


What is the SEND Register?


If children's needs become apparent as they move up through the school, class teachers will discuss these with the SENDCO, and discussions will be held with the child's parents/carers. If the child is found to have needs that meet the criteria in the SEND Code of Practice, the child will be listed on the school's Disability and Special Educational Needs (SEND) Register, and additional provision will be put into place.

The SENDCO maintains the SEND register and oversees provision. The school's SEND Register is an internally held document, the aim of which is to ensure that teachers are aware of children's additional needs. The progress of children on the SEND Register is closely monitored by the school's Senior Leadership Team, to ensure that the school's provision is working for children with additional needs.

Children on the SEND register will have a 'SEND Support plan' (sometimes referred to as an Individual Learning plan) that is updated and reviewed 3 times a year. This will be written in liaison with parents and all of those working with the child and will detail the provision in place to meet the child's needs. Each child on the SEND register will have a Pupil Passport which is the child's voice and their views and input on their needs and provision.

Steyning C of E Primary School
SEND Support Plan

					
Name of Child: Mikey Reid					
Attainment: R: 1b+ W: 1w M: 1f Category (If Need: Communication and Interaction, Cognition and Learning.					
Class: Badgers Date: 11.02.19					
Assessments: (if applicable)	SAT progression Tool:				
Target(s): Plan	<table border="1"> <tr> <th>Target</th> <th>Achieved/not achieved</th> </tr> <tr> <td> <ul style="list-style-type: none"> ask for help when I am stuck. be able to answer questions verbally about a task. By Easter I will be able to recognise number bonds to 10. </td> <td> Partially achieved Partially achieved Partially achieved </td> </tr> </table>	Target	Achieved/not achieved	<ul style="list-style-type: none"> ask for help when I am stuck. be able to answer questions verbally about a task. By Easter I will be able to recognise number bonds to 10. 	Partially achieved Partially achieved Partially achieved
Target	Achieved/not achieved				
<ul style="list-style-type: none"> ask for help when I am stuck. be able to answer questions verbally about a task. By Easter I will be able to recognise number bonds to 10. 	Partially achieved Partially achieved Partially achieved				
In Class Strategies: Do	<ul style="list-style-type: none"> Adults to give Mikey appropriate take up time on a task before checking in with him and explaining the task or work set again if he asks for it. Lots of teacher support in literacy and maths. Additional resources to be provided and modelled for maths where appropriate. Positive praise will be given for working well with others appropriately; the pot of gold will look to be awarded as often as possible. 				
Additional Interventions: (if applicable) Do	<ul style="list-style-type: none"> Additional small group mathematics interventions run to revise place value, number bonds to 10 and accurate counting. 1:2 TA support in maths lessons. Additional resources to be given and modelled for maths lessons. Interventions with class teacher when gaps in learning from maths or literacy lessons are highlighted. Learning for lessons catered to meet individual ability and understanding. Daily reading with class TA. Daily counting with class TA. Weekly reading 1:1 with parent helpers. 1-2 (4x week) phonics teaching. 				
Child's Voice:	I'm good at running. I am good at reading. I'm good at hockey. I'm good at maths. What is working well for me now: maths, sitting next to Miss Martin. Things would be better if I could do easier work.				
Parent's View:	I worry that Mikey won't be able to cope further up the school he goes. Is there anything that makes him struggle to participate?				



Things I'm good at and the things that people like about me are:
 I'm good at running. I am good at reading. I'm good at hockey. I'm good at maths. People like that I help them. People like about me helping them at maths.

Things I need to help me are:
 Help me at maths. by telling me the questions.

My fears/worries/concerns are:
 I'm worried about hard work that I can't do. I worry about hard literacy.

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