

The Crossways Federation
Inclusion Policy for
Special Educational Needs and Disabilities

SENDCo: Emma Mitchell

SENDCo qualifications: NASENCo
The SENDCo is a member of the Federation Leadership Team.

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At Crossways we ensure that all children, including those identified as having a special educational need or disability, have a common entitlement to an accessible, broad and balanced academic and social curriculum and are fully included in all aspects of school life.

We believe that every teacher is a teacher of every child including those with SEND.

This policy reflects the changes to the SEND Code of Practice (January 2015).

This policy covers:

- Aims and objectives
- Identifying and supporting Special Educational Needs and Disabilities
- A Graduated Approach to SEND support: Assess – Plan – Do – Review
- Training and resources
- Roles and Responsibilities
- Monitoring and Accountability

Admission Arrangements

The Crossways Schools are mainstream Local Authority funded settings. Our policy is that of Inclusion and our admission policy is open.

All teachers are expected to provide a differentiated curriculum to meet the needs of all children in their classes. Where specialist knowledge is required staff will undertake the necessary training and will gain the support of relevant outside agencies. We believe that all children should be given the opportunity to thrive in the mainstream environment.

Children admitted at other times during the year will be monitored and previous records scrutinised and if necessary assessment undertaken.

Aims and Objectives

Aims

All children at Crossways are accepted equally, encouraged, respected and valued regardless of their ability and/or behaviour. Our aim is to provide children with the best possible outcomes in preparation for life-long learning. We endeavour to raise the aspirations and expectations of all children, including those with SEND, by working collaboratively with parents and carers and listening to the voice of the child.

Objectives

- To identify at the earliest opportunity those children with special educational needs and/or additional needs.
- To provide, monitor and review personalised provision as appropriate and set realistic and challenging targets.
- To work within the guidance set out in the SEND Code of Practice (January 2015).
- To ensure that every aspect of a child's development is taken into consideration and provided for within a whole school, inclusive ethos.
- To heighten awareness that every teacher is a teacher of every child including those with SEND.
- To provide support, advice and facilitate training for all staff working with children with SEND, including liaising effectively with external agencies.
- To take into account the views of children with special educational needs and disabilities.
- To encourage good communication and genuine partnerships with parents/carers and children with special educational needs and disabilities, involving them as an integral part of planning to meet individual needs.
- To ensure the Equality Act 2010 duties for children with disabilities are met.
- In conjunction with the Medical Needs Policy make arrangements to support children with medical conditions and have regard to statutory guidance 'Supporting Pupils at School with Medical Conditions'.
- Develop a culture of inclusion valuing high quality teaching for all learners, with teachers using a range of effective strategies for differentiation.
- Employ a collaborative approach with learners with SEN or disability, their families, staff within school, and other external agencies.

Identifying and supporting Special Educational Needs and Disabilities

Definitions:

➤ Inclusion

Inclusion is an ongoing process that celebrates diversity. It involves the identification and minimising of barriers to learning and participation, which may be experienced by any child, irrespective of age, ability, gender, ethnicity, language and social background. It also maximises the use of resources to reduce these barriers.

➤ Special Educational Needs and Disabilities (SEND)

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
 - has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions
- (SEND Code of Practice January 15)

➤ Inclusive provision

The school offers a continuum of provision to meet a diversity of children's needs. This ensures learning tasks, equipment, space, behaviour, groupings and levels of support are differentiated. Although all classes are mixed ability, class teachers have the flexibility to set smaller ability groups, within their class and across the year group, for any curricular activities where appropriate. Additional support is provided by teaching assistants and learning support assistants and is available based on need. This additional support is targeted at individuals and small groups of children and includes supporting individual targets, communication skills, physical needs, children with social, emotional and mental health needs, as well as working with able, gifted and talented children. A range of extra-curricular activities, including sport and music, are available during lunchtimes and after school. These are accessible to all children.

Identifying Special Educational Needs

As stated in the SEND Code of Practice (2015) children's needs may be categorised into four broad areas;

- 1. Communication and Interaction**
- 2. Cognition and Learning**
- 3. Social, Emotional and Mental Health**
- 4. Sensory and/or Physical**

These four categories broadly identify the aspects of special educational needs and disabilities for children at our school, however we will also identify the needs of children by considering the whole child. For more information on these categories of need, please see our SEND Information Report located on the school website.

Other issues that may impact on progress and/or attainment but are not solely SEND include;

- Disability
- Attendance and punctuality
- Gifted and Talented
- Underachievement
- Health and Welfare
- English as an additional language (EAL)
- Being in receipt of Pupil Premium
- Being a looked after child
- Being a child of a serviceman/ woman
- Unexplained behaviour difficulties

Although these do not constitute SEND themselves, the school will have systems and procedures in place to support these children where appropriate.

A Graduated Approach to SEND support: Assess – Plan – Do – Review (see Appendix A)

Concerns regarding a child can be raised by teachers, teaching assistants (TAs), parents/carers, the child, SENDCo, school leadership team (SLT), or an external agency. This concern is recorded and shared with parents/carers and appropriate members of the school team. These concerns are addressed through appropriate differentiation within the classroom and a record is kept of strategies used. If concerns persist, these records can be used to inform the 'assess, plan, do, review' process. Parents and carers will be consulted by teachers when it is felt necessary to place a child on the SEND register. Parents/carers will be fully included in the planning process.

