

Special Educational Needs and Disabilities (SEND) Policy and Information Report

Formally adopted by the Governing Board of:-	Drake Primary School
Chair of Governors:-	Holden Cook
Brought to Governors & adopted on:-	20.1.26



HALCYON

2

Contents

Statement of Intent Contact Details Legal Framework	<u>3</u>
Roles and Responsibilities	<u>4</u>
Identifying and Assessing Pupils with SEN	<u>5-6</u>
SEN Provision at Halcyon	<u>7-13</u>
Autism Specialist Resource Base	<u>14-15</u>
SEND Profile at Drake	<u>16 - 17</u>
Pupil and Family Voice	<u>18</u>
Expertise and Professional Development	<u>19 - 20</u>
Norfolk's Local Offer	<u>21</u>
SEN Funding	<u>22</u>
Transitions for Pupils with SEND	<u>23</u>
Facilities	<u>24</u>
Signposting and Complaints	<u>25</u>
Halcyon SEND Toolkit	<u>26-30</u>

Statement of Intent

At Drake primary school, we are proud to provide learning for all children who attend our setting, including children with Special Educational Needs and Disabilities (SEND).

We want all children to meet their full potential by receiving high quality, adaptive teaching and individualised provision.

Legal Framework

This report has due regard to legislation including, but not limited to, the following:

- The Children and Families Act 2014
- The Equality Act 2010
- The Special Educational Needs and Disability Regulations 2014

This report has due regard to the following guidance:

- DfE (2015) 'Special educational needs and disability code of practice: 0-25 years'

This report has due regard to the following school policies:

- Supporting Pupils with Medical Conditions
- Administering Medicine Policy
- Intimate Care Policy
- Safeguarding Policy
- Equality and Diversity Policy
- Disability Arrangements
- Accessibility plan
- Relationships Policy
- Anti-bullying Policy
- Complaints Policy

This SEND policy is reviewed annually in line with statutory requirements.

Roles and Responsibilities

The Governing Body

Our named Governor for SEND is Tamsin Robertson.

The Governing body will determine the setting's policy and general approach to the provision for children with special educational needs, maintaining a general oversight of the setting's work.

Head Teacher

Our Executive Head Teacher is Louise Clements McLeod.

The Head of School for Drake Primary School is Victoria Langley.

The Head of School has the responsibility for the day to day management of all aspects of the setting, including the provision for children with special educational needs and disability. The Head of School, with support from the SENDCo, will keep the governing body fully informed. The Head Teacher will work with the SENDCo and staff to ensure that the policy is put into practice.

SENDCo

Our SENDCo for Drake Primary School is Hannah Bridge.

The Assistant SENDCo at Drake Primary School is Marianne Starling

They have responsibility for all pupils with Special Education Needs. They provide professional guidance to colleagues and work closely with staff, parents and other relevant professionals.

Class Teacher

Teachers are responsible and accountable for the progress and development of all pupils in their class, including those with Special Educational Needs. Teachers are responsible for delivering high quality, adaptive teaching and, with the support of the SENDCO, ensuring that the provision and outcomes identified for pupils are fulfilled. For more information, please see [SEN Provision at Halcyon](#).

Identifying and Assessing Pupils with SEN

5

According to the SEND Code of Practice, a child or young person is classified as having SEN if they have:

“A significantly greater difficulty in learning than the majority of others of the same age”.

Pupils who are having difficulty in learning are identified primarily through observations from their class teacher and wider professionals working within the school. They may also be identified through attainment and progress tracking, attendance data and additional monitoring by the Pastoral Team.

