

WOOD FOLD PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY (SEND)

Policy agreed (date):	September 2023
Policy published (including on website) (date):	September 2023
Next review (date):	September 2024

Aims and Objectives

This policy sets out the protocols and provision for pupils with special educational needs and/or disabilities at Wood Fold Primary School.

Responsible Persons

The current SENDCo is Mrs C Taylor and in her absence, the Headteacher, Rebecca Gough.

The person co-ordinating the day to day provision of education for pupils with SEND is Miss G Kelly, who works with Mrs Taylor and together they form the SEND Team.

Mrs S. Burland is the SENDCo for Early Years and is overseen by the whole school SENDCo, Mrs C Taylor.

The SEND Governor is Councillor Debbie Parkinson.

Definition of SEND

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

Disability is defined as “a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. Long-

term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

The Special Educational Needs (SEND) Code of Practice: 0 to 25 years identifies four broad areas of Special Educational Needs;

1. Communication and Interaction
2. Cognition and Learning
3. Social, emotion and mental health difficulties
4. Sensory and/or physical needs

'Wood Fold's SEND provision outline' document (Appendix A) explains each of these areas of need, outlines what each of the waves of support means and what kind of support / intervention you can expect to be in place.

As a fully inclusive school, Wood Fold will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and/or disabilities. Where the school has determined that a child has SEND, those needs will be made known to all who teach them.

At Wood Fold we adhere to Section 19 of the Children and Families Act 2014 which makes clear that local authorities, in carrying out their functions under the Act in relation to disabled children and young people and those with special educational needs (SEN), **must** have regard to:

- the views, wishes and feelings of the child or young person, and the child's parents
- the importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- the need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

Quality First Teaching

Quality first teaching is teaching that is adaptive to the needs of the child and will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. We use our best endeavours to ensure that such provision is made for those who need it.

- Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff; all teachers are teachers of children with special educational needs and / or disabilities.
- High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot

compensate for a lack of good quality teaching “All teachers are teachers of children with special educational needs.” SEND CoP 2014

- The quality of teaching for pupils with SEN, and the progress made by pupils, is a core part of the school’s performance management arrangements and its approach to professional development for all teaching and support staff
- The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils

The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers will use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty will be identified and addressed at the outset. Lessons will be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.

School leaders and teaching staff, including the SENCO, identify any patterns in the identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

Identification

Class teachers and subject leaders, supported by the senior leadership team, make regular assessments of progress for all pupils. These seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child’s previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

Where pupils continue to make inadequate progress, despite quality first teaching targeted at their areas of weakness, the class teacher, working with the SENCO, will assess whether the child has a significant learning difficulty. Where this is the case, then there should be agreement, between the teacher, SENCO and parents, about the SEN support that is required to support the child.

At this stage classteachers will complete an ‘Assess, Plan, Do, Review – children causing concern’ document (See Appendix B) which will record what actions have already been taken. This will enable us to gather a more informed judgement around the child and their possible next steps.

Graduated Approach

When a pupil is identified as having SEN, we take action to remove barriers to learning and put effective special educational provision in place. This takes the form of a 4-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.

1. Assess

In identifying a child as needing SEN support, the class or subject teacher, working with the SENCO, will carry out a clear analysis of the pupil's needs. This will 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.

This assessment will 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.

2. Plan

Where it is decided to provide a pupil with SEN support, the parents **will** be formally notified. The teacher and the SENCO will agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. In order to record this information a 'One-page profile' (Appendix C) will be created with the child's involvement. These will be reviewed regularly, in particular when the child's needs change.

Any interventions will also be recorded on the provision maps and 'Intervention Tracking Information sheet'.

Targets will be shared with parents at least termly on the children's Individual Education Plans (IEPs) (Appendix D). Opportunities to discuss this will be provided and where possible pupils should be a part of these discussions.

3. Do

The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they will still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO will support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support. The person responsible for carrying out interventions will be fully trained and supported to deliver it and they will complete a feedback form after each session. Intervention feedback forms will be reviewed weekly by the class teacher who will also provide further input and

guidance on next steps. The class teacher will ensure that key strategies that are successful in the intervention are carried through into the classroom and that progress replicated in class.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

The impact and quality of the support will be reviewed on the child's IEP and interventions will be evaluated on the 'Intervention Tracking Information sheet' (Appendix E), along with the views of the pupil and their parents. This will feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENCO, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Parents will be provided, through meetings with the class teacher and SENCO / SEND lead, clear information about the impact of the support and interventions provided, and involve them in planning next steps.

Provision

Records of details of additional or different provision made under SEND support are kept within school and reviewed regularly. IEPs set out the objectives that will be addressed and expected outcomes from the support are identified on the IEP as well as on provision maps. These are evaluated termly to decide on next steps. This provides us with accurate information to evidence the SEND support that has been provided over the pupil's time in the school, as well as its impact. Details of SEND, outcomes, teaching strategies and the involvement of specialists are recorded as part of this overall approach.

Provision maps are used within school as an efficient way of showing all the provision that the school makes which is additional to and different from that which is offered through the school's curriculum.

The level of need will be identified through a 'Wave Approach'.

Wave 1 = Quality first teaching.

Wave 2 = More specific support is needed and the child will receive teaching that is additional to or different from the school's curriculum. This support will usually be provided in groups with children who have similar needs.

Wave 3 = More specific support is needed and the child will receive teaching that is additional to or different from the school's curriculum. This support will either be provided in small groups or on a 1:1 basis and provide more intensive support designed to meet the child's SEN needs.

'Wood Fold's SEND provision outline' document (Appendix A) sets out the available interventions and support that we offer for each area of need and each of the 3 waves of support. This is reviewed regularly as new training occurs or new resources become available.

Curriculum

At Wood Fold we have developed a broad and balanced curriculum that is stimulating and engaging for all groups of learners. We use a range of different strategies to ensure the curriculum is accessible for our SEND learners, with appropriate strategies being selected according to each child's individual needs. Please refer to the SEN curriculum statement.

Emotional Wellbeing

At Wood Fold we provide emotional wellbeing type activities to provide support to those pupils who have social, emotional and mental health issues. The aim of these sessions are tailored to meet the specific child's or group of children's needs but focus around developing particular skills and providing children with a safe, nurturing, confidential forum to express their feelings and emotions. These sessions are either provided by the SENCO, Miss Cartwright, or the year group teaching assistant. School have access to a trained counsellor through Wigan Family Welfare, and in some instances, it is decided with parents that children should access this service for emotional wellbeing support.

SPECIALIST SEN/D PROVISION

C.Taylor	- NASENCO qualification
G Kelly	- NASENCO qualification
S.Burland	- NASENCO qualification
K Harris	- Reading Recovery Teacher
K McManus	- Visual Impairment
L Clegg	- Sounds Write, Catch up Literacy and Catch up Numeracy
E Patel	- Sounds Write,
N Bullen	- Sounds Write
J Blyth	- Sounds Write,
A Powell	- Sounds Write
M Hemsworth	- Sounds Write
L Dawber	- Sounds Write, Talking Partners and Catch up Numeracy
C Speakman	- Sounds Write Talking Partners and Catch up Numeracy
K Prest	- Sounds Write, Catch up Literacy
R Oldfield	- Sounds Write Catch up Literacy
S Dempster	- Sounds Write Catch up Numeracy
J Roberts	- Sounds Write
R Grimshaw	- Sounds Write
A Southway	- Sounds Write
V Whalley	- Sounds Write
V Parsons	- Sounds Write

Building adaptations / special facilities

See Access Policy

Wood Fold Primary School is built on one level with easy access for wheelchair users. The school has a disabled toilet for pupil / adult use and a multi-purpose-built Hygiene Room. The areas surrounding the school have widened paths which have appropriate gradients and are bordered with raised grassed beds to ensure independent wheelchair access is appropriate with strategically placed bollards for guidance and safety. All external doors are wheelchair accessible.

Educational Access – Teaching assistants work in 1:1 and small groups within the classroom areas, or in quieter spaces when needed, alongside the teacher and provide extra support when and where appropriate.

At Wood Fold all children are given equal entitlement to learning opportunities through an inclusive approach to learning, which ensures that the children have access to all educational resources, experiences and a broad and balanced curriculum (with reasonable adjustments)

Involving Parents / Carers

Where a pupil is receiving SEND support, we will meet with parents at least 3 times a year (termly) to set clear goals, discuss the activities and support that will help achieve them, review progress and identify the responsibilities of the parent, the pupil and the school.

We readily share information with parents regarding the provision that their children are receiving, ensuring that we provide this in a format that is accessible for the parents. Pupils targets are shared via individual education plans and these are reviewed and updated in consultation with parents.

Involving Specialists

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school will consider involving specialists, including those secured by the school itself or from outside agencies.

The pupil's parents will always be involved in any decision to involve specialists.

The involvement of specialists and any discussions and agreements will be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEND support.

Specialist service support can come from a wide variety of sources, including:

- Hope School outreach service
- Start Well
- Visual Impairment services
- TESS Team (Targeted Educational Support Service)
- CAMHS
- Educational Psychologist
- Occupational therapists
- Physiotherapists
- Speech and Language Therapist

In order to secure the involvement of these specialist services, referrals are made, with the consent of the parents.

Mrs Taylor is our SENCO and our pastoral manager and is responsible for pastoral and nurture support . She is supported by Miss Bullen who also provides pastoral and nurture support as well as monitoring health care plans.

Education, Health and Care Plan (EHC)

SEND support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school will consider, in consultation with parents, requesting an Education, Health and Care needs assessment. Parents also have the right to request an EHC assessment.

When making an education, health and care assessment local authorities must consult the child and his or her parent, or the young person, and take into account their views, wishes and feelings and any information provided by them or at their request Local authorities must also gather advice from relevant professionals.

The whole assessment and planning process, from the point an assessment is requested or that a child or young person is brought to the LA's attention until the final EHC plan is issued, must take no more than 20 weeks.

Once finalised, it is the named School and Local Authority's responsibility to ensure that the objectives and actions within it are addressed and reviewed regularly and in consultation with parents and other professionals who may be involved.

Requesting a personal budget

- A personal budget is an amount of money identified by the local authority to deliver all or some of the provision set out in an EHC plan where the parent or young person is involved in securing that provision.
- Young people and parents of children have a right to ask the local authority to prepare a personal budget once the authority has completed the assessment and confirmed that it will prepare an EHC plan
- Personal budgets should reflect the holistic nature of an EHC plan and cover the special education, health and care services specified in the plan as appropriate
- Parents views must be considered when deciding how the money will be spent.
- The provision to be delivered through a personal budget will be set out as part the provision specified in the EHC plan
- The personal budget can include funding from education, health and social care

Transition Arrangements

When a child moves onto the next stage of their education, or moves school at any point during their school life, planning and preparation for the transitions will take place. To support transition, the school will share information with the school or other setting the child or young person is moving to. Schools will agree with parents and pupils the information to be shared as part of this planning process.

Role of the SENCO

The SENCO for Wood Fold Primary school is Mrs C Taylor.

The key responsibilities of the SENCO include:

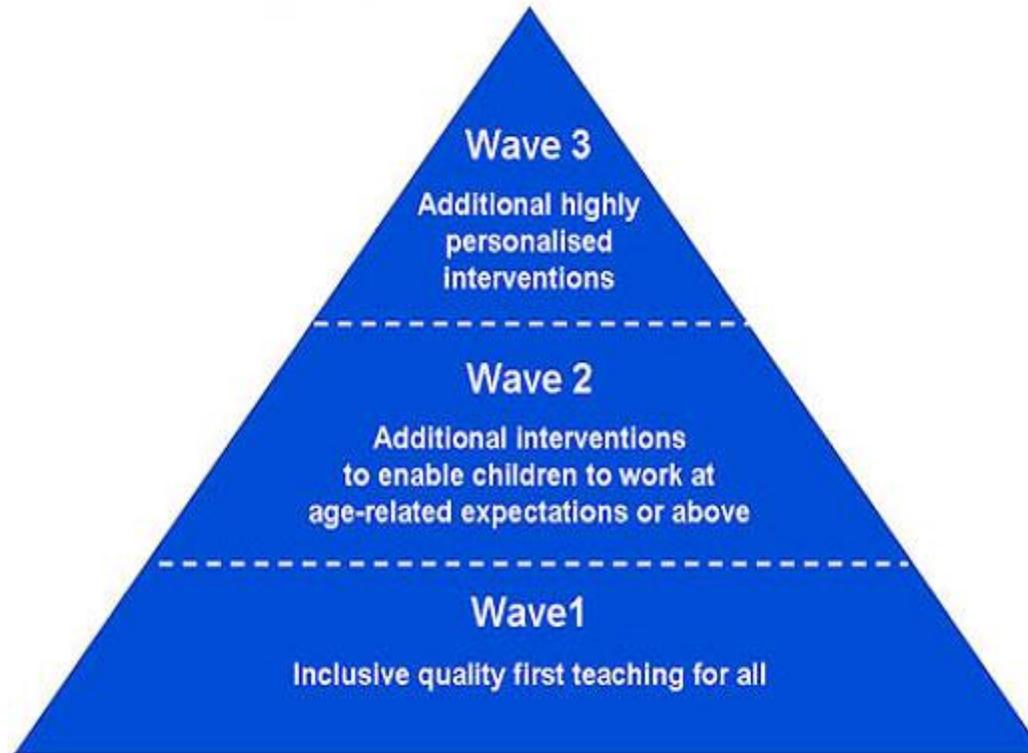
- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date.

Complaint procedure

Parents or children who are dissatisfied with any aspect of the SEND support offered should raise their concerns/issues:

- in the first instance to the SENCO, Mrs Taylor or Headteacher, Mrs Gough
- if the parent is still unhappy, she / he can put her / his concern in writing to the Chairperson of the Governing Body.
- Following the Complaints Procedure, further appeal can be made to Wigan Council.

Waves of Intervention Model



A graduated approach: All pupils will be provided with high quality teaching that is adapted, when needed, to meet their needs.

There are 3 stages known as ‘waves’ that outline the provision that we provide for our pupils.

Wave 1	Wave 2	Wave 3
<p>Wave 1 is the effective inclusion of all pupils in high-quality everyday teaching. Such teaching will, for example, be based on clear objectives that are shared with the children and returned to at the end of the lesson; carefully explained new vocabulary; scaffolding in the form of prompts, question stems; different ways of setting out work, pre-reading. Approaches like these are the best way to reduce, from the start, the number of children who need extra help with their learning or behaviour.</p>	<p>Wave 2 is a specific, additional and time-limited intervention provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of children with similar needs.</p>	<p>Wave 3 is targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include one to one or specialist interventions.</p> <p><u>Some children on Wave 3 may have an Education Health and Care Plan.</u></p>

Each wave is broken down into 4 further categories of provision:

Cognition and Learning	Communication and Interaction	Sensory and Physical	Social, Emotional and Mental Health
<p>Cognition is the umbrella term for a child’s learning skills. It is their ability to process information, reason, remember and relate.</p> <p>Some children may need support for specific learning difficulties which include moderate, severe and profound learning difficulties. Support may be required when children learn at a slower pace than their peers, even with appropriate differentiation.</p> <p>Specific Learning Difficulties can include dyslexia, dysgraphia, dyspraxia, dyscalculia.</p>	<p>Communication and Interaction is the ability to communicate with others. This includes the use of speech sounds, language, gestures, facial expressions and body language.</p> <p>It also includes children with ASD (Autistic Spectrum Disorder) including Asperger’s Syndrome and Autism.</p>	<p>There is a wide range of sensory and physical difficulties that affect children and young people across the ability range.</p> <p>Children and young people with a visual impairment (VI), a hearing impairment (HI) or a Multisensory impairment (MSI) may require specialist support and equipment to access their learning.</p> <p>Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.</p> <p>Those children with a MSI have a combination of vision and hearing difficulties.</p>	<p>Children and young people who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and sustain healthy relationships.</p> <p>These difficulties may be displayed through the child or young person becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour.</p> <p>This category includes children with ADHD.</p>

Cognition and Learning

Wave 1	Wave 2	Wave 3
<ul style="list-style-type: none"> Adaptive Teaching with scaffolding and support provided when needed. Pitched questioning Modelling of skills High expectations Success criteria 1:1 and group reading Word mats Flashcards ICT to support learning Writing frames Numicon or other maths resources Learning displays Challenge tasks Support from Teaching Assistant Task boards to break down tasks into manageable chunks Just Read Project/ whole class reading <p>All children's progress and attainment is assessed and tracked throughout the year.</p>	<ul style="list-style-type: none"> Sounds Write Phonics intervention Precision Teaching Pre-teaching of vocabulary Catch Up Literacy Catch up Numeracy Reading between the lines Talking Partners White Rose Maths Intervention <p>All Interventions are tracked and monitored to enable us to review the impact. We assess the children before the intervention begins and after it is completed.</p>	<ul style="list-style-type: none"> Intense (1:1) support in core and foundation subjects Targeted work from ... Support from Educational Psychology (EP) Toe by Toe Programme

Communication and Interaction

Wave 1	Wave 2	Wave 3
<ul style="list-style-type: none"> Adaptive teaching and planning Modelled speech/language Modelled Interaction Targeted questioning Group work Class visual aids and prompts Visual timetables Key words/word banks Drama activities Sequencing activities Additional processing time Simplified Language A range of questions used so children develop and give better answers Opportunities for individual, pair, group or whole class working. 	<ul style="list-style-type: none"> Pre-teaching of vocabulary Nurture sessions (social skills & self-esteem) WELCOMM Assessment and programme Social Stories Comic strip conversations Talking Partners Targeted work planned by Speech and Language therapy and delivered by school staff. 	<ul style="list-style-type: none"> Individual visual timetables Individual visual communication system Targeted work from Speech and Language therapy ASD Pathway support

Sensory and Physical

Wave 1	Wave 2	Wave 3
<ul style="list-style-type: none"> Adapted curriculum resources Adaptions to the classroom (when appropriate) Fine motor skill activities such as: peg boards, putty, cutting etc. Additional movement breaks 	<p>Use of <u>specialist equipment</u>:</p> <ul style="list-style-type: none"> Pencil grips Coloured overlays Lap weights Sloping boards for desks Adapted cutlery 	<ul style="list-style-type: none"> Individual work station Targeted work from Occupational Therapy, Physiotherapy, Outreach Team & School Nurse Team

<ul style="list-style-type: none"> • School building is accessible for all • Classrooms have age-appropriate furniture and environments • Visual prompts, pictures and ICT used appropriately to aid learning • High quality resources are readily available, organised to enable independence • Uniform adaptations where appropriate. 	<ul style="list-style-type: none"> • Fidget kits <p><u>Gross motor programmes</u></p> <ul style="list-style-type: none"> • Balance boards <p><u>Fine motor programmes</u></p> <ul style="list-style-type: none"> • Write from the start • Speed Up Handwriting • Large keyboard for computer work <ul style="list-style-type: none"> • Paediatric Occupational Therapy assessment & resource pack • Wobble cushions <ul style="list-style-type: none"> • Sensory circuits • Sensory breaks. 	<ul style="list-style-type: none"> • Individual support with self-care where appropriate • ICT program to develop keyboard skills – including touch typing • Write From the Start-Hand-activities to help eye co-ordination • Resource adaptations, including enlargements of font size • I-Pads to aid learning.
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Social, Emotional and Mental Health

Wave 1	Wave 2	Wave 3
<ul style="list-style-type: none"> • Whole school behaviour policy and commitment to instilling School Ethos • School & class rules • PSHE planned lessons • Boxall Profiles • Collective Worship and whole school assemblies & raising awareness ie Anti- Bullying week • Growth Mindset strategies implemented as practice • Class visual timetable • Visual reward systems • Time out • Timers & stress relievers • Emotion/social resources • Praise and high expectations • Whole class behaviour charts • certificates • Fiddle objects • Forest School projects for every class throughout the year 	<ul style="list-style-type: none"> • Nurture sessions • Individual reward system & behaviour logs • Additional support at playtime (break time and lunchtime clubs) • Social Skills modelled • Transition support for next school/ class • Time to talk programme and board game • Zones of Regulation • Counselling sessions with Wigan Family Welfare • Home/ school communication book 	<ul style="list-style-type: none"> • 1:1 Emotional Literacy Programme (ELSA) • Drawing and Talking Programme • Counselling • Individual workstation • Individual social stories to teach specific social skills • Targeted work from –Behaviour Support, CAMHS, Educational Psychology • Dialectical Behavioural Therapy (DBT) skills – STEPS A curriculum. • Structured and guided lunchtime/ playtime support • Setting up of Early Help Assessment Tool. • Bereavement support

Assess, Plan, Do, Review - children causing concern

Name:	Class:	Term:
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<p>Area of concern? Cognition & Learning SEMH (Social, Emotional, Mental Health) Communication & Interaction Sensory and/or Physical Needs</p> 	
<p>Notes from discussions with other people. Parents? SENDCo? Support Staff?</p>	
<p>Observations Identify and analyse child's needs. Child's strengths and areas for development.</p>	
<p>Boxall Has one been completed for SEMH?</p>	
<p>What support is already in place? What needs to be put in place? What do you want the child to improve/develop? Outcome focused TARGETS- SMART Achievable and measurable</p>	
<p>Interventions identified Expected impact on progress, development and behaviour. Date for review</p>	
<p>DO- Observations to see how the child responds to the support</p>	

Review How effective has the support been? What has the impact been on the child? Have the outcomes been achieved?	
What are the next steps? Planning for a new cycle of targets? Meeting with parents? Outside agencies involved?	

****'s One Page Profile

What I like... What I am good at ..

(You might want to discuss: "What am I good at?", "What are my strengths and talents?")

What would I like others to know about my difficulties?

How to support me...

(adjustments / interventions / support)

I will help myself by ...

Appendix D

Area		Success	Achieved <input type="checkbox"/> Ongoing <input type="checkbox"/>
Target: I am learning to ...		Success Criteria: If I am successful I will be able to ...	
<u>Learning Target 2</u>			
Area		Success	Achieved <input type="checkbox"/> Ongoing <input type="checkbox"/>
Target: I am learning to ...		Success Criteria: If I am successful I will be able to ...	
<u>Learning Target 3</u>			
Area		Success	Achieved <input type="checkbox"/> Ongoing <input type="checkbox"/>
Target: I am learning to ...		Success Criteria: If I am successful I will be able to ...	

Appendix E

Intervention Tracking Information:

Intervention:	Start date:	Review date:
Why:	When:	Where:
How long:	How often:	Support Staff: Teachers overseeing intervention:

Name	Baseline Assessments	What the pupil can do	What we want to achieve	Assessments at the end of intervention	Impact
			-		
			-		
			-		