



## **DOGSTHORPE INFANT SCHOOL**

### **SEND Policy**

**Ratified by: Standards Committee**

**Date: 24<sup>th</sup> November 2025**

**Minute: 10**

**Review Date: Annually**

**Welcome to our school family where children are...**



**inspired to dream and develop the building blocks to be independent, confident and inquisitive life-long learners.**



**nurtured, valued and individual differences are respected in an exciting, learning community where everyone belongs.**



**little stars who deserve to shine.**

#### **Policy Overview.**

<b>What is the policy for?</b>	<ul style="list-style-type: none"><li>• The policy is for all members of the Dogsthorpe Infant School community so that there is common understanding about how we meet the needs of our pupils with special educational needs and disabilities.</li><li>• The policy also supports parents in knowing what we do at Dogsthorpe Infants to meet the needs of our pupils.</li></ul>
<b>Who has devised and contributed to this policy?</b>	This policy has been developed by the SENDCO and parents have been invited to contribute.
<b>How will this policy be communicated?</b>	This policy is available in the school office and on the school's website.
<b>How will this policy be monitored?</b>	<ul style="list-style-type: none"><li>• Governors will review the policy in line with the schedule.</li><li>• Standards of attainment and achievement for SEND pupils will be monitored and shared with Governors at termly Standards meetings.</li><li>• Governor monitoring will take place in school by the link governor for SEND.</li></ul>
<b>Which other policies are linked to this policy?</b>	<ul style="list-style-type: none"><li>- Accessibility</li><li>- Anti-bullying</li><li>- Complaints procedures</li><li>- Data Protection</li><li>- Equality</li><li>- Behaviour</li><li>- Safeguarding</li><li>- Managing the Medical Conditions of Pupils</li><li>- More Able Learners</li><li>- Curriculum</li></ul>
	<i>This policy complies with the statutory requirement laid out in the 'SEND Code of Practice 0-25'2014, updated Jan 2015.</i>

## **Aims.**

At this school we aim to:

- \* raise the aspirations for all pupils with SEND.
- \* provide a focus on outcomes for children and not just hours of provision/support.
- \* enable children to feel they are valued members of the class, school and society.

Our SEND Policy and Information report aims to:

- \* Set out how our school will support and make provision for pupils with special educational needs (SEN)
- \* Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

## **Objectives.**

- \* To identify and provide for pupils who have special educational needs and additional needs.
- \* To work within the guidance provided in the SEND Code of Practice, 2014.
- \* To operate a 'whole pupil, whole school' approach to the management and provision of support for SEND.
- \* To designate a member of the teaching staff to be Special Educational Needs and Disabilities Co-ordinator (SENDCO) ensuring that all new SENDCOs have the National Award for SENDCOs qualification.
- \* To provide support and advice for all staff working with children with identified SEND.
- \* To ensure pupils and parents have a voice in the process.

## **Legislation and guidance**

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- \* Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- \* The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

## **Definitions**

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

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

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.

## **Roles and Responsibilities** (see Appendix 1 for names)

At Dogsthorpe Infant School we believe that every teacher is a teacher of SEND. Every leader is a leader of SEND.

### **The Class Teacher:**

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO and parents of children with SEN to review each pupil's progress and development and decide on any changes to provision, contributing to the identification of SEND needs.
- Recording details of the provision for individual children on their IPM.
- Ensuring they follow this SEND policy

### **The Special Education Needs and Disabilities Co-ordinator (SENDCO)**

- Work with the Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the Local Authority and its support services including the Educational Psychology Service, Behaviour Support Service, Hearing Impairment Service, Educational Welfare Service, Visual Impairment Service, SALT, Children's Social Care, Voluntary Organisations and other multi agencies when needed.
- Holds review meetings annually for children with EHC Plans
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Co-ordinates provision mapping and management, ensuring the school keeps the records of all pupils with SEND up to date
- Liaises and works in partnership with the parents of children with Special Educational Needs and disabilities.
- Contributes to the training of staff and governors.

### **The SEND Link Governor**

- Help to raise awareness of SEN issues at Local Governing Board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this by meeting with the SENDCO at least twice a year to monitor and evaluate the SEND policy, procedures and provision, including funding and resources (including staffing).
- Work with the Headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school.

### **The Headteacher:**

- Has overall responsibility for the provision and progress of learners with SEND and/or a disability, management of the policy, and for keeping the governors informed. Any complaints about general or specific provision will be referred to the Headteacher in the first instance.
- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision within the school.

### **SEND Information Report - Summary**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, specific literacy difficulties
- Social, emotional and mental health difficulties, for example, ADHD
- Sensory and/or physical needs, for example, hearing impairments, processing difficulties, hypermobility

### **Identifying pupils with SEND and assessing their needs**

We accept the principle that pupils' needs should be identified and met as early as possible. Therefore, we will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

The school adopts a graduated approach to meeting pupils' needs as described in the SEND Code of Practice. This is reflected in the SEND flow chart used by the school (See Appendix 2).

- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Reasonable adaptations and additional interventions will be explored and implemented.
- If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENDCO, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support and add the pupil to the SEND Overview. The class teacher will remain responsible and accountable for planning and delivering individualised programmes. Parents will be kept informed of the action and results. A One Page Profile which incorporate Assess, Plan, Do, Review targets (APDR) will be used to record targets and programmes used with the pupil. (See Appendix 3) for some pupils with SEMH needs, a SEMH profile will be used as this also incorporates a risk assessment. (see Appendix 4)

- Placement of a pupil on the SEND Overview will be made by the SENDCO and parents will be informed. Referrals may be made to external support services who will advise on targets and provide specialist inputs to the support process.
- SEND concerns are discussed when, despite receiving differentiated teaching and a sustained level of support, a pupil:
  - Still makes little or no progress in specific areas over a long period, despite intervention
  - Continues to work at National Curriculum levels considerably lower (one year lower) than expected for a pupil at a similar age
  - Continues to experience difficulty in developing literacy/numeracy skills despite intervention.
  - Has emotional regulation or mental health difficulties that substantially impede their learning
  - Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
  - Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning.

Parental consent is sought before any external agencies are involved. Strategies suggested may be implemented by the class teacher but involve other adults.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

There are four areas of need as stated in the SEND Code of Practice, 2014:

- Communication and Interaction
- Cognition and Learning
- Social Emotional and Mental Health difficulties
- Sensory and/or Physical.

Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may also impact on a pupil's progress. However, these are not, in themselves, an indication for SEND:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the Pupil Premium. (PP)
- Being a Looked After Child (LAC)
- Being a child of a service woman/man.

In Summary, our school identifies children with SEND by:

- Responding to concerns from parents/carers or staff
- Assessing pupils regularly through formal and informal assessments and carrying out planned observations
- Monitoring progress made over time in half-termly Pupil Progress meetings
- Using the expertise of outside agencies
- Where appropriate using tests or assessments to identify specific needs

## **Consulting and involving pupils and parents**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will notify parents when it is decided that a pupil will receive SEN support.

## **Assessing and reviewing pupil's progress towards outcomes - A Graduated Response to SEND support.**

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class or subject teacher will work with the SENDCO to 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 or behaviour
- Other 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
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

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. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

## **Statutory Assessment.**

The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention within SEND Support the pupil remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- Records from past interventions
- One Page Profiles and APDR cycles
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- National Curriculum levels.
- Other relevant assessments from specialists such as support teachers and Educational Psychologists
- The views of parents
- Where possible, the views of the pupil
- Social Care/Educational Welfare Service reports
- Any other involvement by professionals

## **Education, Care and Health Plans**

An EHCP will normally be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP. An EHCP will include details of learning objectives for the child. This plan must be reviewed annually. The LA will inform the Headteacher at the beginning of each school term of the pupils requiring reviews. The SENDCO will organise these reviews and invite relevant staff, agencies and parents.

## **Supporting pupils moving between phases**

We will share information held by the school with the school or other setting the pupil is moving to. We will discuss with parents the information that we share. Where possible, we will arrange an induction programme with the next setting, including a transition review for children with an EHCP.

For pupils transferring into our school, we will discuss the needs of the pupil with their parents and previous setting, including nurseries and preschools. A transition programme will be arranged where possible which could include visits to the previous setting, visits to school, resources such as social stories and home visits.

## **Our approach to teaching pupils with SEN**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will also provide the following interventions dependent upon need:

Sensory Circuits

Attention Autism

Curiosity Approach

Intensive Interaction

Social Stories

Now/Next boards

Visual Timetables

Colourful Semantics

Speech and Language Programs as set by SALT or Specialist Teacher for SALT

Group or 1:1 intervention with CWBC

Handwriting

Paston Pack, Go to OT and other OT devised programmes

Sensory Diets

Calming Spaces

Reading and Phonics Programmes (Both Commercial and Bespoke Individual Programs depending on the needs of the child)

And other interventions as advised by EHCPs, external professionals or advice received on training.

## **Adaptations to the curriculum and learning environment, equipment and facilities**

According to the School's Admissions Policy, as determined by HAT, we will admit a child with an Education, Health Care Plan which names our school by the LA, after the consultation process.

All relevant and reasonable adjustments are made to prevent SEND pupils from being treated less favourably than others and to ensure inclusion for all.

The SEND Information Report for Dogsthorpe Infant School outlines the steps taken to ensure all children have full access to all curricular and extra-curricular activities. This is published on our website.

Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs. An individual provision map records a graduated response to individuals.

The range of provision may include:

- \* in class support for small groups with an additional teacher or Teaching Assistant
- \* small group within intervention spaces with TA or Pastoral Team.
- \* individual class support/individual support in intervention spaces.
- \* pre-teaching of key vocabulary and activity style
- \* further differentiation of curriculum through resources, staffing, pace, delivery style, content and activity.
- \* specialised interventions
- \* provision of alternative learning materials/ special equipment
- \* access to Specialist Teaching and Educational Psychology Service, Steps or other support services for advice on strategies, equipment, or staff training

### **Special Facilities**

- 1 Disabled Toilet/Shower Room
- Slopes for wheelchairs at the front and rear of the building and from each classroom to the playing areas.
- Double doors at the exits and entrances to the building.
- Slopes leading from the playing field to the playground.
- Slopes leading from Reception classes to raised garden
- Railings leading from Reception classes to Reception garden area
- Wheelchair
- Soundfield Systems
- Sensory spaces

It is important to note that some pupils will, from time to time, have a significantly greater difficulty in learning than the majority of children of their age. Some may have disabilities, which prevent or hinder them from making use of the facilities provided. We will give these pupils individual consideration and make special provision for them, working in partnership with others if necessary. As a result of this, children access support for as long as they need it and can be added or removed from the SEND Overview accordingly.

## **Additional support for learning**

We have Teaching Assistants who are trained to deliver interventions as listed above and other interventions that are used when the need arises.

Students are initially supported in the classroom by the class teacher and class teaching assistant using Quality First Teaching strategies. Where attainment gaps exist or if other needs warrant provision, teachers and teaching assistants will deliver interventions to pupils in small groups. When the attainment gap is persistent, long-term and significant, teaching assistants may support pupils on a 1:1 basis.

We regularly work with the following agencies to provide support for pupils with SEND:

Educational Psychologist  
Speech and Language Therapy (SALT)  
Autism Advisory Teaching Service  
HI Specialist Teacher  
Occupational Therapist  
Younited – triaging service for referrals  
CAMH (Child & Adolescent Mental Health Service)  
Early Help Team  
Emotional Health and Wellbeing Practitioners  
SEND Hubs  
School Nursing Service  
Specialist Hub schools

When the need arises, we will make contact with other agencies and charities to support children and their families.

## **Training and Resources**

The SEND budget is allocated according to the funding formula as outlined by the Local Authority offer. Levels of support are decided by need at targeted specialist and specialist level as seen on the offer and agreed within school. If a pupil is in receipt of an EHC Plan, funding will still be within the school's budget. However, where there are significant needs top up funding is available provided by the Local Authority.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils. All staff are encouraged to undertake training and development. SEND systems and structures are included in the induction programme. The SENDCO regularly attends the LA network meetings, forums and other relevant training in order to keep up to date with local and national updates in SEND. The SENDCO or professionals from external agencies lead training for staff as appropriate. The Governors are also expected to access SEND training appropriate to their role.

Recent training that staff have received is detailed in the Information Report found on the school's website.

## **Monitoring and Evaluation of SEND.**

- Senior Leaders and Governors acknowledge that additional intervention and support cannot compensate for a lack of good quality teaching.
- We have a rigorous and robust system in place to monitor the quality of teaching including lesson observations, learning walks, parent and pupil questionnaires, book scrutinies and Pupil Progress Meetings.
- Whole school assessment data is tracked
- We regularly review pupils' individual progress towards their outcomes each term to assess whether children have narrowed the gap and to adjust the provision that they require to make progress.

- Pupils with an EHC plan have an annual review held to monitor and track progress
- These arrangements promote continuous reflection, review and improvement of provision for all pupils. As part of this, interventions and progress against targets for SEND pupils is monitored by class teachers and Senior Leaders.

### **Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND.**

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to take part in sports day/school plays/special workshops. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

### **Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

- \*Pupils with SEND are encouraged to take an active part in all aspects of school life
- \*Pupils with SEND are also invited to be part of clubs to promote teamwork/building friendships
- \*We have a zero tolerance approach to bullying.

### **Complaints about SEND provision**

Complaints about SEND provision in our school should be made to the Headteacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### **Contact details of support services for parents of pupils with SEN**

Parents can access Peterborough City Council's Local offer on:

[www.peterboroughcitycouncil.co.uk](http://www.peterboroughcitycouncil.co.uk)

SEND Information Advice Support Service – Tel. 01733 863979 email  
[pps@peterborough.gov.uk](mailto:pps@peterborough.gov.uk)

Family voice: [www.familyvoice.org](http://www.familyvoice.org)

The school's SEND Information Report can be accessed via the school website:  
[www.dogsthorpeinfants.com](http://www.dogsthorpeinfants.com)

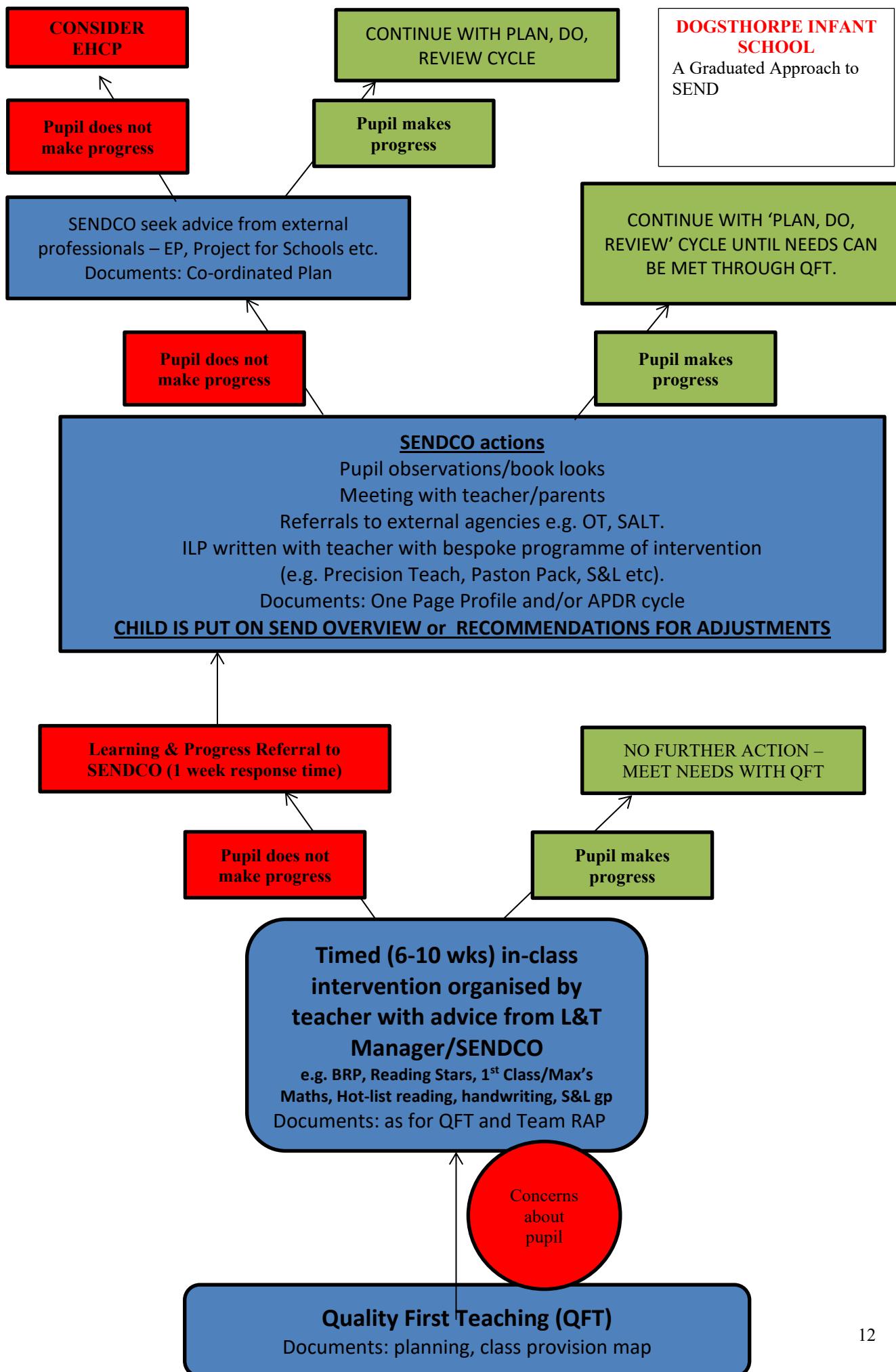
The school has adopted the admissions policy of Peterborough Local Authority. Priority is given to Looked After Children, Children with Statement of Education need/Education Health Care Plan, followed by children with identified medical need then children living in the school catchment area.

The 'Supporting Children with Medical Conditions Policy' is available via the school website.

## Appendix 1 – Roles.

SENDCO	Mrs Joanne Marshall-Sully
SEND Team	Mrs Hannah Cherry Specialist Support Teacher (SALT)
SEND Team Administrator	Mrs Tina Gardner
Pupil Premium Lead	Mrs Becky Waters
Safeguarding Team	Mrs Becky Waters Miss Toni Gattuso Miss Holly Stamper Mrs Tina Gardner Mrs Joanne Marshall-Sully
Safeguarding Governors	Mrs Julie Tate
SEND Governor	Mrs Sue Hartropp

## Appendix 2 SEND Flow Chart



## Appendix 3 - One Page Profile

Pupil Profile		Assess - Plan - Do - Review Cycle																								
<b>Name</b> Year Group and Class Here		Status: Choose an item. Year: 2024-25 Need 1: Need 2: Class: Teacher: Agencies/Professionals:																								
What others like and admire about me:	What I like and what makes me happy:	photo here  <b>Autumn Term</b> Targets (specific, measurable, achievable in one term; address full range of needs) Area of Need Provision (what, who, when, how often?) Outcome (at end of Autumn term) Impact (refer to data and what you've observed generally) Select Select Select Select Select Select Select Select  Summary of autumn term progress/attainment: Attendance: %																								
<b>Information about my needs:</b> I...		Names of those who attended the autumn review:																								
How to support me:	Signs I need support:	<b>Spring Term</b> Targets (specific, measurable, achievable in one term; address full range of needs) Area of Need Provision (what, who, when, how often?) Outcome (at end of Spring term) Impact (refer to data and what you've observed generally) Select Select Select Select Select Select Select Select  Summary of spring term progress/attainment: Attendance: %																								
<b>Sensory Needs</b> <table border="1"> <tr> <td>Sensory Seeking</td> <td>Sensory Avoidant</td> <td>Sensory Calming</td> <td>Agreed Physical Touch</td> </tr> <tr> <td></td> <td></td> <td></td> <td>Touch ✓ or X When/Why</td> </tr> <tr> <td></td> <td></td> <td></td> <td>Hugs</td> </tr> <tr> <td></td> <td></td> <td></td> <td>Being Carried</td> </tr> <tr> <td></td> <td></td> <td></td> <td>Holding Hands</td> </tr> </table>		Sensory Seeking	Sensory Avoidant	Sensory Calming	Agreed Physical Touch				Touch ✓ or X When/Why				Hugs				Being Carried				Holding Hands	Names of those who attended the spring review:				
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			Touch ✓ or X When/Why																							
			Hugs																							
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		<b>Summer Term</b> Targets (specific, measurable, achievable in one term; address full range of needs) Area of Need Provision (what, who, when, how often?) Outcome (at end of Summer term) Impact (refer to data and what you've observed generally) Select Select Select Select Select Select Select Select  Summary of summer term progress/attainment: Attendance: %																								
		Names of those who attended the summer review: <input type="checkbox"/> Tick if new teacher attended the summer review. <input type="checkbox"/> Tick if the new pupil profile was created.																								
		<small>MEET THE TEAM Assessment / PWP - Plan, Praise, Praise / PMS - Positive and Multiple Learning Opportunities / SEMH - Social, Emotional and Mental Health / BSL - British Sign Language</small>																								

## Appendix 4 – SEMH profile

2025-26 Pupil Profile - SEMH			PHYSICAL INTERVENTION STATEMENT FOR PARENTS/CARERS.																								
<b>NAME</b> Year One - Seacole			If I am becoming unsafe or showing dangerous behaviour towards myself and/or others (i.e. hitting, kicking, throwing, climbing, biting), a trained adult may use a physical intervention strategy (e.g. a safe hold, a guide or escort) to support me to move to a safe space and/or to help me to regulate. One of the adults will tell you if this has taken place.																								
What others like and admire about me:	What I like and what makes me happy:																										
<b>Information about ME:</b>																											
<b>How can you help me?</b> <table border="1"> <tr> <td>Level</td> <td>Description of my mood - what do I feel like/look like/sound like and behave like at each level!</td> <td>what helps to lift me/helps me to maintain great?</td> </tr> <tr> <td>5 Feeling great</td> <td></td> <td></td> </tr> <tr> <td>4 Feeling ok</td> <td></td> <td></td> </tr> <tr> <td>3 A bit low</td> <td></td> <td></td> </tr> <tr> <td>2 Struggling</td> <td></td> <td></td> </tr> <tr> <td>1 Not coping</td> <td></td> <td></td> </tr> </table>			Level	Description of my mood - what do I feel like/look like/sound like and behave like at each level!	what helps to lift me/helps me to maintain great?	5 Feeling great			4 Feeling ok			3 A bit low			2 Struggling			1 Not coping									
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Risk Management Plan					
<i>To be completed for a child who regularly displays unsafe/dangerous behaviours.</i>					
Identified Risk, Hazard or Behaviour	Standard Measures in Place	Rating (R A G)	Mitigating Adjustments and Actions	When and Who	Anticipated Risk with Mitigation (R A G)