

SEND POLICY 2024-25

'...like a tree firmly planted by streams of water which yields its fruit...'

Psalm 1v3



Bollinbrook CE Primary School SEND policy

Recommended by	Lynne Le Marinel
Approved by	
Approval Date	
Version Number	1
Review Date	August 2025
Legal Status	

CHANGE RECORD FORM

Version	Date of change	Date of release	Changed by	Reason for change
2	27.5.20		J Chadwick	Adding Covid information
3	4.9.20		J Chadwick	Annual Policy update
4	24.2.21		J Chadwick	Amending Covid information
5	26.7.21		J Chadwick	Annual Policy update
6	1.8.22		J Chadwick	Annual Policy update
7	05.09.23		L Le Marinel	Annual Policy update/ change to SENDco
8	27.07.24		L Le Marinel	Annual Policy update



Mission Statement

... 'a tree firmly planted by streams of water which yields its fruit...' Psalm 1v3

At Bollinbrook CE Primary the Christian value of 'Love' is at the heart of who we are as a community. We teach our children to be rooted in Jesus Christ so they develop a love of learning that supports their academic, emotional and spiritual growth. If rooted in Christ, children can grow into who they were created to be. Based on Psalm 1v3, 'like a tree firmly planted by streams of water which yields its fruit...' We are helping our children grow spiritually, emotionally and academically laying firm roots that will provide strong foundations and bear fruit that will help them on the next stage of their educational journey.

Bollinbrook Primary School

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) Policy

Bollinbrook CE (A) Primary School is committed to providing an appropriate and high-quality education to all the children living in our local area.

We believe that all children, including those identified as having special educational needs or disabilities, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. We believe that all children should be equally valued in school. We do not tolerate prejudice and discrimination, but provide an environment where all children can flourish and feel safe. We are committed to inclusion. As a Christian school, inclusion is at the heart of our mission and ethos. We believe that children's needs should primarily be addressed by quality first teaching, the differentiated curriculum and caring staff within a clear Christian ethos community of staff/pupils/parents. Wherever possible children should be integrated within the class and not taken out.

We aim to engender a sense of community and belonging and to offer new opportunities to learners who may have experienced previous difficulties. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- Girls and boys
- Minority ethnic and faith groups, Travellers, asylum seekers and refugees
- Learners who need support to learn English as an additional language (EAL)
- Learners with special educational needs



- Learners who are disabled
- Those who are gifted and talented
- Those who are looked after by the local authority
- Others such as those who are sick; those who are young carers; those who are in families under stress;
- Any learners who are at risk of disaffection and exclusion

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning and we recognise that these may be long or short term.

We appreciate that if children are identified as having SEN this can be difficult for some parents and that is why good communication and working in close partnership is so important. We are keen that any special educational needs are identified and support is put in place but that a child is not defined/limited by his/her SEN. Each child is unique and we believe that God has granted each child different talents and abilities. Part of our approach to SEN provision within our school is to celebrate each child as an individual and to value progress in the widest sense.

This SEND policy works alongside, and in conjunction with, the Local Offer offered by Cheshire East Local Authority. Bollinbrook CE Primary School's part of the Local Offer can be found on the school website,

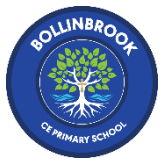
<https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/local-offer-for-children-with-sen-and-disabilities.aspx>

This includes information on Identification of SEN, Teaching Learning and Support, Keeping Students Safe and Supporting Wellbeing, Working Together and Roles, Inclusion and Accessibility and Transition.

Aims

Our overall aims are:

- To ensure the SEN and Disability Act and relevant Codes of Practice 2014 and guidance are implemented effectively across the school.
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- To ensure equality of opportunity for and to eliminate prejudice and discrimination against, children with special educational needs.
- To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- To provide full access to the curriculum through differentiated planning by class teachers, SENDCo and support staff as appropriate.
- To provide specific input where necessary, matched to individual needs, in addition to differentiated class room provision, for those pupils recorded as having SEN.
- To provide support and advice for all staff working with special educational needs pupils.



- To ensure that pupils with SEN are perceived positively by all members of the school community and that SEN and inclusive provision is positively valued and accessed by staff and parents/carers operating a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
- To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
- To involve parents/carers at every stage in plans to meet their child's additional needs.
- Where appropriate to involve the children themselves in planning and in any decision making that affects them

Coordinating Provision

Provision for children with special educational needs is a matter for the school as a whole. In addition to the governing body, the school's head teacher, the SEND coordinator (SENDCo) and all other members of staff have important day-to-day responsibilities. All teachers are teachers of children with special educational needs.

Teaching such children is therefore a whole school responsibility.

Miss Lynne Le Marinel (Headteacher) is the SENDCo and has completed her NASENCO Qualification.

Mrs Greeba Jones is the SEND Governor, who monitors the SEND provision at Bollinbrook CE (A) Primary School. She meets regularly with the SENDCo on a termly basis to keep up-to-date with developments within school, analyses data relating to the attainment of SEN pupils and uses this information to inform future planning. Mrs Jones also feeds back to governors about developments in SEND at Governor meetings.

The SENDCO responsibilities include:

- the day to day operation of the SEND policy.
- maintaining a register of children with SEND, and ensuring that the records on children with SEND are up-to-date.
- working closely with the Headteacher, and the Senior Management Team, the teaching and support staff in coordinating provision for our SEND children.
- the strategic deployment of Teaching Assistants to ensure that children's needs are met both academically and pastorally.
- managing Teaching Assistants attached to individual children with EHCPs.
- meeting the needs of children with medical needs.
- working closely with the parents of children with SEND.
- supporting teachers who require guidance on meeting the needs of individual or groups of children on the SEND register, which may involve lesson observations or support in setting outcomes for pupils
- liaising with outside agencies to gain advice and support for children with SEND
- contributing to in-service training for staff on SEND issues
- attending SENDCo network meetings and conferences to develop her own continual professional development.
- ensuring that screening for SEND is effective and monitoring the impact of interventions.
- monitoring of support/quality first teaching, alongside monitoring of attainment of children with SEND against their own targets and against SEND national data.
- attending regular meetings with the SEND governor to audit SEND provision within school.



SEND Categories of Need

The SEND Code of Practice 2014 recognises 4 broad categories of need:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

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

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Identification of SEND

'The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time.'

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

At Bollinbrook CE (A) Primary School, we identify the needs of pupils by considering the needs of the whole child which will include not just their special educational needs. The support provided to an individual will always be based on a full understanding of their particular strengths and needs and seek to address them all using well-evidenced



interventions targeted at their areas of difficulty and where necessary specialist equipment or software. Other issues may impact on the progress and attainment of a child which may be considered to be SEND. These include for example a disability which can be overcome by ensuring we make reasonable adjustments for the individual needs of the child; poor attendance and punctuality; health and welfare issues; English as an Additional Language.

Learning intervention:

- Assessment data
- Child is closely monitored
- SEND review meetings between the Class Teachers or SENDCo
- Parents may mention their concerns regarding their child directly to the SENDCo, who will take the parent's concerns seriously and investigate further before informing the parent of her findings.

Pastoral intervention:

- Staff will keep a record of First concerns and record this on the Cheshire East Toolkit form (see Appendices)
- SEND review meetings between the SENDCo and Class Teachers
- Parents may mention their concerns regarding their child directly to the SENDCo, who will take the parent's concerns seriously and investigate further before informing the parent of her findings.
- Concerns may be flagged with Miss Nikki (pastoral lead) who works closely with the SENDCO and support and intervention is planned collaboratively.

Speech and Language intervention:

- Class Teachers may flag children up at SEND review meetings or before with the SENDCo
- Parents/ carers may also flag a child up for speech and language intervention

Links with other schools/Transfer arrangements

- Reception staff will meet with staff from Bollinbrook Preschool or PVI's prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENDCo after this meeting. Where necessary the SENDCo will arrange a further meeting.
- The Class teacher of children joining from other schools will receive information from the previous school; if there is a SEND issue the SENDCo will telephone to further discuss the child's needs. All SEND information will be forwarded for children transferring to new schools and the SENDCo will discuss these children with the other school.

Managing Pupils Needs - A Graduated Response to SEND Support

Support for all children and young people in schools starts with Quality First Teaching. Inclusive Quality First Teaching describes what should be on offer for all children: i.e. the effective inclusion of all pupils in high quality, every day, personalised teaching. At Bollinbrook CE (A) Primary School we believe that Quality First Teaching is the key component in children with additional needs making excellent progress. In order to make progress a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objective, teaching styles and access strategies. Under these circumstances, a child's needs will be provided for within the whole planning frameworks and individual target setting. Differentiation will be recorded in the daily planning by the class teacher.



Where a pupil is identified as having SEND, we take action to remove barriers to learning and put effective special educational provision in place. This SEND support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children and young people. At Bollinbrook CE (A) Primary School we use the Cheshire East Toolkit Graduated approach,

<https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/education/supporting-send-in-education/toolkit-for-inclusion.aspx>

Staff use this document for recommended next steps, to track and evaluate strategies used in one or more of the 4 categories of need. Using the Graduated Approach means recognising that there is a continuum of need and that needs are met through the addition of increasingly specialist interventions as the level of need increases.

Monitoring

Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning. The child's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

The school use the definitions of adequate progress as suggested in the revised Code of Practice, that is, progress which:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap from growing wider
- Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures full access to the curriculum
- Demonstrated an improvement in self-help or social or personal skills
- Demonstrates an improvement in the child's behaviour
-

SEN Support

Where a period of differentiated curriculum support has not resulted in the child making adequate progress OR where the nature or level of a child's needs are unlikely to be met by such an approach, Special Educational Needs Support (SEN Support) may need to be made. SEN Support provision would be indicated where there is evidence that:

- There has been little or no progress made with existing interventions
- Support is required to develop literacy or numeracy skills
- Support is required for emotional or social development
- Support is required for sensory or physical impairments
- Support is required for communication or interaction needs

Any child requiring SEN Support will be set individual outcomes on a SEN Support Plan (see appendices).



Where needs are similar, it is appropriate to support children within a group, focusing on the common needs. If children have similar needs they may be paired or put into small groups. Interventions will be delivered by a TA or Teacher. The responsibility for planning for these children remains with the class teacher, in consultation with the SENDCo. The SEN Support Plans will be reviewed at least three times a year, although some pupils may need more frequent reviews. The SENDCo will support the teacher in this process. It is the responsibility of the teacher to feedback to parents/carers and wherever possible the child will be invited to contribute and will be consulted about any further action.

Complex needs

When external agency evidence from Cheshire East specialists suggests that children and young people may require additional support over and above the 'SEN Support' level provided by the educational setting, parents or the school can apply for a multi-agency assessment (Education, Health and Care needs assessment) to determine what additional support they need. The purpose of an EHC plan is to make special educational provision to meet the special educational needs of a child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. Provision at this level often includes the involvement of specialist input or it may relate to the intensity of the support necessary for a given period. A variety of support can be offered by external services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the child. The specialist services will always contribute to the planning, monitoring and reviewing of the child's progress. Monitoring will take place as for SEN Support and reviews will be at least on a termly basis. Increased provision will run concurrently with differentiated curriculum support. Parents will always be involved in any decision to involve specialists.

School request for an Education, Health and Care Plan

For a child who is not making adequate progress, despite a period of support at SEN Support level and in agreement with the parents/carers, the school may request the Local Authority (LA) to make statutory assessment in order to determine whether it is necessary to develop an Education, Health and Care Plan for the child.

For the local authority to decide that an EHC Needs assessment is necessary, detailed advice is required from the educational setting about:

- The educational setting's actions through use of their delegated budget/notional SEN (Early Years)
- Progress across the curriculum over time (at least two terms) identified through at least 2 cycles of child/young person centred planning i.e. "Assess, Plan, Do, Review" including input from a Cheshire East specialist (such as an Educational Psychologist (EP) or member of staff from the Cheshire East Autism Team (CEAT)).
- It is envisaged that the 'graduated approach' employed for older children and young people will include evidence collated over a significantly longer period of time than 2 terms
- Records of regular reviews and their outcomes
- Data relating to progress and attainment, including attainment in English and Maths and other areas of difficulty



- Assessments relating to education and other assessments (e.g. from an Educational Psychologist (EP); advisory special support teacher/service; Speech and Language Therapy (SALT), Occupational Therapy etc.). These must be accompanied with evidence that strategies advised by the external professional have been implemented, reviewed, evaluated and adapted accordingly, with further specialist advice sought if progress is not evident. All new advice and recommendations should be incorporated into the SEN Support Plan and have had at least a term where the benefits of the additional information have been assessed as to its contribution to meeting need
 - Views and aspirations of the parent and of the child/young person (in the relevant “All about me” sections for the child or young person and their parents in the SEN Support Plan)
 - The child or young person’s health, including their medical history where relevant
 - Involvement of other professionals e.g. any involvement of social care and health services to date
 - The nature, extent and context of SEN
- <https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/education/supporting-send-in-education/toolkit-for-inclusion.aspx> (Section 13)

When all of the information requested as part of the Education, Health and Care Needs Assessment has been received, the 0-25 SEND Officer will meet with parents/carers and the child or young person to co-produce a document which reflects the advice. If the decision is taken that special educational provision is necessary, the co-produced document will form the basis of an Education, Health and Care Plan (EHCP). If the decision is made that an EHC Plan is not necessary, the named 0-25 SEND Officer will meet with parents/carers and the educational setting and discuss implementation of an updated SEN Support Plan informed by the findings of the assessment.

All decisions relating to EHC needs assessments are made by a multiagency panel comprising of representatives from health, social care, mainstream and special schools, an educational psychologist, a 0-25 SEND Officer and the SEND Service Manager. To ensure that decisions are made by the most appropriate representatives, there are 3 different, age-related panels: - An Early Years Panel - A school-age Panel - A post-16 Panel. In Cheshire East all three panels are chaired by the same individual (the SEND Service Manager) to ensure consistency in decision making.

Where, in the light of an EHC assessment, it is necessary for special educational provision to be made in accordance with an EHC Plan, the local authority must prepare a plan. Where a local authority decides it is necessary to issue an EHC plan, it must notify the child’s parent or the young person and give the reasons for its decision. The local authority should ensure it allows enough time to prepare the draft plan and complete the remaining steps in the process within the 20-week overall time limit within which it must issue the finalised EHC plan. EHC plans must specify the outcomes sought for the child. EHC plans should be focused on education and training, health and care outcomes that will enable children and young people to progress in their learning and, as they get older, to be well prepared for adulthood. EHC plans can also include wider outcomes such as positive social relationships and emotional resilience and stability. Outcomes should always enable children and young people to move towards the long-term aspirations of employment or higher education, independent living and community participation. Where a plan brings



additional funding, a child who has an EHC Plan will continue to have arrangements as SEN Support that is provided using the funds made available through the Plan. A Personal Budget is an amount of money identified by the local authority to deliver provision set out in an EHC plan, which parents can apply to access, but they must show how the money will be used effectively to meet their child's needs. There will be an Annual Review, chaired by the SENCO, to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the Plan or to the personal budget arrangements for the child.

Specialist provision

The majority of children and young people with SEND will have their needs met though additional support within mainstream provision. A very small proportion will require specialist provision. This would only be agreed as part of a multi-agency decision-making process which assesses evidence (including Cheshire East specialist external agency advice) of the child or young person's need and agrees that the child or young person requires specialist educational provision to be made in accordance with an EHC Plan and such provision is only deliverable in a specialist setting.

Local Offer

Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled. The Local Offer has two key purposes:

- To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it, and
- To make provision more responsive to local needs and aspirations by directly involving children and young people with Special Educational Needs and/or a disability, their parents, and service providers in its development and review.

<https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/local-offer-for-children-with-sen-and-disabilities.aspx>

Bollinbrook CE (A) Primary School's Local Offer can be found on the school website.

Supporting pupils with disabilities

We endeavour to be a fully inclusive school.

At Bollinbrook will take all steps possible to provide effective educational provision. Where a pupil has a particular need e.g. wheelchair access, the Governors will ensure that reasonable adjustments are made for that pupil's need to be fully met.

Supporting children with medical conditions

Bollinbrook CE (A) Primary School recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.



<https://www.legislation.gov.uk/ukpga/2010/15/contents>

Some children may also have special educational needs (SEN) and may have a statement or Education, Health and Care Plan (EHC) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. For more detailed information please refer to – Medical needs policy. This School Policy can be accessed on the school website.

Monitoring and Evaluation of SEND

Monitoring and Evaluation arrangements promote an active process of continual review and improvement of provision for all pupils at our school.

- The SENCO will meet with each class teacher 3 times a year to discuss the progress of children with SEN as part of Pupil Progress meetings.
- At other times, the SENCO will be alerted to newly arising concerns through the First Concerns form. This will be completed by the teacher. The SENDCO will discuss issues arising from these forms with the class teacher within one week of receiving the form. Forms should then be shared with the parents by the class teachers so that parents are always aware of potential additional needs of their children. Parents' comments or views may be added at this time. Discussions with parents will be recorded on 'First Concern Discussion forms' (see appendices).
- Reviewed and updated SEN Support Plans will be discussed with the parent and teacher with a copy of any pupil profiles sent home via the class teacher once the SENDCO has approved them. Parents have termly opportunity to discuss their child's progress at SEN support Plan review meetings as part of the 'Plan, Do, Review' cycle. SEN Support Plans will be discussed with the child, and they and their parents may contribute to their development where appropriate.
- Outcomes arising from SEN Support Plan review meetings will be used to inform and support whole class approaches to inclusion, e.g. differentiation, various teaching styles, resources.
- The SENDCO and all other subject leaders monitor planning for SEN for their curriculum area.
- The SENDCO, together with the Headteacher, monitor the quality and effectiveness of provision for pupils with SEN through classroom observation, planning and work sampling and scrutiny.
- The SENDCO and Headteacher also hold termly Pupil Progress reviews with each teacher and Core Subject Leaders to track performance and monitor progress. Teachers discuss what is working well for individual children and what needs to change. This is then fed into SEN Support Plan reviews.
- SEND support is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided by the SENCO and by trained teaching assistants (TAs) throughout the school. This is funded from the school annual budget. The support timetable is reviewed termly throughout the year by the SENCO and the management team in line with current pupil needs, educational initiatives such as literacy and numeracy



strategies and the budget. Additional support is funded through individual allocations from the Local Authority.

- Support staff, class teachers, SENDCO, link governor and outside agencies liaise and share developments in order to inform reviews and support forward planning.
- Every year, we use national statistics to analyse the data we have on the achievements of our pupils with SEN at the end of their key stage, compared to similar schools.
- The SENDCO also tracks the performance of the children with SEN and uses this to develop future individual plans or establish group interventions where a specific need has been identified.

Allocation of Resources to and amongst Pupils

Each year the SENDCO maps our provision to show how we allocate resources to each year group and this also identifies how we spend our budget for SEN. The Provision Map is updated termly as needs change across the school year.

The SENDCO organises a number of specialist resources within school such as weighted cushions, writing slopes and ear defenders. Specific resources may be purchased to meet individual needs when identified.

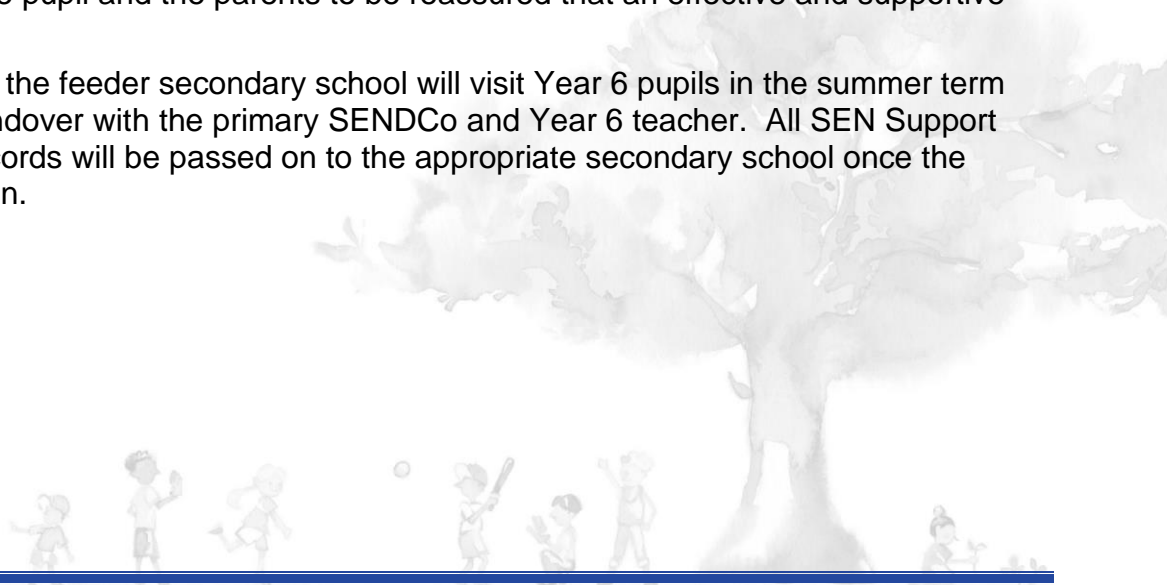
Record Keeping

In line with GDPR regulations any confidential paperwork with sensitive information contained is kept securely. SEND files are electronic and are kept on the school server which is password protected.

Transition

At the review in Year 5, the aim should be to give clear recommendations as to the type of provision the child will require at the secondary stage. It will then be possible for the parents to visit secondary schools and to consider appropriate options within the similar timescales as other parents. The SENDCO of the receiving school should be invited to attend the final annual review in primary school of pupils with EHCPs to allow the receiving school to plan an appropriate SEN Support Plan to start at the beginning of the new school year and enable the pupil and the parents to be reassured that an effective and supportive transfer will occur.

The SENDCO from the feeder secondary school will visit Year 6 pupils in the summer term and will have a handover with the primary SENDCO and Year 6 teacher. All SEN Support Plans and SEN records will be passed on to the appropriate secondary school once the children have begun.





Appendices

Discussion Form

Child/young person's name:	Date of birth:
Year group:	Class:
Record of discussion:	
Actions/next steps:	
Staff Signature:	
Date:	
Child/Young Person's Signature:	
Date:	
Parent Carer Signature:	
Date:	



First Concerns

Name:	Date of birth:		
Year group:	Class:		
Strengths		Needs	
Desired Outcomes		Strategies	
Review/Next Steps			
Date created:		Last review date:	
Staff signature:		Parent signature:	
Young person signature:			



SEN Support Plan for [child/young person's name]



	Date	People present
Plan created		
Review 1		
Review 2		
Review 3		

Plan, Do and Review

Plan Do Review 1					
Start Date		Review Date			
Outcomes (Long term)					
Assess	Plan	Do		Review	
Area of Need (e.g. Cognition and Learning)	Current Baseline	SMART Targets	Advised by ... <small>e.g. SALT, CEAT, EY&C Team</small>	Interventions / Strategies <small>What/who/where/when/how often?</small>	Impact / progress



BOLLINBROOK CE PRIMARY SCHOOL
SEND Policy 2024-25





BOLLINBROOK CE PRIMARY SCHOOL
SEND Policy 2024-25

