Cornerstone Schools

SEND Policy

Barton, East Cowton and Ravensworth Church of England Schools

Building Futures With Love

Approved by:	**Full GB**	**Date:26/3/2026**
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Next review date:	**26/3/2027**	

SENCo: Rebecca Wigham

Date of NASENCo Award June 2021

SEN Governor Corinne Bell

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 pupils at school with medical conditions
- School's Safeguarding Policy
- Current teacher's standards
- Current teaching assistant standards
- School's Accessibility Plan

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School Ethos

At Cornerstone Schools we offer a safe, secure and caring environment where children can flourish as individuals. We believe that a child cannot learn effectively unless they feel secure, successful and happy. We are committed to helping all pupils develop socially acceptable attitudes, self-discipline and self-confidence, including the ability to accept responsibility for their own actions. Our vision statement 'Building Futures with Love' comes from the greatest commandment given by Jesus: 'Love the Lord your God with all your heart, with all your soul, with all your mind and with all your strength' and 'Love your neighbour as yourself.' So, each day we live out these commandments through our values of love, hope, courage and perseverance. We learn to love ourselves, each other, our community and our world and learn to grow as active, healthy and engaged citizens. We inspire them to aim high and reach their full potential.

Love for ourselves

Love for each other

Love for The World

Objectives and aims

This policy is written to ensure everyone working in our schools clear about the ethos, principles, procedures and practice for pupils 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 pupils 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 accessibilityplan 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 pupils 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.

How Do Teachers Identify Pupils with SEND

See Flowchart for teachers

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

6.36 Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils 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 pupils.

The steps below outline the process that you as a teacher will follow to identify pupils 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. This will be stored on the school CPOMs system. Rebecca Wigham will be informed of concerns 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 pupil 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, Rebecca Wigham will be informed of the 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 s/he has SEN.

4. The class teacher will discuss the concerns informally with the parent 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 pupil 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 County Council's (NYCC) 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 pupils. These should seek to identify pupils 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 pupil 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 pupil 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 pupils who have been identified as having SEN on our SEN list. All teachers can access this list in order to see the records for the pupils they teach. This is password protected. 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 via TEAMs. It is the responsibility of the class/subject teacher to look regularly at the content for their pupils for any updates. Staff will be alerted to any new information via e-mail. All information such as SEN support plans, communications, reports, EHCPs, annual reviews etc. are available via TEAMs. This must be kept up to date in line with our policy. Teachers are required to upload any information and plans to
7. the correct pupil file within 5 working days of them being received or written.

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, NYCC has banding descriptors for each area of need.

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 NYCC 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:

1. **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.
2. **Plan.** This will be undertaken at least termly with the parents and CYP . The views of parents and pupils are of paramount importance. This will be recorded on the plan. The plan is written by the class teacher. supported by the SENCo if required. We use the SEN Support Plan template. The focus will be on how to overcome the barriers to learning identified in the assessment. An agreed date to review the plan with the parents will be made at this meeting. Teachers are advised to refer to our whole school provision maps 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 class 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 autumn plans will be written before the October half term holiday, the spring and summer plans will be written following parent meetings to review targets. The plans will be uploaded onto our server within 5 working days of the meeting and a copy given to the parent. The date of the next meeting will be put into the school diary. Do not agree to any evidence-based interventions being put into the plan without first consulting the SENCo to ensure availability of the person delivering it. The SENCo will monitor the quality and appropriateness of the plans.
3. **Do.** The class teacher remains responsible for the child. Where provision is provided by teaching assistants (TAs) or specialist teachers, the responsibility remains with the class teacher. TAs must supplement and not replace teachers. Teachers are still required to work with the child ito plan and assess the impact of any adjustments support or interventions. The SENCo will support the class 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.

4. **Review** The class 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 pupil'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.

Involving Specialists

If at any point the class teacher in consultation with the SENCo feel they need additional advice and support from an outside agency,
This would be undertaken by the SENCo, in consultation with parents and teachers when a pupil continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based interventions/adjustments. These interventions/support will be delivered by appropriately trained staff.

The class teacher will be asked to support the completion of the application. Class 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.

Transition

SEN support will include a plan for effective transition between phases of education. The child's file, including all provision maps and a record of all interventions will be forwarded to the new setting. This will be completed in a timely way so that the receiving establishment has all the relevant information they require. The SENCo will support the class teacher with any additional transfer records.

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.

Confidentiality

Staff may have access to personal data about pupils 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.

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.
- Pupils being more prone to peer group isolation than other pupils.
- The potential for pupils 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.

Accessibility Statutory Responsibilities.

The SEN and Disability ACT 2001 placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled students and to implement their plans. Schools are required to produce accessibility plans for the individual school an Las are under duty to prepare accessibility strategies covering the maintained schools in their area.

Our school's accessibility plans are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving physical environment of the school to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided.
- Improving the availability of accessible information to disabled pupils and their families.

Admissions

Applications to the school are made through the local authority admissions. If you are thinking of sending your child to one of the three Cornerstone Schools and would like more information you can contact admin at the individual school email address. Neither a child's ability, learning need or disability feature in the admission process unless the child has an Educational Health and Care Plan, and then the school has been named on the plan. If your child has special educational needs you may wish to contact Amy Crisp – School SENCo to discuss how school could meet your child's needs.

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 NYCC at the end of the summer term or early autumn term each year).

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) or National Professional Qualification for SENCOs (NPQSEN). 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 pupil 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 or the proprietor's policy for pupils 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.*

Role of the SEND Governor

Our SEND 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 pupils 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 Improvement Plan Day, 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 Body on their findings

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 has SEND is aware of their needs and have arrangements in place to meet them.

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 pupils 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 pupils with SEN receive appropriate support and high-quality teaching.

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

- *over seeing 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 pupil 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 pupils' needs effectively*
- *liaising with parents of pupils 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 pupil 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 pupils 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.

Our SENCo has a strategic and operational aspect to their role.

Operational	Strategic
Day to day systems	Knowing our school data and types of SEND and respond according with CPD for staff
Paperwork	Write and implement an action plan
Liaise with agencies	Monitor and review provision and impact
Liaise with parents and teachers	Budget – Value for money
Teaching assistants' deployment	Review processes and systems
Transitions	Line management of TAs
	Report to SLT/Governors

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 pupils with SEND at least termly via book scrutinies
- attendance at pupil progress meetings

- CYP questionnaires/discussions: after interventions, about support/provision in class and homework
- teacher/TA questionnaires/discussions
- effective deployment, preparedness and practice of TAs 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 pupils with SEND
- whole school provision map
- pupil 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 SEND Governor and report to our senior leadership team

Role of class teachers.

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

The role of the class teachers 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 pupils with SEND
- write effective SEND 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 on a daily basis
- keep abreast of SEND initiatives and CPD

Role of all support staff (including MSAs, ATAs)

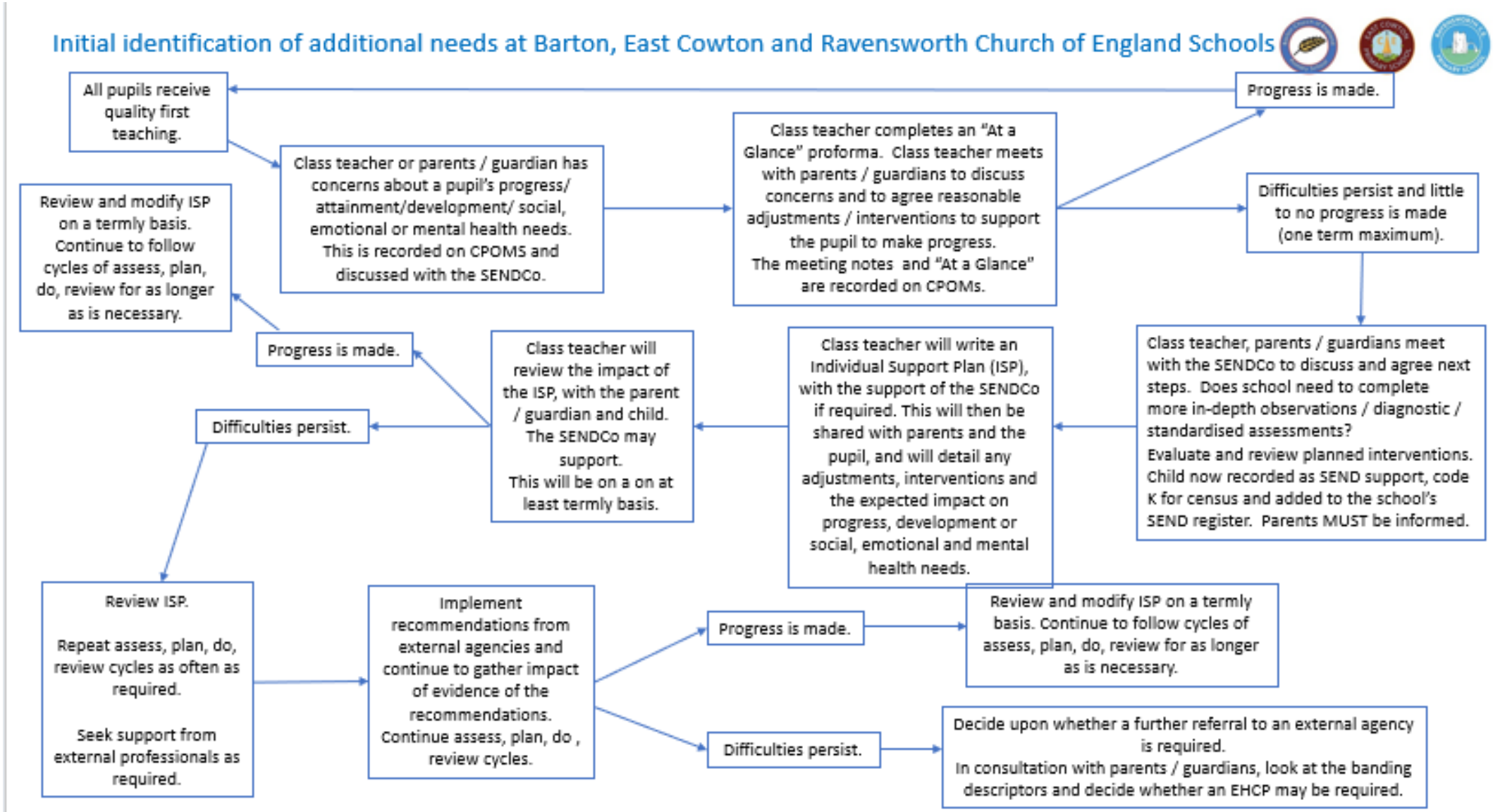
The role of the support staff is to:

- ensure CYP become independent, resilient learners
- promote self-esteem and social inclusion
- develop their knowledge of the curriculum

- work collaboratively with class teachers to overcome any barriers to learning
- report any observations about the CYP they are supporting to the class teacher
- contribute to reports for reviews of CYP with SEND
- attend CPD and keep abreast of initiatives
- follow the TA Standards (if appropriate)

Support staff will work closely as part of the teaching team and under the guidance of class teacher and SENCo. Support staff will be trained up within interventions they are supporting and will provide feedback to the teachers regarding the CYP's progress and observations made.

Initial identification of additional needs at Barton, East Cowton and Ravensworth Church of England Schools



Barton, East Cowton and Ravensworth Church of England Schools

KS1/KS2 AT-A-GLANCE PUPIL PROFILE

Guidance for identifying needs and determining Primary Need

Name: Year Group: Date:

Above expected attainment level													
Expected attainment level													
Below expected attainment level													
Subject /Area	Reading	Writing (recording ideas)	Spelling	Comprehension	Speaking & listening	Maths	Science	Fine Motor Skills	DT	art	PE / Gross Motor Skills	History	Music

STRENGTHS	**CONCERNS**	
	COGNITION & LEARNING	**COMMUNICATION & INTERACTION**
	SOCIAL, MENTAL & EMOTIONAL HEALTH	**SENSORY &/OR PHYSICAL**
ACTIONS		

Barton, East Cowton and Ravensworth Church of England Schools

KS1/KS2 AT-A-GLANCE PUPIL PROFILE

What kind of concerns do you have regarding the child? Attainment, progress, development or social needs.

Do parents share the same views?

What will we do in school? (What reasonable adjustments and use appropriate catch-up programmes have been implemented?)

Set a date for a follow up meeting to discuss progress/make next steps.

Important to note, the child is not on the SEND register at this point.

