



SEND Support Plan
Warren Wood Primary School
'Every teacher is a teacher of SEND'

Name of Child			Class Teacher/s			
D.O.B			SEND Status		SEND Support/EHCP	
Year Group			Diagnoses/pending assessments			
Medical Needs			Vision/hearing needs			
Professional/Agencies working with the child/family	Educational Psychologist	ASD team	SalT	Physio	Great Minds Together	Primary Jigsaw
	School Age Plus Worker	CAMHS	OT	SSS	Inclusion	other
Areas of Need in order (1 being greatest priority If no number support is given through universal offer)	Cognition and Learning		% Attendance		Start of Cycle 1 (October 2023)	
	Communication and Interaction				Start of Cycle 2 (February 2024)	
	SEMH				Start of Cycle 3 (June 2024)	
	Sensory and/or Physical				End of Cycle 3 (October 2024)	

<p>Long Term Aspirations</p>			
<p>Planned Agreed Outcomes</p>	<p><u>Stockport Outcomes Framework</u> I feel safe I feel part of my local community I enjoy good health and well being I am confident and able to reach my goals I am happy and have people I can trust The people who love and care for me are enabled to do this My voice is heard and acted upon</p> <p><u>Preparing for Adulthood</u> <u>Employment:</u></p> <p><u>Independent Living:</u></p> <p><u>Community Inclusion:</u></p> <p><u>Health:</u></p>		
		<p><u>Strengths</u></p>	<p><u>Needs</u></p>
<p>Strengths and Needs (including any barriers) and starting points to meet agreed outcomes, including views of CYP and family.</p>	<p><u>Cycle 1</u></p>	<p>•</p>	<p>•</p>
	<p><u>Cycle 2</u></p>	<p>•</p>	<p>•</p>

	<u>Cycle</u> 3	•	•
Cycle 1 (October 2023)			
Assessments Reading Writing Maths Salford Book Band SPAR Tables Phonics NfER Language Link	Start of Cycle 1 (October 2023) Assess <u>Teacher Assessments</u>		
Outcomes: Plan SMART Specific, measureable, achievable, relevant, time-bound	Provision Do This must be active provision: 'different from and additional to ' those day to day strategies as part of QFT. <i>Any additional/adjusted provision required?</i>	Impact reviewed including Review (Including dates of reviews and amendments) Highlight Green – met Amber –working towards Red - Emerging	Impact scaling
•	•		1 2 3 4 5
Key for impact scaling: 1 = very small steps of progress 3 = progress towards, may need reminders 50% of the time 5 =good progress, nearly always achieving outcome, a reminder in line with those who are met			
End of Cycle 1 Date of Meeting:	Attendance at meeting:	Parent/carers' signature:	Class Teacher's signature:

		SENDCo's signature:	
Cycle 2 (February 2024)			
Assessments Reading Writing Maths Salford Book Band SPAR Tables Phonics NfER Language Link	Start of Cycle 2 (February 2024) Assess <u>Teacher Assessments</u>		
Outcomes: Plan SMART Specific, measureable, achievable, relevant, time-bound	Provision Do This must be active provision: 'different from and additional to' those day to day strategies as part of QFT. <i>Any additional/adjusted provision required?</i>	Impact reviewed including Review (Including dates of reviews and amendments) Highlight Green – met Amber –working towards Red - Emerging	Impact scaling
•	•		1 2 3 4 5
Key for impact scaling: 1 = very small steps of progress 3 = progress towards, may need reminders 50% of the time 5 =good progress, nearly always achieving outcome, a reminder in line with those who are met			
End of Cycle 2 Date of Meeting:	Attendance at meeting:	Parent/carers' signature:	

		Class Teacher's signature:	
		SENDCo's signature:	
Cycle 3 (June 2024)			
Assessments Reading Writing Maths Salford Book Band SPAR Tables Phonics NfER Language Link	Start of Cycle 3 (June 2024) Assess <u>Teacher Assessments</u>		
Outcomes: Plan SMART Specific, measureable, achievable, relevant, time-bound	Provision Do This must be active provision: 'different from and additional to' those day to day strategies as part of QFT. <i>Any additional/adjusted provision required?</i>	Impact reviewed including Review (Including dates of reviews and amendments) Highlight Green – met Amber –working towards Red - Emerging	Impact scaling
•	•		1 2 3 4 5
Key for impact scaling: 1 = very small steps of progress 3 = progress towards, may need reminders 50% of the time 5 =good progress, nearly always achieving outcome, a reminder in line with those who are met			

Assessments Reading Writing Maths Salford Book Band SPAR Tables Phonics NfER Language Link	<u>End of Cycle 3 (October 2024)</u> <u>Teacher Assessments</u>	
End of Cycle 3 Date of Meeting:	Attendance at meeting:	Parent/carers' signature: Class Teacher's signature: SENDCo's signature: