



ISEND

CHAMPIONING CHANGE FOR CHILDREN

Inclusive Innovative Solution Focussed Act with Integrity Collaborative



East Sussex
County Council

Additional Needs Plan

Name:

Year Group:

Setting/School/College: Oakwood Primary Academy

Plan completed by

Action	Date
Plan Started	
Review 1	
Review 2	
Review 3	
<i>The SEND Code of Practice recommends 3 x per year. For <u>Looked After Children</u> it is <u>legal requirement</u> for it to be reviewed a minimum 3 x per academic year</i>	

SECTION 1 – ALL ABOUT ME – (ASSESS)

A: CHILD/YOUNG PERSON'S DETAILS

Family Name		Given Names	
DOB		Gender	
Ethnicity		Primary Language	
Primary carer/s with parental responsibility		Telephone	
		Mobile	
		UPN	
Placement Start date:			

Detailed information available in school information systems.

Details of any other plans relating to the child/young:
<i>e.g. Child in Need (CIN), Child Protection (CP) etc</i>

B: AGENCY/SERVICE CONTACT DETAILS (*currently involved*)



Agency/Service	name and role	Contact details

C: MY PROFILE

For children and young people with more complex needs you may need to use specialist tools here e.g. Pupil Voice, Talking with Pictures etc –refer to SEND Matrix and Early Years SEND Matrix documents.

Pupil voice 12th July 2021

What do people like about me?	What is important to me?	
How do I feel about my work in school?	How do I feel about my friends in school?	
1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	

What is working well? 	What is not working well? 
What would I like to change?	I wish my teacher knew.....

D: MY PARENT/ CARER'S VIEWS (Miss Corrina Hampton)

What do you like and admire about Harvey?	
What do you think makes a good and bad day for Harvey?	
What are your hopes for Harvey in the next 3 months?	
What are your hopes for Harvey in the longer term?	
How would you like Harvey to be helped?	
Is there anything else you would like to share about Harvey?	

Role: Class Teacher (Andrew Spiers)

What do you like and admire about Harvey?	
What do you think makes a good and bad day for Harvey?	
What are your hopes for Harvey in the next 3 months?	
What are your hopes for Harvey in the longer term?	

How would you like Harvey to be helped?	
Is there anything else you would like to share about Harvey?	

F: OTHER PROFESSIONALS IN MY LIFE

Role: Gypsy Roma traveller teacher
speech and language therapist)

(e.g. specialist teacher,

SECTION 2 - BACKGROUND/CONTEXTUAL INFORMATION

To include, where relevant: specific relevant home circumstances, number of educational settings, contact arrangements, other therapeutic input etc.

SECTION 3 – WHAT IS THE PRESENTING NEED?

Available information to evidence area of need:

It is essential that the SEND Matrix (school aged and Early Years) is used as a reference tool for completion of this section.

Cognition and learning

Social, emotional and mental health difficulties

Sensory and physical

Independence and community involvement

Data – current levels/ target levels, progress, attendance and assessments*

SECTION 4 – PLAN

Outcomes (<i>ensure they are SMART and linked to the presenting need</i>)			
Short Term	By when	Long Term	By when
<i>Indicate timescales</i>		<i>Indicate timescales</i>	

Available resources/ services (within school delegated funding)

Must include use of the below possible funding sources where the child/young person is eligible – this is not a definitive list.

SECTION 5 – DO (Planning)

Please refer to SNAPS ('Assess Plan Do Review')

What	Who	Resources (specify)

Next review meeting	SNAPS to be reviewed
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SECTION 5 - REVIEW

The reviewing of the plan must relate to the outcomes identified.

	REVIEW 1
Date	
Present	
Progress	
Further actions	

	REVIEW 2
Date	
Present	
Progress	
Further actions	

	REVIEW 3
Date	
Present	
Progress	
Further actions	

PARENT/ CARER PERMISSION DECLARATION		
Name	Job Title	Contact information

YOUNG PERSON PERMISSION DECLARATION (AGED 16 YEARS OR OVER)		
I give permission for this plan to be shared with:		
Name	Job Title	Contact information

Assess, Plan, Do, Review Sheet

Name of early years' child/pupil:

DOB:

Year Group:

Member(s) of staff completing (position):

School:

PLAN

Assess

What is the current situation?

Current Situation – include relevant baseline:

Outcomes

What do you want to achieve?

1.

1 2 3 4 5 6 7 8 9 10

2.

1 2 3 4 5 6 7 8 9 10

3.

1 2 3 4 5 6 7 8 9 10

REVIEW

Review outcomes

1.

1 2 3 4 5 6 7 8 9 10

2.

1 2 3 4 5 6 7 8 9 10

3.

1 2 3 4 5 6 7 8 9 10

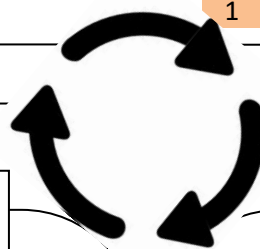
DO

Identify actions/ next steps

1.

2.

3.



Target Monitoring and Evaluation ("TME"): TME is a means of tracking pupil progress in relation to a series of short-term, measurable outcomes. At the initial planning phase, for each target two scores from 1 to 10 are applied (where 10 is the maximum) relating to: **Baseline** – where the child is now; and **Expected** – the level of attainment expected by the review date. All targets are then reviewed and an "Outcome" rating applied on the same scale (1-10).

Scaling will not be appropriate for some outcomes and can be deleted.