	**Maths:** **Reading:** **Writing:** **SPaG:**	

INDES Scores (1 is low, 7 is high)

A. Speech and Language	B. Social Communication and Interaction	C. Cognition and Learning	D. Social, emotional and mental health

E. Deafness	F. Visual Impairment	G. Physical disability, physical and neurological impairment, medical, independence and sensory

ALL ABOUT ME	
What do I like/am I good at?	**What do I find hard?**
How do I like to be supported?	**What does not help me?**
What do I want to achieve?	**What help do I need to do this?**

PLAN/DO

My targets to achieve	What will help me to achieve this?	How will I know I have achieved it?	Progress made towards target (Review)

How to support me in the classroom (quality first teaching strategies, reasonable adjustments, equipment and resources linked to PEaSS)			
Cognition & Learning	**Communication & Interaction**	**Social, Emotional & Mental Health**	**Sensory and/or Physical**
Regularly sat near an adult to provide support and/or re-focusing (small group support)	Colour coding for different steps, processes, tasks or tracking dots	Specific role or responsibility to promote positive engagement	Fiddle toy / stress ball / blue-tac / chew band / resistance band / fidget cube
Multi-sensory teaching and practical apparatus used where possible (e.g. numberline, counters, coins, puppets, concrete objects, etc.)	Additional time to complete extended written tasks and/or opportunities given to complete tasks (e.g. finishing time)	Feeling faces / symbol cards to communicate feelings and/or requests for support	Sensory-calm objects, e.g. liquid motion bubbler, rainmaker, glitter wand, sensory bottle, etc.
Whiteboard to jot down ideas, notes or attempt spellings, etc.	Not asked to read/write publicly unless volunteers	Regular time reminders given and/or specific time targets (e.g. using timer)	White noise / calming music / noise-cancelling headphones
Personal handouts for all audio-visuals e.g. own printout of IWB page, own copy of text	Clear, unambiguous language	Circle time / Time to Talk / PATHS / Peer-to-peer support opportunities	Designated time-out zone or safe space when pupil feels the need to 'escape' or self-regulate
Working Wall and/or Help Desk, Self-help / I'm stuck strategy checklist, etc.	Concise 2- or 3-part instructions with visual prompts	Effort and resilience actively acknowledged and praised	Offered a brain-break when becoming overloaded e.g. brain-gym or change of task
Jump start e.g. pre-written date and LO (so pupil can focus attention on content)	Tasks broken-down into clear, manageable chunks or numbered steps	Visual timetable and/or Now and Next board	Own workstation and/ or screen to minimize distractions
Alternative methods to record learning e.g. mind-map, adult scribing, drama, poster, iPad (Mainly in non-English lessons)	Organisational checklists (e.g. List for packing bag, checking through work, home-time routine, etc.).	Prepare for change to routine/the norm in advance, (whenever possible)	Sit near front of class and/or in direct eye-line of board
'Talking-tins' to record ideas / responses / prompts / instructions	Visual cues and prompt cards (e.g. pictorial plan, checklists, reminders, etc.)	Regular reminders of routines, expectations, warnings, etc.	Tinted background on IWB, avoiding strong contrast
Word banks, sentence starters, key words, b/d card, upper & lower case alphabet strips, high-frequency word lists, etc.	Additional processing (thinking) time, particularly if an oral response is required (10 second rule)	Structured choices (e.g. X and Y needs to be done but pupil chooses order)	Coloured overlay, tinted reading ruler, window-box reading ruler or opaque barrier to block text
Scaffolding, cloze procedure and/or writing frames	Instructions/information repeated	When… then…. procedure (e.g. When you complete 5 sums, then you can have 5 minutes Lego)	Cursive handwriting style to engage motor memory
Sentence dictation then splicing to reassemble, or first letter prompts	Instructions/information rephrased	Buddy system, playground-pals, friendship bench, etc.	Access to ICT for extended written tasks where appropriate
Highlighters and post-it-notes to pick out key information	Talk-partners to rehearse responses and develop confidence	Individual behaviour monitoring / reward chart	Pencil or pen grips, chunky pencils, ergonomic/free-flow pen and/or finger spacer

Access to peer or adult scribe, transcribe or reader,	Oral rehearsal to check understanding of task, topic or instructions (e.g. repeat back what you need to do)	Clear hierarchy of sanctions and rewards, with opportunities to 'move back up' the scale if sanctioned (e.g. traffic lights, etc.)	Sensory weighted blanket, lap-pad, shoulder-wrap or weighted object
Peer or small group working (e.g. submit collaborative response as a group rather than as individuals)	Positive models (e.g. What a good one looks like -WAGOLL, or highlight a good role model)	Celebration of strengths and achievements (e.g. sharing assembly, celebration book, certificates, Dojo portfolio)	Homework instructions are clear e.g. written on sheet or recorded in Reading Record / Homework Diary
'I do, we do, you do' modelling	Implicit made explicit (e.g. thought cloud / In my head I'm thinking/ I know that…)	Active engagement using pupil's name at the start of sentence / instruction	Pupil left-handed – may need additional space, to be seated on left side of desk and given left-handed scissors/equipment

Other strategies regularly used:

Interventions:

Equipment/resources:

REVIEW

Is the SEN Support is having a positive impact?
Have the outcomes have been, or are being, achieved?
Have new outcomes/needs been identified?
Is further assessment or external support needed?
Does the support need to continue or is different support to be tried?

Agreed by Teacher: Date:

Agreed by Parent/Guardian: Date: