St Edmundsbury and Ipswich
Diocesan Multi Academy Trust

St Mary's Church of England Primary School

Policy for Special Educational Needs and Disabilities (SEND)

Adopted: June 2024 Review date: Summer 2025

Introduction and Context
Our approach to supporting pupils with SEND is informed by and is threaded through the school's Christian vision.

"Love one another. As I have loved you, so you must love one another." John 3:34

Unconditional love underpins all we do at St Mary's Church of England Primary School. We value and embrace the individuality of every child as they discover, learn and flourish in a place of security and love.

L*ove – We show love and care for everyone.*

O*pportunity – Our inclusive love ensures that all children have opportunities to live life to the full.*

V*alues – Our Christian values give children the character and strength to live well and make a difference.*

E*xcellence –Through our inclusive, loving care, all children flourish.*

At St Mary's C of E Primary School, our core purpose is to promote the best interests of the child, working in partnership with parents and other professional services. St Mary's is a compassionate, Christian school and we seek to model the school's Christian values through providing appropriate, effective support for individual children and the whole school community.

Our School aims:

- To live by our Christian values;
- To show positive attitudes to other people, ourselves, the school environment, the wider environment and the community;
- To make sure our school is welcoming and well cared for;
- To ensure we all see and experience a stimulating and challenging environment;
- To make sure children are praised for their achievements and encouraged to do their best;
- To ensure that resources are well managed, well cared for and accessible to children and staff;
- To achieve the highest possible standards in relation to age and ability;
- To provide well planned work, with lessons which have a clear sense of purpose and are well structured;
- To ensure that everyone reflects on their practice with the aim of improvement;

Definitions of Special Educational Needs and Disabilities (SEND)

If a child has a special educational need or disability it means that:

- *They have significantly greater difficulty in learning than the majority of others of the same age or*
- *They have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in a mainstream school.*

Identifying Special Educational Needs and Disabilities

There are four broad areas of need identified in the SEND Code of Practice (Jan 2015):

1. **Communication and Interaction**
   A delay or disorder in generating, understanding and/ or interacting using speech or language including:
   Speech, Language and Communication Needs (SLCN)
   Autistic Spectrum Disorder (ASD)
2. **Cognition and Learning**
   Difficulty with the skills needed for effective learning. Learning difficulties covers a wide range of needs including:
   Specific Learning Difficulty (SpLD) conditions such as dyslexia, dyscalculia, dyspraxia.
   Moderate Learning Difficulty (MLD)
   Severe Learning Difficulty (SLD)
   Profound and Multiple Learning Difficulties (PMLD)
3. **Social, Emotional and Mental Health Difficulties**
   Difficulties with social or emotional development may be temporary or long-term. A variety of behaviours displayed may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. This also includes medically identified needs including:
   Attention Deficit Disorder (ADD)
   Attention Deficit Hyperactive Disorder (ADHD)
   Attachment Disorder
4. **Sensory and/ or Physical Needs**

A medical or physical disability which prevents or hinders access to educational facilities generally provided. These difficulties can be age related and may fluctuate overtime including:

Vision Impairment (VI)
Hearing Impairment (HI)
Multi-Sensory Impairment (MSI)
Physical Disability (PD)

Whilst these four areas broadly identify the primary need of a child, there are many factors which may impact on progress and attainment, but which are not SEND. These include:

*Attendance and punctuality
*English as an additional language (EAL)
*Being in receipt of Pupil Premium grant
*Health and welfare
*Being a child in care (CIC)
*Being more able, gifted and talented

Aims and Objectives

We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum. This is achieved through:

- All children being valued regardless of their abilities.
- To work in partnership with children and their families at every stage of the SEND process.
- To ensure that the learning capabilities of children are assessed and understood so that special educational needs and disabilities can be identified at an early stage.
- An appropriate and differentiated curriculum to be in place and delivered through **Quality First Teaching** allowing the needs of all children to be met through reasonable adjustments. To enable all children to have full access to all elements of the school curriculum.
- To create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND.
- To make clear the expectations of all partners in the process.
- To identify the roles and responsibilities of staff in providing for children's special educational needs, ensuring a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in co-operation and productive partnership with outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

Success Criteria

a) Children with SEND will be identified as early as possible
b) Children with SEND will receive appropriate support and their progress monitored regularly
c) Children with SEND will be provided with the support required to enable them to achieve
d) The school's SEND records will accurately and realistically reflect the needs and progress of the children and be valuable working documents

e) Both children and parents/ carers to feel supported by the work of the school and their views valued

Implementation of the SEND Policy

- The governing body accepts responsibility for the appropriate allocation of funds and to undertake to maintain and sustain provision according to need as outlined in the SEND Code of Practice
- Governors recognise that the day to day management of Special Educational Needs and Disability provision is the responsibility of the Headteacher. Any unresolved issues regarding SEND will be dealt with working through the school's Complaints Procedures
- The Headteacher and staff work together to implement this policy, with the SENDCo having a specific leadership responsibility

Educational Inclusion

In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision we respect the fact that children:

- Have different educational, behavioural, physical needs and aspirations
- Require different strategies for learning
- Acquire, assimilate and communicate information at different rates
- Need a range of different teaching approaches and experiences

Teacher's respond to children's needs by:

- Providing support for children who need help with communication and language
- Planning to develop children's understanding through the use of all available senses and experiences
- Planning for children's full participation in learning, and in physical and practical activities
- Helping children to manage their behaviour and to take part in learning effectively and safely
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

Roles and Responsibilities (Appendix-A)

The Headteacher and the Governing Body determine the school's general policy and resources allocation. The Teaching staff are responsible for meeting SEND in their own classes and liaise with the SENDCo, who co-ordinates SEND within the school. The SENDCo in turn keeps the Governing Body aware of SEND development. In this school the appointed SENDCo is Mrs N Frolish who achieved the National SENCo Award qualification in 2016/17.

The SENDCo's responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy
- Liaising with and advising fellow teachers to co-ordinate provision for children with SEND
- Supporting class teaching assistants

- Overseeing the records of all children with SEND
- Liaising with parents/ carers of children with SEND
- Contributing to the in-service training of staff
- Applications for additional High Needs Funding
- Liaising with local high schools so that support is provided for Y6 pupils as they prepare to transfer and with pre-schools for children transferring to Nursery/ Reception
- Liaising with external agencies including the LA's support, Educational Psychology Services, Health and Social services and voluntary bodies
- To provide written reports to the Governing body at the request of the Headteacher

Identification and Assessment Procedure

A small number of children will already have had their needs identified prior to joining the school and their support will be established based initially on transition information.

In identifying a child as needing support the class teacher, working with the SENDCO, should carry out clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It should also draw on other subject teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. Schools should take seriously any concerns raised by a parent. These should be recorded and compared to the setting's own assessment and information on how the pupil is developing. This assessment should be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEND, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need. In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENDCO should contact them if the parents agree.

Where additional needs have been identified the class teacher informs parents at the earliest opportunity to alert them to concerns and to attempt to enlist their active help. The SENDCo provides support to the class teacher in the assessment and monitoring of a child's progress advising appropriate strategies for support.

School Support

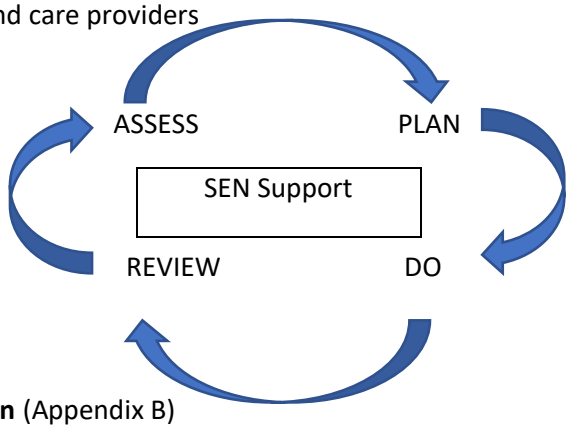
The triggers for intervention through School Support and reasons for a child being added to the SEND register will be concern, underpinned by evidence, about a child who, despite receiving differentiated learning opportunities:

- Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness
- Has a Special Educational Need or Disability that requires teaching strategies or support that is 'additional to and different from' that provided within the differentiated curriculum
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school

- Has a sensory or physical problem and continues to make little or no progress, despite the provision of specialist equipment
- Has communication and/ or interaction difficulties and continues to make little, or no, progress

The SEND process

- Encourages the participation of pupils and their families
- Integrates the work of education, health and care providers
- Follows a cyclical graduated approach



A Graduated Approach to SEND Support/ Provision (Appendix B)

1. **Quality First Teaching-** is identified as a 'wave one' provision providing a universal approach accessed by all children
2. **Targeted pupils –** are identified on the SEND monitoring list and appropriate 'wave two' interventions are provided by the classteacher/ HLTA/ TA. SENDCo provides support in assessment/ monitoring children's progress and identifying barriers to learning. It may be appropriate after continued support for a child's name to be added to the SEND register.
3. **School Support-** the majority of children on the SEND register will be in this category. Children will be supported by the SENDCo in developing their own one-page profile and this information will be incorporated into an individual learning portfolio outlining their strengths, identified needs and strategies to best support their learning. This will be shared with parents/ carers and they are welcome to collaborate their ideas too. The children on the SEND register will access 'wave three' specialised interventions as required and this information will be included on their individual school support plans (Appendix C). The teacher, supported by the SENDCo, will set specific measurable targets that will be reviewed on a termly basis. Advice of external agencies is sought as appropriate to meet individual needs.
4. **Education Health Care Plan (EHCP)-** in a small number of cases where a child has high level, complex needs with little progress having been made following interventions and support from professional agencies, it may be necessary to seek further assessment of a child's needs. This is accessed through a referral to the Local Authority requesting an Education and Health Care needs assessment. The SENDCo would work collaboratively with parents, staff and professionals to co-ordinate a planned program of support for an individual child with an EHCP. In addition to termly reviews, where an EHCP is in place a formal annual review must be co-ordinated by the SENDCo to involve parents, where appropriate the individual child, school staff involved in direct support and any professionals currently supporting. The annual review requires a written report to be shared with all those in attendance and a copy submitted directly to the LA.

Intervention

The SENDCo and the child's class teacher will decide on the action needed to best support the child in response to previous assessments. This may include:

- Different teaching approaches
- Access to different learning materials or specialist equipment
- Access to small group or individual support, which may be in the classroom or children being withdrawn for targeted interventions
- Staff training on effective strategies, developing knowledge and specific intervention delivery
- External specialist interventions e.g. Speech Therapist, Specialist Education Services

The effectiveness of interventions and its impact on pupil progress is reviewed regularly. This forms part of pupil progress meetings, with class teachers and SENDCo working collaboratively to evaluate the impact and plan next steps. This is recorded in termly pupil progress analysis reports alongside reviewed individual support plans. Parents/ carers will continue to be consulted and kept informed of the action taken to support their child and any outcomes. Parents/ carers will be invited to meet regularly with the class teacher to discuss individual learning targets and progress on a termly basis. Where a child has an EHCP, there will also be formal reviews undertaken annually which any professionals supporting the child will be invited to attend.

When reviewing children's continued successful progress and planning next steps there will be occasions on which it would be then appropriate to remove their name from the SEND support register. The child's progress will continue to be monitored through the whole school assessment and tracking process and they can be reviewed by SENDCo again should concerns be raised.

Partnership with Parents/ Carers

Our *School SEND information report* can be found on the school website. This contains a detailed overview for parents on SEND arrangements and provision throughout the school. We actively encourage parents/ carers and children themselves to engage in all stages of the SEND process. We take account of the wishes, feelings and knowledge of their individual needs. We have regular meetings to share progress and encourage active involvement in the decision-making process relating to the education of children with special educational needs and disabilities.

Tests

SENDCo will provide support and advice to class teachers regarding testing arrangements following government guidance. This may include accessing adapted materials such as enlarged text or specialist coloured paper or reasonable adjustments to be made including a reader or scribe, sitting in a small group/ 1:1, rest breaks or additional time.

Monitoring and evaluation

- The SENDCo supports the Headteacher to carefully monitor and review the provision we offer to pupils with identified SEND. This is achieved through pupil progress meetings, quality of provision lesson observations/ work scrutiny, regular reviews of school support plans, provision maps and interventions.
- There is an identified SEND governor who supports the SENDCo to monitor attainment and progress of pupils with SEN.

- The SEND policy and SEND information report are reviewed annually

Transition

Staff understand how difficult it can be for children, and parents/ carers, as they move into a new class or new school. Therefore, enhanced transition arrangements according to the individual needs of a child can ensure this process runs as smoothly as possible. This may include:

Pre-school arrangements

- Additional visit by SENDCo to pre-school environment and liaison with key worker
- Meetings prior to joining the school between parents/ carers, class teacher, SENDCo and any professionals involved
- Additional transition visits to school environment for child and parent/ carer
- Photographs of staff and facilities for parents to share at home

In school class to class

- Teachers to discuss individual needs of pupils with new teacher
- SENDCo to ensure all information and updated support plan is shared
- Additional visits for a pupil to their new classroom
- Transition work e.g. profile as an opportunity to share expectations, what works well and any fears
- Photographs of new staff and class can be provided for parents to share during the holidays to prepare for the new academic year

High school

- SENDCo to liaise directly with high school SEND team to discuss individual needs
- Where appropriate additional visits can be organised
- SENDCo can organise a meeting with parents/ carers to assist transition where appropriate
- School staff to provide regular opportunities to reflect upon transition with individual pupils to ensure they have a chance to talk through any expectations or worries

Training

The SENDCo makes an annual audit of training needs for all staff taking into account school priorities as well as personal professional development. The Headteacher, supported by the SENDCo, takes responsibility for prioritising the training needs of staff.

Resources

The provision for SEND is funded through the main revenue budget for the school. High Needs Funding (HNF) is available to apply for on a termly basis by the SENDCo for children with severe and complex additional needs.

The SENDCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school . This is overseen through support plans and provision mapping.

The Headteacher informs the governing body of how the funding allocated to support Special Educational Needs and Disabilities has been deployed.

Dealing with complaints

The school's complaint procedures are set out in the complaints policy. The child's class teacher, supported by the SENDCo, will work closely with parents and carers at all stages in his/ her education and should be approached in the first instance where concerns occur. For more complex difficulties/ problems, the Headteacher or SENDCo will become involved in discussion.

Should a complaint remain a concern after following the standard school procedures parents or carers can request information from the school regarding next steps for an independent disagreement resolution.

Policy reviewed: June 2024
Date of next review: Summer 2025

Appendix A

Overview of Roles and Responsibilities

Teachers

- Responsibility and accountable for pupil progress and development
- Deliver quality first teaching, adapted for individual pupil's needs
- Report concerns about individual children's progress to the Headteacher/ SENDCo, providing a clear analysis of individual needs and strategies/ support already in place
- Responsibility for adapting the curriculum and planning appropriate work for the pupil's on a daily basis
- Ensuring that time is allocated during the week for class teacher to work directly supporting pupils with SEND
- Where interventions involve group or 1:1 teaching away from the class, teacher still retains responsibility for the pupil
- To plan & assess the impact of support and interventions and how they can be linked to classroom teaching
- Termly review of individual learning portfolios and setting individual actions, to be shared directly with parents
- Close liaison with TA and SENDCO to monitor impact of interventions
- Annual report to parents
- Contribution to annual reviews for statemented/EHC pupils
- Termly Parents Evenings to review pupil progress

TA/ HLTA

- Directed by the class teacher
- To liaise with class teacher & SENDCO on pupil progress
- To deliver interventions as advised including guidance from outside agencies such as speech therapists or physiotherapists
- To provide support linked specifically to pupil profile and support plan targets
- To keep records of attendance to interventions, work completed and pupil progress
- Contribute to target and profile reviews
- Attend/ contribute to Annual Reviews for those children with an EHCP

The SENDCo- working closely with Headteacher, Teaching and Support staff should:

- Ensure teachers are clear on how best to support vulnerable pupils
- Work alongside teacher when deciding if pupil has SEND
- Early discussion with pupil & parents to develop a good understanding of pupil strengths / difficulties, parents concerns and agreed outcomes/ next steps
- Oversee SEND interventions-ensure they match needs & desired outcomes, monitor/ assess impact including observations
- Supporting staff to maximise learning/ support to ensure SEND pupils achieve their full potential
- Train staff on delivering interventions
- Termly data analysis of SEND progress
- Liaise with professionals and inform parents of involvement of specialist agencies
- Support classteacher in further assessments of child's strengths and weaknesses, in problem solving and advising on effective implementation of support
- Referral for EHC plans/ onward agencies
- Organise and lead annual reviews for children with EHCP

- Strategic development of SEND policy & provision
- Day to day operation and co-ordination of provision
- Liaising with SENDCo's at early years providers & next providers / High Schools for transition.
- Keep SEND records up to date
- Apply for high needs top-up funding

Headteacher

Has the responsibility for the day to day management of all aspects of the school's work, including provision for children with SEND. The head teacher should keep the governing body informed and work closely with the school's SENDCo.

Governing Body

Is responsible for ensuring that the school fulfils its statutory duties. It will establish and review this policy having regard to the Code of Practice on the identification and assessment of special educational needs. It will hold the Headteacher to account for the provision of children with SEND. It will ensure that governors receive appropriate training to fulfil their roles.

A SEND governor will be appointed by the governing body. They have a responsibility to liaise regularly with the SENDCo about developments in SEND. Monitoring should be undertaken so that statutory requirements for meeting SEND within the school are met.

The Local Authority

Have a responsibility to consult with parents with regards to policy development and ensure access to information through their local offer. Where an Education Health Care Plan referral has been submitted they must engage parents by ensuring they have an opportunity to contribute their views and any relevant information. Therefore, consulting with parents regarding the content of an EHCP.

https://www.suffolk.gov.uk/children-families-and-learning/send-and-the-local-offer/

Appendix B

	WAVE 1 Quality first teaching for ALL pupils	**WAVE 2** Targeted interventions for small groups with similar needs to accelerate learning to ARE	**WAVE 3** Specialist interventions for individual SEN pupils with high level of need
COGNITION & LEARNING *Global Developmental Delay, Pervasive Developmental delay, Autism, MLD, SpLD,*	Adapted Curriculum – activities, by delivery and expectations/outcomes. Split out objectives. Use of visual aids and visual timetable. Use of mind-mapping/writing frames or cloze procedure worksheets. Access to ICT for writing. Classroom TA 'hover' support. Small group learning, guided reading. Use of highlighters to look for key info in texts. Culture that making mistakes is part of learning. Encouraging self or peer evaluation. Encourage independence and responsibility for learning. Use of interactive software programmes with feedback develops confidence.	Booster groups Nessy. Precision teaching pre-teach/ catch up sessions. Visual schedules / task check lists. 1:2 work with TA Plan writing using verbal rehearsal with TA in small group. Problem solving time.	Use of own laptop or tablet to access learning or writing. Support learning, cue cards. TEACCh approach to access curriculum. Workstation to minimise distractions. Fiddle toy for listening. Bespoke curriculum. Beat Dyslexia SpLD screening, eg for dyslexia outreach or dyscalculia. Dyslexia Outreach Team Consider Education Psychology assessment. Consider SES referral. Consider EHCP if below 2 yrs ARE. SES staff training.
SOCIAL, EMOTIONAL, BEHAVIOURAL *Disrupted or disturbing behaviours. Anxiety disorder*	Whole school rules reinforced through assembly time, display and enforcing behaviour policy. Class rules formulated with class and displayed.	Small group circle time. Social skills/ nurture groups Thrive/ ELSA	Key adult mentor. Meet and Greet to reduce anxiety. Feelings lines / calming toys 5 pt scales Readiness to learn time. Nurture time. Regular chat time.