Barton, East Cowton and Ravensworth Church of England Schools

Early Years AT-A-GLANCE PUPIL PROFILE

Guidance for identifying needs and determining Primary Need

Name: Year Group: Date:

Above expected attainment level											
Expected attainment level											
Below expected attainment level											
Subject /Area	**Communication and Language**	**Physical**	**Personal, Social and Emotional**	**Reading**	**Writing**	**Numbers**	**Shape, Space and Measures**	**Understanding the World**	**Expressive Arts and design**	**Gross Motor Skills**	**Fine Motor Skills**

STRENGTHS	**CONCERNS**	
	COGNITION & LEARNING	**COMMUNICATION & INTERACTION**
	SOCIAL, MENTAL & EMOTIONAL HEALTH	**SENSORY &/OR PHYSICAL**
ACTIONS		

Barton, East Cowton and Ravensworth Church of England Schools

Early Years AT-A-GLANCE PUPIL PROFILE

What kind of concerns do you have regarding the child? Attainment, progress, development or social needs.

Do parents share the same views?

What will we do in school? (What reasonable adjustments and use appropriate catch-up programmes have been implemented?)

Set a date for a follow up meeting to discuss progress/make next steps.

Important to note, the child is not on the SEND register at this point.

Individual Support Plan

Details					
Name		**DOB**		**UPN**	
School	Ravensworth CE Primary School	**HT**	Mrs. Kirstie Petch	**SENCo**	Mrs. Rebecca Wigham

Additional Information					
Registered as school additional SEND support	✓	In receipt of free school meals		In receipt of pupil premium	
Looked after child (LAC)		Open or on-going TAC/CAF		EHCAR submitted to NYCC	
English as an additional language (EAL)		Traveller family – highly mobile		EHCP in place	
Military family – parent deployed in conflict zone		Alternative communication, e.g. BSL		Issued by:	

Supporting Agencies			
Role	Name	Organisation	Dates: from / to

What you need to know…	This is me
	Add photo

I am good at…	I find these things difficult…

What I want to achieve

Individual Support Plan
Pupil Profile

Primary Need	C & L	C & I	SEMH	SPM

Cognition & Learning	
Summary of Need	Long-term goals

Communication & Interaction	
Summary of Need	Long-term goals

Social, Emotional & Mental Health (SEMH)	
Summary of Need	Long-term goals

Sensory, Physical, Medical (SPM)	
Summary of Need	Long-term goals

Individual Support Plan
Cycle 1 Provision Review

Tracking point **1**	October 2027	Tracking point **2**	February 2027	Tracking point **3**	May 2027

Short-term targets	Achieved	Ongoing
1,		
Success looks like:		
2,		
Success looks like:		
3,		
Success looks like:		

Adjustments – accessing class-integrated learning *(include recommendations from specialist support)*		
Teaching	Resources	Environment
Explicit Instruction *Cognition and Metacognitive Strategies* *Scaffolding* *Flexible Grouping* *Using Technology*		

Interventions – targeted learning *(include recommendations from specialist support)*		
What	Frequency	Delivered by

Progress	
Pupil View	Review Comments. Why/why not was progress made? Impact of intervention?

Attendance	

Parental Feedback	
ISP reviewed on:	

Individual Support Plan
Cycle 2 Provision Review

Tracking point **1**	October 2027	Tracking point **2**	February 2027	Tracking point **3**	May 2027

Short-term targets	Achieved	Ongoing
1,	✓	
Success looks like:		
2,	✓	
Success looks like:		
3,		✓
Success looks like:		

Adjustments – accessing class-integrated learning		
Teaching	Resources	Environment
Explicit Instruction *Cognition and Metacognitive Strategies* *Scaffolding* *Flexible Grouping* *Using Technology*		

Interventions – targeted learning		
What	Frequency	Delivered by

Progress	
Pupil View	Review Comments. Why/why not was progress made? Impact of intervention?

Attendance	

Parental Feedback	
ISP reviewed on:	

Individual Support Plan
Summer Provision Review

Tracking point **1**	October 2027	Tracking point **2**	February 2027	Tracking point **3**	May 2027

Short-term targets	Achieved	Ongoing
1,		
Success looks like:		
2,		
Success looks like:		
3,		
Success looks like:		

Adjustments – accessing class-integrated learning		
Teaching	Resources	Environment
Explicit Instruction *Cognition and Metacognitive Strategies* *Scaffolding* *Flexible Grouping* *Using Technology*		

Interventions – targeted learning		
What	Frequency	Delivered by

Progress	
Pupil View	Review Comments. Why/why not was progress made? Impact of intervention?

Attendance	

Parental Feedback	
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