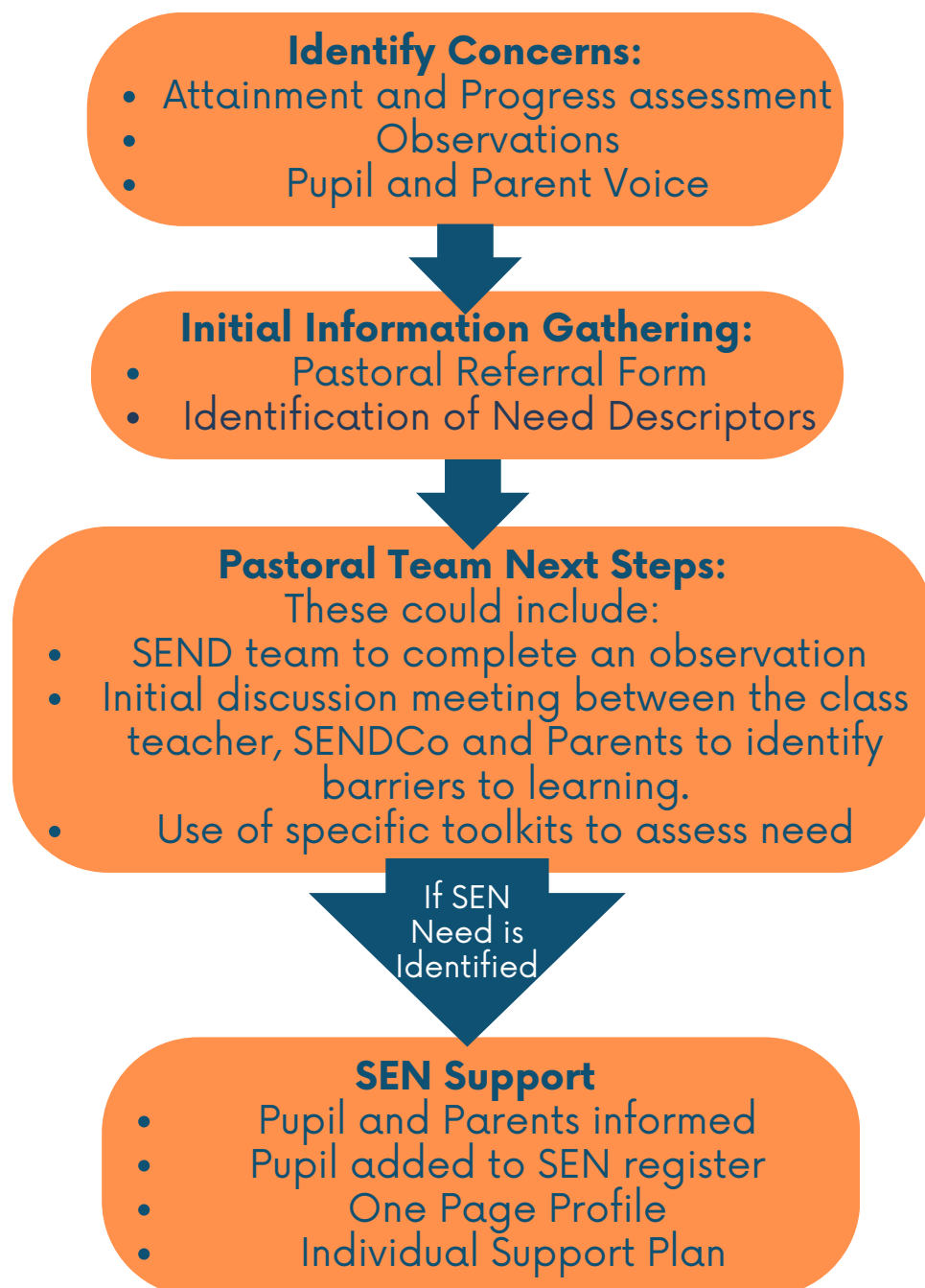
Once difficulties have been identified and shared with the child’s class teacher, a process called The Graduated Approach begins which can be explained as the ‘Assess, Plan, Do, Review’ cycle.



Identification of SEN Flowchart

This flowchart demonstrates the process for initial identification of SEN at Drake.

Once a SEN need has been identified, the pupil will be added to our SEN/D register. The pupil and their parents are informed, and co-create a One Page Profile and Individual Support Plan to share their thoughts, experiences, wishes and provision.



SEN Provision at Halcyon

7

Areas of Need

The support offered to children will depend on their area(s) of need and individual learning styles. The SEND Code of Practice categorises need into four broad areas as shown below. Within Norfolk, schools use a framework called 'Identification of Needs Descriptors in Educational Settings (INDES)' to break down the broad areas of SEND into seven specific sections. The INDES framework generates precise statements to describe need and generates a score for each specific area of SEND to create an "at-a-glance" profile.

Code of Practice Broad Area of Need	Norfolk County Council INDES	Definition
Cognition and Learning	Learning and Cognition (including behaviour for learning)	Support may be required when children learn at a varied pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs including specific difficulties with one area of learning as well as moderate to severe difficulties, where children are likely to need support in all areas.
Communication and Interaction	Social communication and interaction Speech and Language	Children with Speech, Language and Communication Needs have difficulty communicating with others. This may be because they have challenges expressing themselves, understanding what is being said to them or they have differences in their social interactions.
Social, Emotional and Mental Health	Social, emotional and mental health	Children may experience a wide range of social and emotional difficulties which present in different ways. These include becoming withdrawn, isolated and displaying dysregulated or distressed behaviour. Behaviours could reflect an underlying mental health difficulties such as anxiety or depression, self-harming, or physical symptoms that are medically unexplained.
Sensory and/or Physical	Physical disability (including physical and neurological impairment, medical, independence and sensory) Deafness Visual Impairment	Some children require special educational support because they have a disability which prevents them or hinders them from making use of the facilities generally provided. These can be age related and fluctuate over time.

SEN Provision at Halcyon

8



Layers of provision

After we have identified a child's individual profile of need, we determine the provision needed for them to thrive. Provisions can be grouped into universal, targeted and specialist, as shown in the diagram below.



As a result of our Universal offer, some children with specific special educational needs, such as dyslexia or autism, may not need targeted or specialist provision. Only children receiving provision additional to or different from universal provision will be named on our SEND register and receive an Individual Support Plan.

Reasonable Adjustments- Pupils with Special Educational Needs and Disabilities (SEND) may require reasonable adjustments to ensure equitable access to learning and school life. At Drake Primary School, some children will benefit from adaptations made within our universal provision, including the use of supportive equipment such as ear defenders, sensory resources, fidget tools, and flexible seating or sitting arrangements. Staff follow the school's individual guidance document on the identification and implementation of reasonable adjustments to ensure these adaptations are appropriate, consistent, and responsive to each child's needs.

Identifying Pupils with Medical Need

Medical or physical impairments and disabilities are identified when a child enters our school roll or through notification by their parents and healthcare professionals. They are invited to attend a meeting to create an Individual Healthcare Plan (IHCP). Medical professionals are invited if necessary and IHCPs are updated annually.

For further information, please see our Administering Medicine Policy.

Education Health and Care Plan (EHCP)

What is an EHCP?

An Education Health and Care Plan (EHCP) is a legal document written by the local authority. It is aimed at children and young people with high support needs in Education, Health and / or Social Care that cannot be solely met through SEN support in school.

Does my child need an EHCP?

If a pupil is receiving specialist support in school, they may require an EHCP. Parents and pupils will meet with the SENDCo to discuss next steps including an application of an EHCP needs assessment.

We strive to communicate with pupils and parents at all stages of a pupils' SEN journey in school and so an EHCP application should not be sudden or surprise decision.

When completing an application, the school need to evidence that we are unable to meet your child's needs and have sought specialist advice from outside agencies.

How to complete an EHCP application

The first step is to contact the SENDCo directly to discuss the support in place, your child's progress and our schools planned next steps. In most cases, an EHCP application will be made through the school.

In the unusual circumstance where the school does not apply, parents can make a request for an EHCP assessment directly to the authority. Please let our school know if you decide to make a parental request as we will be contacted by the local authority to provide information.

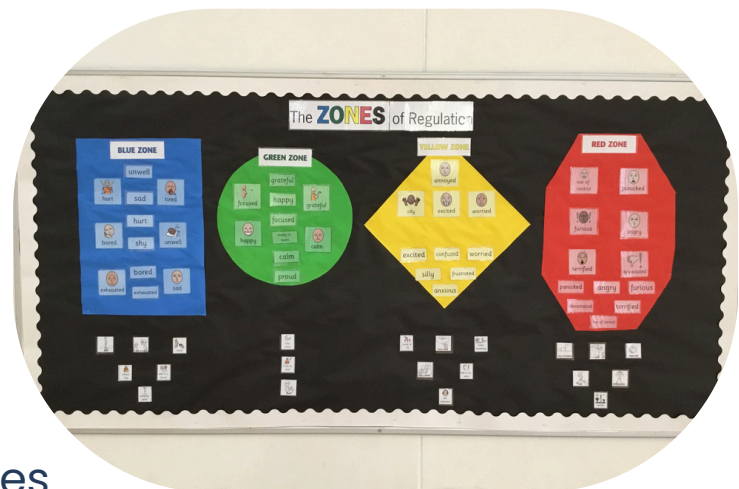
More information on this by Norfolk County Council can be found [here](#).

Provision Expected at SEN Support (PEaSS)

Drake Primary School follows Norfolk County Council's Provision Expected at SEN Support (PEaSS) guidance. This framework outlines the core provision that all

mainstream schools in Norfolk are expected to offer for pupils with SEND as part of high-quality, adaptive teaching. Our universal, targeted and specialist provision is aligned with PEaSS to ensure that pupils receive appropriate support at SEN Support before any consideration of an Education, Health and Care Plan (EHCP). PEaSS also guides our use of the graduated approach and helps us ensure that provision is consistent, evidence-based and responsive to individual needs.

- Adapted curriculum, delivery, outcome and resources
- Writing frames
- Vocabulary boards
- Chunking information
- Interactive displays and working walls
- Seating arrangements
- Multisensory learning
- Attention and listening support
- Brain breaks
- The daily mile
- Relationships Policy
- Visual rules on display
- Embedded routines and high expectations for all
- The PACE Approach
- Forest School
- Mindfulness
- PSHE curriculum
- Norfolk Step On
- Boxall Profile
- The Zones of Regulation
- Regulation spaces
- Circle time
- Trauma-informed approaches
- Whole class visual timetable
- Emotional wellbeing check-in's
- Social stories for events and outings
- Read, Write Inc
- Communication rich environments
- WellComm assessments
- Use of a range of visual supports
- Fine and gross motor activities
- Physical Education curriculum
- The daily mile
- Brain breaks



- Lego Therapy
- Precision Teaching
- Key adult support
- Small group work
- Sensory Circuits
- ELSA
- Drawing and talking
- Pre-teaching
- Handwriting intervention
- Fast track phonics
- Use of technology e.g. Clicker
- Specialised reading books
- Screening tools
- Access arrangements for assessment
- Blank level questioning
- Colour semantics
- Social skills group
- Personalised social stories
- Playground monitoring
- Zones of Regulation individual support
- Increased use of specialist IT/ Access to technology
- Speech and language intervention (LSA)
- Pre-teaching vocabulary
- Nurture Forest School
- Pastoral Support Plan
- Boxall small group
- Art therapy
- Small group motor interventions
- Individual Health Care Plan
- Intimate care plan
- Specific co-ordination support
- Support for transitions between environments



- Attention Autism
- Friendship Terrace
- Individual support in teaching
- Specialist equipment e.g. high tech AAC
- Play therapy
- Individual support for target progress
- Provision of specialist technological equipment
- Individualised/ bespoke timetable
- Individualised learning environment
- Speech and Language therapy (SaLT)
- Communication boards
- Mental health trained LSA
- External agency mental health support
- Zones Profile (IRMP)
- Norfolk Step Up
- Homunculi Approach
- Individualised physical or sensory support
- Specialist equipment e.g. braille-translation software
- External Occupational or Physiotherapy
- Virtual school or sensory external support
- Higher level specific access arrangements



Autism Specialist Resource Base (SRB)



Our SRB is a 16 place provision for pupils from Reception to Year 6, with a primary need of social communication differences, including autism.

We have two classrooms, namely:

Thunberg Class (EYFS/KS1), named after Greta Thunberg, an autistic climate justice activist known for challenging world leaders to take action to improve our environment

Arday Class (KS2), named after Professor Jason Arday, a sociologist, writer and fundraiser who was diagnosed with autism at three years old, pre-verbal until the age of eleven and is now the youngest black professor at the University of Cambridge.

Our Values



INCLUSION



INDIVIDUALITY



COLLABORATION



ADVOCACY



Georgia Jones is the Specialist Resource Base Lead. She has significant experience working in SEND, teaching and leading in mainstream, but primarily complex and special educational needs schools.

All SRB staff have experience, are trained in or are actively engaged in continuous professional development related to working with autistic pupils. All staff have completed the Autism Education Trust Good Autism Practise training.



<https://www.drake.norfolk.sch.uk/page/?title=Autism+Specialist+Resource+Base+%28SRB%29&pid=101>

Autism Specialist Resource Base (SRB)



We embed our values through the three key areas of:

Relationships

Trusting relationships are fundamental to enabling children to thrive. It is through relationships, that children learn to feel safe, supported and valued. Our relational approach takes into consideration the unique strengths, needs and interests of all, using children's interests as the basis for building relationships and connecting with others.

Regulation

Regulation is a key component for children to be able to learn, we know that children cannot learn unless they are regulated. We explicitly teach emotional regulation skills and support pupils to understand their sensory needs so that they feel safe and ready to learn throughout the school day.

Communication

We acknowledge that all children should have a voice and be able to communicate effectively for their needs to be met. A total communication approach is used across school including the use of visuals, sign, pictures, objects and AAC.

What is an Autism Specialist Resource Base?

- A specialist provision within a mainstream setting.
- Pupils will have a primary need of social communication differences, including autism.
- A full time placement, where children will move to the school.
- Admissions occur through a formal panel process held by the local authority, pupil's cannot be placed in the SRB without the panel process or because they already attend the main school.
- Children will have both an SRB class and a year group class, with a teacher in each.
- Pupils should be able to access the National Curriculum for some of the time with their year group peers.
- Provides a higher adult to pupil ratio for some of the school day, this depends on the individual pupil's needs
- Provides a range of specialist approaches and interventions to reduce a pupil's barriers to learning.

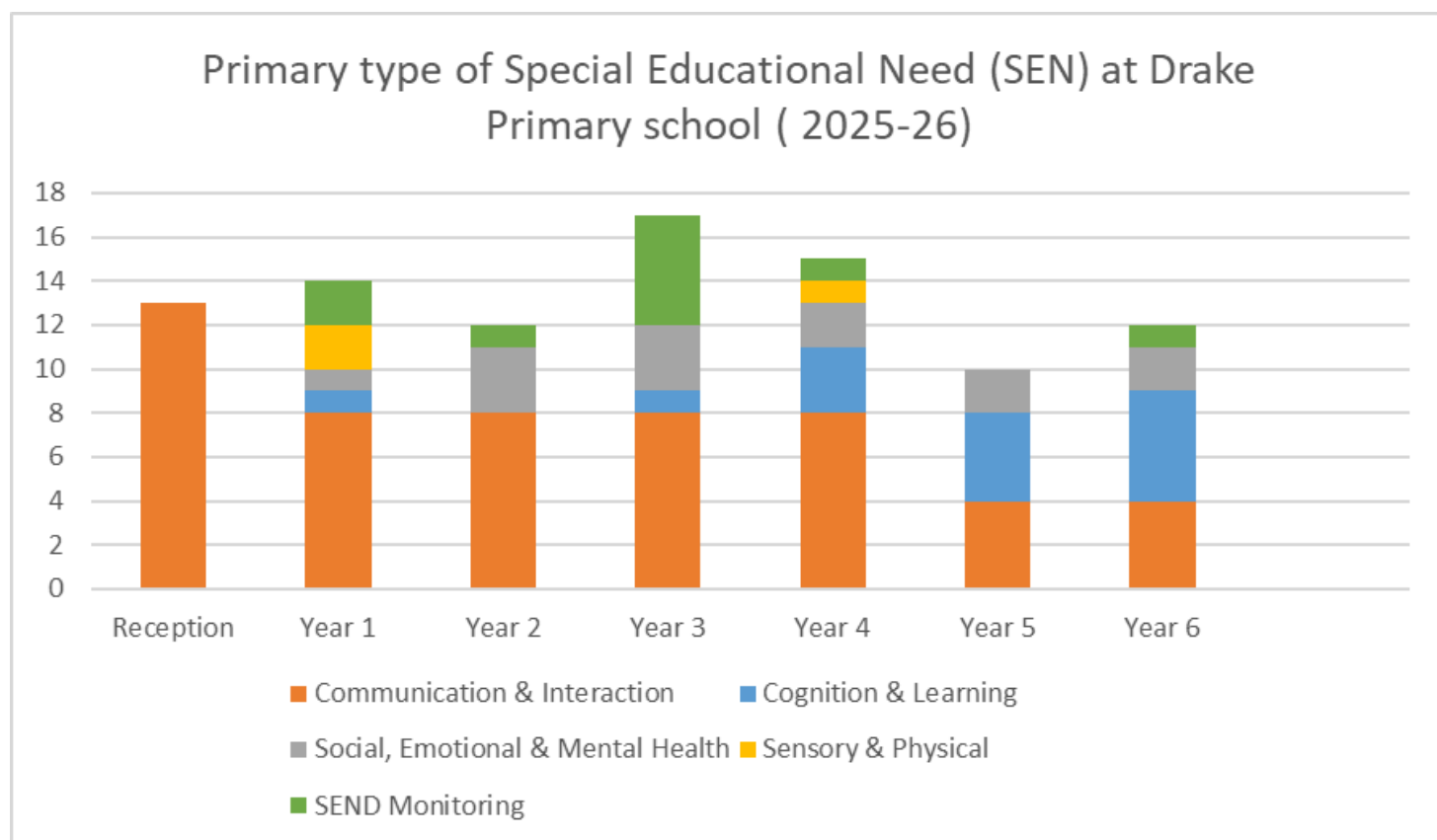
SEND Profile at Drake Primary School

This academic year, 22.8% of our pupils receive extra support in their learning due to Special Educational Needs. This is due to an increase in pupils accessing specialist support from a Speech and Language Therapist as well as an increase in pupils seeking community referrals for neurodiversity referrals due to different presentation of need at home and school environments. However, successful, effective early intervention and clearer identification systems have contributed to stability in pupils at SEND Support at Drake Primary School.

SEND Register	Drake Primary School	Norfolk Primary Overall	National Primary Overall
Total Pupils with SEND	22.8%	20%	19.5%
Total Pupils with EHCP	8%	6.6%	5.3%
Total Pupils at SEND Support	14.8%	14.5%	14.2%

The data above shows that we have a higher percentage of children with EHCPs compared to Norfolk and National averages, where our figures for children working at SEND support are more in line with National figures. This shows a significant shift in statistics from the year 2024-25, where we have strengthened our universal offer so that more children are supported without targeted provision. We continue to prioritise identification of need so that appropriate and necessary EHCP referrals can be actioned.

Primary Type of Special Educational Need



Commentary:

- The chart above is based on each pupil's primary need (main area of support) but it is important to note that some pupils may have secondary needs not recorded here. 2% of pupils are undergoing monitoring and initial cycles of Assess, Plan, Do and Review. For these pupils, further assessments, observations and monitoring are in place to be able to determine SEND and a primary area of need that is the main barrier to their learning.
- These figures show that SEN/D is relatively evenly distributed across all year groups. Years 1, 3 and Year 4 currently have the highest levels of SEN.
- The year groups receiving the highest proportion of support for SEN are Reception, Year 2 and Year 6. This reflects the needs of individual children and is allowing us to collaborate with external specialists or process referrals.
- The biggest area of need is Communication and Interaction which includes children with speech and language difficulties as well as specific interaction diagnosis such as Autism. This matches our highest expenditure of training and links to our work across school with our Autism Specialist Resource Base. This also matches national statistics for SEND.

Pupil and Family Voice

18

Pupils with SEN and their families are at the heart of SEN practice at Halcyon. We consult with pupils and parents through every step of the Assess, Plan, Do, Review cycles in addition to termly meetings between parents and class teachers. We encourage children with SEN and any parents to talk to us directly if they have a concern so that we can work together to find a solution and support every child.

Pupil Voice

All pupils are supported to participate, understand and give views on our school SEN practice. This happens through:

- EHCP Annual Review child voice collection
- School councils and ambassadors
- Collecting wishes and feelings
- School clubs and events
- Pupil voice questionnaires



Our children are provided with a total communication approach in order to share their pupil voice in a way that works for them. This includes, but is not limited to verbal communication, visual supports, communication boards and signs.

Parents as Partners

If your child is on the SEN register, we will communicate with you about your child's needs and progress at least three times a year. If there are any changes or concerns regarding your child's learning or development, we will contact you for a further collaborative conversation.

We communicate with parents and invite them to share their voice through the following:

- Annual Review meetings
- Parent evenings
- One Page Profile meetings
- Parents as Partners cafe's
- SEND meetings
- Pupil Support Plan meetings
- Parent questionnaires
- Home-school communication books
- Online communication systems such as Parent Hub or Tapestry.





Halcyon Staff

The school SENDCo, Hannah Bridge, is a qualified Teacher with a National Award for SEN Coordination. She has significant experience and training in supporting children with additional needs in a mainstream setting. Miss Bridge works within the school Pastoral and Senior Leadership Teams.

All staff at Drake Primary School receive formal and informal SEND training throughout the school year.

Accredited training courses are also attended by specific members of staff in order to ensure that best practice is shared across the school. We have a wide selection of resources and training available to support the children. This includes but is not limited to:

- Emotional Literacy Support Assistants
- Zones of Regulation
- Lego Therapy
- Forest Schools
- Drawing and Talking Therapy
- Boxall Profiling
- Mental health champion
- Precision teaching
- The PACE approach
- Norfolk Steps
- Trauma and attachment
- WellComm Speech and Language Assessment
- Communication Champion support for Speech and Language difficulties
- A range of specific medical training as dictated by Individual Healthcare Plans.



Expertise and Professional Development

20

External Specialists

We work closely with a range of external professionals to seek advice or provide interventions for pupils with SEN and support their families.

Employed by Halcyon

Play Therapists

Speech and Language Therapists (Communicate)

External Referrals

Speech and Language Therapist (NHS)

Educational Psychologists

Virtual School Sensory Support

Occupational Therapists

Neuro-Diversity Assessment Teams

Norfolk Inclusion Team

SEND Local Offer

21

Each county council has a Local Offer. This is published information all in one place, describing the provision or expected provision in an area for children with SEN and their families.

- SEND = Special Educational Needs
- Local = In Norfolk
- Offer = What is available



Further information on Norfolk's Local Offer and parental guides can be found [here](https://www.norfolk.gov.uk/SEND).

<https://www.norfolk.gov.uk/SEND>

SEND Funding

Specific funding, known as Element 2 and High Needs funding, for pupils with SEN allows us to provide most of the facilities, equipment, resources and expertise needed to support our pupils. For a detailed explanation on how school's secure SEN funding and a further link to Drake's funding allocation, please visit Norfolk County Council's website [here](#).

Drake Primary School SEN Funding Allocations

For the academic school year 2025-26, Our SEN funding that is updated and outlined through the graduated provision map provided by Norfolk county council has provided;

- Specialist and additional support for children with high SEN needs.
- SEND-specific training and CPD led by external agencies and professionals including; Attention autism, Colourful semantics and Trauma-informed practice.
- Provision mapping software to track and monitor the impact of interventions and SEND provision.
- Specialist and bespoke interventions run by full qualified professionals such as; Access to Music and Nurture forest schools sessions.

We continue to review and update our graduated provision mapper to reflect the needs of our pupils and the support in place across the school at universal, targeted and specialist levels.

Transitions for Pupils with SEND

Admission Arrangements

All admissions to the school are in line with [Norfolk County Council's Admission Policies](#). There is no differentiation made between pupils with, or without, special educational needs.

Joining Drake primary school

Pupils with SEND may require specific arrangements when transferring between phases of education or schools. We welcome all new pupils joining our school and invite them to participate in a site tour. Pupils and parents are invited to share information about themselves and will be given opportunities to meet their new class teacher and other key adults. For pupils with SEN, we will work with families and external professionals to include additional transition plans.



Leaving Drake Primary school

For those children in Year 6 transitioning to a secondary school, we have a full program of transition with our feeder Secondary schools. We work with the secondary schools to provide additional support for children who could be vulnerable or particularly anxious during the period of transition. This may include additional visits to the schools in order to meet key members of staff and an additional opportunity to get to know the school buildings. These opportunities are provided based on the needs of individual children. For children with SEN transitioning to another mainstream primary school or special education setting, we work closely with the new staff team to ensure that relevant information, plans and documentation are shared. The school SENDCo's will meet to create a plan for transition and additional support put in place. This may include supported visits to the new setting or key members of staff from the new school attending sessions at the child's current school in order to get to know the child. Pupils with SEN and their families are fully included in this process and will be communicated with throughout, including through the use of social stories.

Drake Primary school is situated on the Fairfields estate in Thetford. In 2016, the school building undertook significant renovation to increase our pupil capacity and ensure that our school site met the needs of every child on our roll.

As a result, our building is a single-story, disability friendly, spacious and inviting site. In addition to 14 classrooms, we benefit from specific intervention rooms, a forest school area and an ASD Specialist Resource Base. Accessible toilets are available throughout the building.

As of September 2022, we began further building work to construct a new Reception block and refit our Autism Specialist Resource Base. This has created increased access to the outdoor area for Reception children and improved resourcing and provision for children who need specialist support to access mainstream learning. Additionally, all children will benefit from increased area for play and forest school. For more information about how our school increases access to education for children with disabilities, please see our Accessibility Plan.



Signposting

25

For free confidential and impartial information, advice and support, contact [Norfolk SEND Partnership](#) or [Norfolk's SEND & Inclusion Support Line](#) on:

Norfolk SEND Partnership -
01603 704040

Email - sendpartnership.iass@norfolk.gov.uk

Website - <https://www.norfolksendiass.org.uk/>



Norfolk SEND & Inclusion Support Line
0333 313 7165

Website - <https://www.norfolk.gov.uk/article/69603/SEND-and-inclusion-support-line>



Complaints

If you are not happy with the provision made available for your child, please contact your child's class teacher or discuss your concerns with the school SENDCo. They can be contacted through the school office - office@drake.norfolk.sch.uk

For further information on how to make a formal complaint, please see our [Complaints Policy](#).

Halcyon SEND Toolkit

Pastoral Referral Form

One Page Profile

Individual Support Plan

**Zones Profile (Risk Management
Plan)**

Pastoral Referral Form

Child's Name:	
Referrer's Name:	
Date Submitted:	

Identification of Needs Descriptors in Educational Settings

Check those statements that apply to the individual.

Social Communication and Interaction						
1	2	3	4	5	6	7
<ul style="list-style-type: none"> development is not in-line with the typically developing child or young person 	<ul style="list-style-type: none"> may have difficulty in initiating social interactions may appear to have a decreased interest in social interactions social approaches may be atypical and unsuccessful is interested in CYPs of their age and wants to have friends but may need help with this may show an inflexibility of behaviour which causes interference with functioning may have difficulty switching between activities – may have problems of organisation and planning which hamper independence mostly is unable to work on same tasks as others the same age that do not have additional needs is unable to learn in the whole class group may need planned strategies to support with transitions and flexibility is unable to manage their level of mild anxiety with minor adaptations 	<p>As well as point 2, the CYP:</p> <ul style="list-style-type: none"> shows a deficit in verbal and non-verbal social communication skills shows a limited interest in interactions with CYP of their own age 	<ul style="list-style-type: none"> has difficulties with social skills even when support is in place displays distress and difficulty when changing focus or moving from one activity to another restricted/repetitive behaviours are frequent enough to be obvious to all and interfere with functioning in a variety of contexts is unable to interpret social cues interprets speech literally and shows rigidity and inflexibility of thought processes participates in solitary play which is unusually focused on a special interest presents with moderate hypo/hyperactivity to sensory input and moderately unusual interests in sensory aspects of the environment 	<ul style="list-style-type: none"> is, for parts of the school day, considerably motivated to follow own (possibly sensory) agenda, which for some of the time distracts them from the adult-led agenda shows significant difficulties in social motivation, which very often prevent the CYP from engaging with most or all social activities shows high levels of anxiety to a degree that may have a negative impact on school engagement may be pre-verbal or have very limited communication skills that require an augmented communication system presents with high levels of hypo/hyperactivity to sensory input and highly unusual interests in sensory aspects of the environment 	<ul style="list-style-type: none"> has limited interaction and/or with narrowed special interests communication is very often just to meet their needs shows high levels of anxiety to a degree that may have a negative impact on school engagement and/or attendance has significant difficulties with communication, this may include those who are pre-verbal or show very limited communication skills that require an augmented communication system has impaired social development, rigidity of behaviour and thought enduring, consistently impeding their learning and leading to severe difficulties in functioning in the vast majority of contexts within school and home significant difficulties persisting for the CYP as a result of their inflexibility and/or intrusive obsessional thoughts 	<ul style="list-style-type: none"> The child or young person (CYP): rarely begins social interaction, and when he or she does, makes atypical approaches, to meet needs only, and responds only to very direct approaches shows great distress in changing focus or activity or refuses presents restricted, repetitive behaviours that markedly interfere with their functioning in all spheres, affecting daily life has extreme difficulties in social motivation, which prevent the pupil or young person from engaging in social activities shows extremely high levels of anxiety to a degree that has a negative impact upon their wellbeing and ability to engage in all contexts

Learning and Cognition (including Behaviour for Learning)						
1	2	3	4	5	6	7
<ul style="list-style-type: none"> learning and development not in line with the typically developing CYP 	<ul style="list-style-type: none"> is working below age-related expectations in one or more subject or skill shows inhibited progress in some areas may have difficulty attending to, starting or completing tasks may hinder the learning of others may lack motivation in particular subjects due to content or skills such as writing does not tend to have successes in other areas 	<ul style="list-style-type: none"> is attaining at a level below age-related expectations in most subjects or skills shows inhibited progress in most areas at times has difficulty attending to, starting or completing tasks at times has difficulty in keeping their attention on one thing at times hinders the learning of others at times has poor organisational skills in some situations at times lacks motivation in particular subjects due to content or skills such as writing mostly has successes in other areas 	<ul style="list-style-type: none"> is attaining at a level significantly below age-related expectations in most subjects or skills shows an increasing gap between them and their peers' progress will regularly give up easily regularly appears anxious about new tasks, situations or change is regularly easily distracted and/or distract others is regularly inattentive to staff has poor organisational skills in most areas struggles with group learning work Neurological factors may have an impact on learning and functioning 	<ul style="list-style-type: none"> is attaining at a level significantly below age-related expectations in nearly all subjects or skills shows a significant gap between them and their peers' progress will mostly give up easily mostly appears anxious about new tasks, situations or change is mostly easily distracted and/or distract others is mostly inattentive to staff mostly has poor organisational skills in most areas mostly struggles with group learning work Neurological factors linked to specific physical impairments may also frequently impact on many areas of independent learning 	<ul style="list-style-type: none"> is attaining at a level significantly below age-related expectations in all subjects or skills and they will require a high level of support in all aspects of their life shows limited progress in all areas always give up easily always appears anxious about new tasks, situations or change is always easily distracted and/or distract others is always inattentive to staff always has poor organisational skills in most areas always struggles with group learning work Neurological factors associated with some impairments likely to have a severe impact on learning and functioning 	<ul style="list-style-type: none"> The child or young person (CYP): Shows their ability to access learning is severely challenged due to a significant learning difficulty is assisted and prompted in every aspect of school life Neurological factors associated with some impairments have a severe impact on learning

Pastoral Recommendations:	Date Actioned:
<input type="checkbox"/> Quality-First Teaching: <input type="checkbox"/> Intervention: <input type="checkbox"/> Provision: <input type="checkbox"/> External Referral: <input type="checkbox"/> Observation: <input type="checkbox"/> Other:	

One Page Profile

<p>What people like and admire about me:</p> <p><i>"child voice"</i></p> <ul style="list-style-type: none"> • professional voice • parent voice 	<p>My strengths and talents:</p>	<p>What is important to me:</p>
<p>How I communicate:</p>	<p>Child's Name Class/Year Group</p> <div data-bbox="655 1111 922 1339" style="border: 1px solid black; border-radius: 15px; width: 150px; height: 100px; margin: 0 auto;"></div> <p>My key documents:</p> <ul style="list-style-type: none"> • 	<p>My sensory profile:</p>
<p>My functional skills/self-reliance:</p>		<p>How I can support myself:</p>
<p>What I find challenging:</p>	<p>How you can support me:</p>	

Individual Support Plan

Child's Name Individual Support Plan Primary Area of Need or Diagnosis

INDEs	
Area of Need	Score
Physical Disability, Physical and Neurological Impairment, Medical, Independence and Sensory	
Hearing Impaired	
Visual Impaired	
Speech and Language	
Social Communication and Interaction	
Social, Emotional and Mental Health	
Learning and Cognition Difficulties	

Current Attainment	
Writing	
Reading	Reading Age:
Maths	

How I Am Supported	
Key Documents: <i>(Include <u>boxall</u> if appropriate)</i>	Groups:

Provision
Above that of the Teaching and Learning Policy and School Non-Negotiables

Autumn Term	
Target <i>(Include Area of Need category from EHCP if applicable)</i>	Outcome (met/ not met)
1.	
2.	
3.	

Zones Profile (IRMP)

's Zones of Regulation Profile

DOB:

Date:

Reviewed on:

What happens?	Why?	What helps?
•	•	
•	•	
•	•	

What keeps me here?

-

What do I like to do?

-

Reconnecting (as I am regulating):

-

Restoring (when I am regulated):

-

Signature of Plan Co-ordinator.....

Signature of Parent / Carer.....

Signature of Young Person.....