Insecure Attachments *ADD, ADHD* *Obsessive Compulsive Disorder* *Pathological Demand Avoidance* *Oppositional Defiance Disorder* *Conduct Disorder* *Foetal Alcohol Syndrome* *Self-Harming* *Eating disorders* *Depression* *Substance misuse* *Post-traumatic stress (PTSD)*	Reward system – individual merits and whole class motivators. Golden time Provision of basic resources due to forgetfulness or poor planning skills. Circle time / PSHE / Citizenship / Prevent E- safety Seating plans Consistent routines. Visual timetable. Firm but fair approaches. Offer win-win choices. Affirming good choices. Indirect praise. Assertive discipline. Using proximity or signals. Tactical ignoring Calm firm voice. May need to allow 'overlearning'. Behaviour is communication!	Friendship or buddy on playground.	Use of comic strip conversation to debrief. Social stories Talk and draw therapy (SENDCo is trained in this). Use of conflict resolution. Behaviour support plan/ risk assessment. Thrive/ ELSA Pastoral support worker. Internal alternative provision. Consider SES consultation/ referral. SES Staff training Consider Emotional Well being Hub referral. Education Access Team if at risk of exclusion. Consider Early Help Consider AP referral. Consider EHCP.

COMMUNICATION & INTERACTION *Speech Impairment, eg stutter* *EAL* *Social communication disorder* *Autism* *Selective Mutism* *Tourettes*	Clear routines and visual displays. Use of symbols and signs. Use of taught signals to gain attention, or when it's time to listen. Praise and constructive feedback. Teach pupils expectations for listening and speaking. Use of multi-sensory approach (VAK) Use of volume indicator. Talking partners. Circle time rules. Use of role /drama in English or topic work. Support in class from TA to access language through objects of reference or visuals eg. carpet time. Awareness of specific needs. Providing means, opportunity and reasons to communicate. Creating opportunities for social interaction: Alongside play, Partner or 3's, Small group Whole class eg. 2 teams.	Small group language groups with TA to support those who may have Autism or EAL needs. Listening skills groups. Role play time. Turn taking opportunities and cooperative play. Team building activities. Group work where pupils are given role cards. Social skills group.	Speech & Language Therapist support. PECs or other augmentative communication aid. Makaton training. Sight or hearing screenings – Irlens. ICT – writing with symbols Visual organisers/schedules Social stories Buddy groups or mentoring. Key adult mentor Specific strategies to encourage communication in those with autism or selective mutism. Consider SES referral Consider EHCP
SENSORY & PHYSICAL *Visual Impairment* *Hearing Impairment* *Multi-sensory Impairment* *Physical disability* *Medical conditions eg Arthritis, hypermobility, NF1, Muscular Dystrophy.*	Flexible teaching arrangements. Awareness of specific impairments. Use of appropriate aids or time for breaks. Break area or designated space. TA to support if necessary. Use of aids encouraged. Where possible reduce sensory inputs in environment.	Additional time for writing. Additional ICT for writing. Movement breaks during group time. Access to TA to support for reading or writing or physical breaks. Gym trail/ fine motor groups	Consider referral for Occupational Therapy assessment and programme (to age 8) Sight or hearing screenings – Irlens. Coloured overlays or paper. Finger Gym/ Gym Trail Brain breaks Sensory breaks with toys

Epilepsy, Asthma, allergies	Allow sitting on a chair rather than on the floor. Seating plans? Consider easy access and exit. Use of Movement breaks.		Access to resources, eg writing slope, sit and move cushion, pencil grippers, carpet tile, therabands around chair, chewellery, fiddle toys, weighted blanket, ear defenders. Inhalers, medications. Splints or wheelchair use Physiotherapy Access to calming place/Safe havens at playtimes. Sensory play boxes/ Sensory circuits

Appendix C – Support Plan proforma

Learning Portfolio- School Support				
photo	**Name**		**Additional Information**	PP/ Medical/ EAL/ CIC
	Class		**Start Date**	
	Teacher		**Agencies**	
	Attendance			

Things I like or I am good at…	**What I struggle with….**	**Identified Special Needs…**
•	•	Communication & Interaction Cognition and Learning Social, Emotional and Mental Health Sensory/ Physical

Adjustments to support me in the classroom…
•

Learning Portfolio- Action Plan			
My teacher has identified many learning strengths including these 3: 1. 2. 3.			
My 3 Actions to work on are..	**To help develop these in school we will…**	**At home or when I'm out and about I will…**	**By doing this, we hope that I will be able to…**
	Support: Intervention:		
	Support: Intervention:		
	Support: Intervention:		
Parent signature: I agree to the profile action plan and to my child's progress being discussed with other professionals. Signed_____ Date_____			**My action plan will be reviewed**