|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Name:**  |  | **Date of Birth:** |  | **Year Group/Class:** |  |
| **Date of Plan:** |  | **Date sent to parents:** |  | **Date to be reviewed:** |  |
| **People who contributed to this plan and roles:** |  |
| **Pupil’s Current Strengths:** |  |

**School Logo**

|  |  |
| --- | --- |
| Current Barriers to Learning: |  |

|  |
| --- |
| **Assessment and Tracking information** |
|  | Date | Date | Date |
| Reading |  |  |  |
| Writing |  |  |  |
| Maths |  |  |  |

|  |
| --- |
| **Actions and Recommendations Log (review of previous and identification of new based on meeting discussion)** |
| Date agreed | Action or Recommendation | Who is responsible (name and role) | Progress and/or impact |
|  |  |  |  |
|  |  |  |  |
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|  |  |  |  |

The biggest impact on children and young people’s progress is high quality teaching. You can read more about this in Haringey’s Guidance for SEND Support which is available on our local offer https://www.haringey.gov.uk/children-and-families/local-offer/sendcospace/whataretheSENDcorestandards. This plan refers to strategies which are above and beyond those which are available as part of high-quality teaching.

**Education**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Area of Need | My desired outcomes (no more than 5) | My small targets (may include up to 3 small steps to be achieved in the length of the plan) | Strategies and Interventions | Review |
|  |  |  |  |  |
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**Health/therapies and/or Early Help/Social Care**

|  |  |  |  |
| --- | --- | --- | --- |
| Need | Desired outcome | Provision (what and by whom) | Review |
|  |  |  |  |
|  |  |  |  |

This plan should be accompanied by a One Page Profile.

It may also be accompanied by an intervention list or costed provision map and a personalised timetable detailing any additional support the child or young person is receiving.