

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

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



# HALCYON

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# Statement of Intent

At Halcyon, 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

# 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 Wicklewood Primary School is Laurence Hughes.

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 Wicklewood Primary School is Megan Stuart.

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

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.

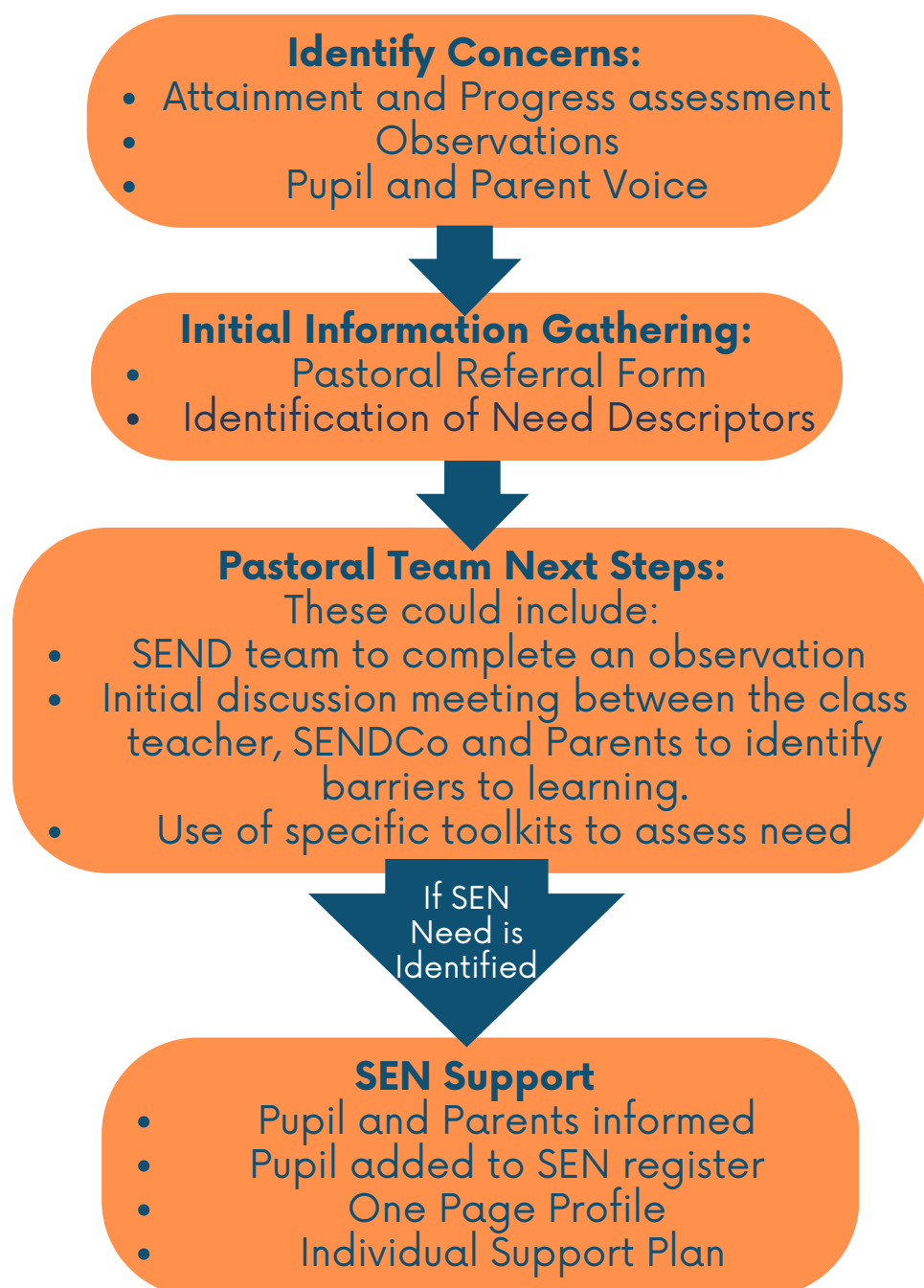
Once difficulties have been identified and shared with the child’s class teacher, a process called The Graduated Approach begins which can be explained as the ‘Assess, Plan, Do, Review’ cycle.



# Identification of SEN Flowchart

This flowchart demonstrates the process for initial identification of SEN in Halcyon.

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

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## 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

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## 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.

# 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**

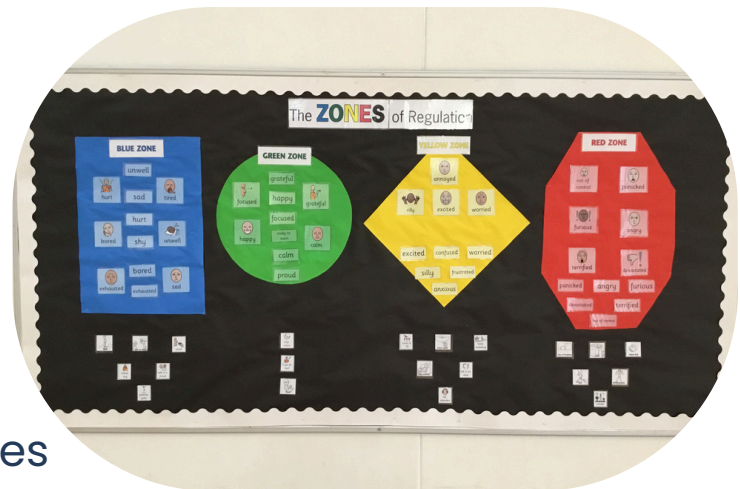
The first step is to contact the SENDCo directly to discuss the support in place, your child's progress and our schools planned next steps. In most cases, an EHCP application will be made through the school.

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](#).



- 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
- 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
- 1:1/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
- Social skills group
- Regulation space
- Personalised social stories
- Playground monitoring
- Zones of Regulation individual support
- Increased use of specialist IT
- 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
- Colourful Semantics
- Individual support for target progress
- Provision of specialist technological equipment
- Individual timetable
- Individual 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



# SEND Profile at Wicklewood Primary School

This academic year, 24.8% of our children receive extra support in their learning due to Special Educational Needs. This is an increase of nearly 7% over the last two academic years and is representative of rising national and local figures. 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 alternative provision, effective early intervention and clearer identification systems have contributed to stability in pupils at SEND Support at Wicklewood Primary School.

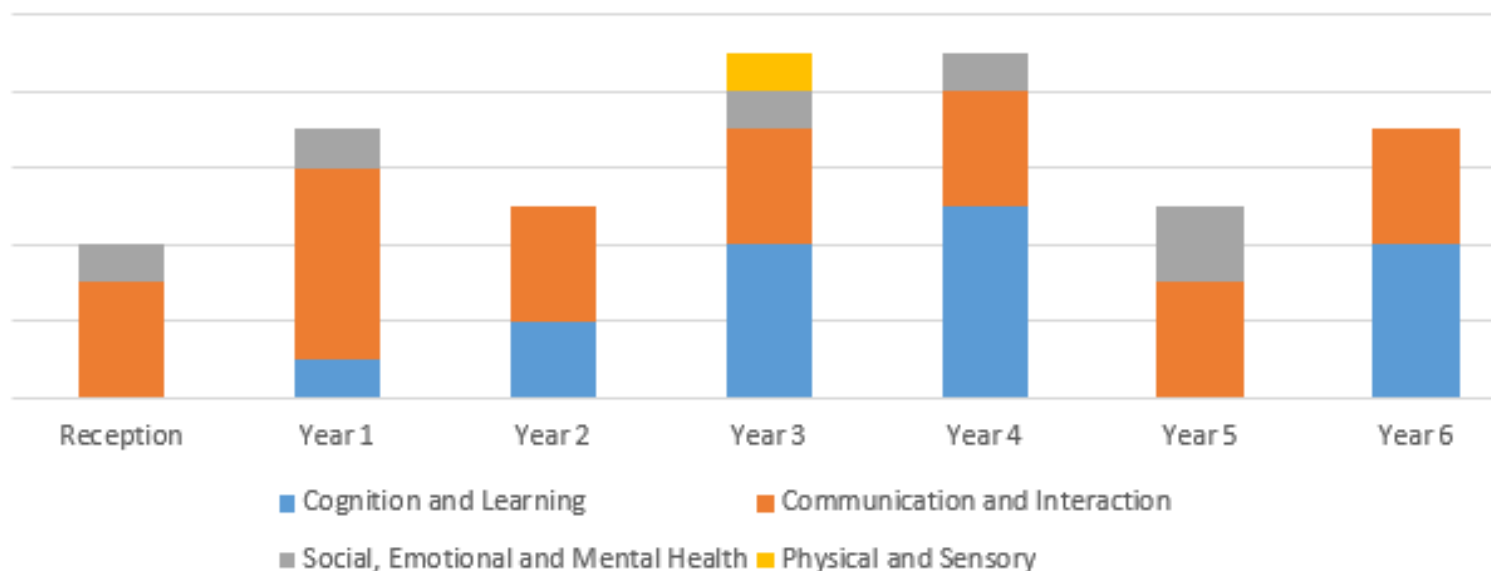
<b>SEND Register</b>	<b>Drake Primary School</b>	<b>Norfolk Primary Overall</b>	<b>National Primary Overall</b>
Total Pupils with SEND	24.8%	21.1%	19.5%
Total Pupils with EHCP	5.9%	6.6%	5.3%
Total Pupils at SEND Support	18.9%	14.5%	14.2%

The data above shows that we have a lower percentage of children with EHCPs and a significantly higher percentage of children receiving SEN Support than National figures. These differences indicate a need to further increase our universal offer so that more children are supported without targeted provision, and to continue prioritising identification of need so that appropriate EHCP referrals can be actioned.

# Primary Type of Special Educational Need

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Primary Type of SEN at Wicklewood Primary School



- 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.
- These figures show that SEN/D is relatively evenly distributed across all year groups. Year 3 and Year 4 have the highest levels of need.
- The year groups receiving the highest proportion of support for SEN are Reception, Year 1 and Year 3. 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 our federation. This also matches national statistics for SEND.
- The second highest area of need is Cognition and Learning which reflects our expenditure on curriculum enrichment and Cognition and Learning SRBs. Research from the EFF indicates that Cognition and Learning need at KS2 often indicates unmet Speech and Language need in KS1. For this reason, we are continuing to invest in a Speech and Language Therapist and additional training in the EYFS and Year 1 cohorts.

# Pupil and Family Voice

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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
- Autistic Young Experts panel
- School clubs and events
- 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 sign.

## 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.



# Expertise and Professional Development



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## Halcyon Staff

The school SENDCo, Megan Stuart, 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. She has experience in leading Safeguarding, provision for Looked After Children and establishing trauma-informed practices. She works within the school Pastoral and Senior Leadership Teams.

All staff at Wicklewood 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

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## 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

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](#).

# 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 [Wicklewood Primary School's](#) funding allocation, please visit Norfolk County Council's website [here](#).

## Wicklewood Primary School SEN Funding Allocations

For the academic school year 2023-2024, our SEN funding has provided:

- Specialist or one-to-one support for children with high SEN needs
- SEND-specific resources such as pencil grips, wobble cushions and ear defenders
- Educational Psychologist and Occupational Therapist Assessments
- A Speech and Language Therapist employed by the school
- A Play Therapist employed by the school

During the academic year 2024-2025, we will also be investing in:

- Alternative Provision Opportunities
- Provision Mapping software

# 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 **Wicklewood 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 **Wicklewood 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.

# Facilities

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Wicklewood Primary School is set on a large site with a car park for staff and parents, as well as a separate play field and forest school area.

The original school house, a two-storey building, contains our school office, meeting spaces and nurture room. The remaining school buildings are single-storey and all have direct access to a shared outside playground. The main school building houses a school hall, intervention space and a newly renovated school library. Each of the seven classrooms are spacious and undergoing current renovation.

The site is not yet accessible for wheelchair-users and so the school are undertaking an application for a new school build.

For more information about how our school increases access to education for children with disabilities, please see our [Accessibility Plan](#).



# Signposting

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For free confidential and impartial information, advice and support, contact [Norfolk SEND Partnership](#) on:

Telephone

01603 704040

Email

[sendpartnership.iass@norfolk.gov.uk](mailto:sendpartnership.iass@norfolk.gov.uk)

Website

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



# 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 using the contact details listed [here](#).

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

# Halcyon SEND Toolkit

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**Pastoral Referral Form**

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**One Page Profile**

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**Individual Support Plan**

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

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

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"><li>• professional voice</li><li>• parent voice</li></ul>	<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 1115 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"><li>•</li></ul>	<p>My sensory profile:</p>
<p>My functional skills/self-reliance:</p>		<p>How you can support me:</p>
<p>What I find challenging:</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.....