➤ Assess

A clear understanding of a child's needs is essential when planning effective strategies, creating appropriate provision and influencing the adjustments to teaching that will lead to at least good progress and improved outcomes.

Assessment of need starts with a whole school approach that can quickly identify where a child is not making adequate progress despite high quality teaching. Information that teachers may draw upon include;

- Teachers' assessment and experience of a child
- Progress, attainment and behaviour
- The child's development in comparison to their peers
- The views and experience of parents/carers
- Child's own views
- Advice from external support services

➤ Plan

Once the need for SEND support has been identified the SEND code of Practice (2015) states that the first step in responding to a child's identified need is to ensure that high quality teaching, differentiated for individual children, is in place.

Teachers will adapt their teaching and provision to overcome any barriers to learning and make changes to ensure full accessibility to the curriculum with the support of the SENDCo.

We believe that parents/carers and children are an integral part of the planning process and are invited to contribute their thoughts and ideas during regular meetings throughout the year.

On occasions, following the review and assessment process, school may seek additional support from external agencies. If this happens, parents and carers are fully involved in the process by consenting and contributing to the referral.

In addition to the above, the process of planning for a child with an Education and Health Care Plan (EHCP) will take account the statutory requirements detailed in their EHC Plan.

➤ Do

The teacher is at the centre of day to day responsibility for working with all children including those with identified SEND. It is imperative that the teacher works closely with all adults involved with 1:1 provision or any teaching away from the class as the teacher is ultimately responsible for assessing the impact of targeted interventions and support.

➤ Review

Teachers are continually reviewing the progress of all children on a daily basis through marking, feedback, observations and regular meetings with support staff. This happens for all children throughout the year both formally and informally. In addition to this, for children with recognised SEND the progress of meeting planned outcomes is assessed and reviewed regularly, at least three times a year.

Teachers consider the following when discussing the progress of children identified with SEND;

- Has the child met their expected targets?
- Is the child on track to meet their end of year/ key stage target?
- Is there an improvement in the previous rate of progress?
- Is the gap narrowing (attainment and progress) between children with SEND and all children?

➤ **Exit Criteria**

If, following a review meeting it was felt that a child had made significant progress in their area of need and no longer required SEND support, then in consultation with the parents/carers, an agreement will be made to remove the child from the SEND register.

Statutory Assessment of Needs - Education and Health Care Plan (EHC plan)

As a school if we identify that we are unable to fully meet the needs of a child we will:

- Request advice from the appropriate agencies and follow recommendations that are made to meet individual needs.
- Carefully track and monitor support, progress and attainment.
- Liaise with other settings to develop support for a child.
- Consider requesting a statutory assessment in order to put in place an EHC Plan.
- Work closely with Local Authority advisors to maximise expertise and use of resources.
- Involve parents/carers throughout this process, at all stages.

For children eligible for additional funding through an EHC plan this is also tracked and monitored by the SENDCo and SLT and reviewed annually through the review process within school and then the SEND case panel (South Gloucestershire). The panel will then identify if the EHC plan will require any adjustment. There are clear guidelines for the EHC plan process.

Monitoring and Evaluation

Regular monitoring of the quality of provision for all children including those with SEND follows the schools' assessment and monitoring calendar. The SENDCo will give support for provision mapping 3 times during the academic year to gain an overview of needs. In addition, the cycle of 'assess, plan, do, review' ensures that children with SEND have their individual provision reviewed regularly. Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate progress and to meet the child's needs.

A SEND register will be kept and updated at least three times a year, following data analysis and pupil progress meetings.

Supporting Children and Families

At Crossways we encourage all parents/carers to be involved with their child's education as we value their knowledge, views, first-hand experience and the contribution they make to their child's learning. If it is deemed necessary to place a child on the SEND register, parents/carers will be involved at all stages and confidentiality will be maintained. In the SEN code of practice there is a strong emphasis on valuing the parent/carer voice and that of the child. To facilitate this, meetings will be organised for children with a personal plan (My Support Plan) allowing parents, carers and children to contribute to the 'plan, do and review' process to ensure that the needs and comments of the child are truly reflected in the planned provision. These meetings may form part of the twice yearly parent consultation evenings.

In order that they play an active part in their child's development, the school endeavours to provide parents/carers with the relevant information so they can reinforce learning in the home.

At Crossways we endeavour to support parents/carers so that they are able to:

- Feel fully supported should they raise a concern about their child.
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education.
- Understand procedures and documentation.
- Feel able to express their views about their child's education.
- Access relevant information, advice and support assessment and any related decision making process about special educational provision.

Parents/carers are invited to meet with the SENDCo throughout the year both formally during review meetings, and without prior arrangement, whenever possible.

Parents/carers are encouraged to seek help and advice from Information, Advice and Support Services including Supportive Parents. These are able to provide impartial and independent advice, support and information on special educational needs and disabilities.

Parents/carers are also encouraged to visit the South Gloucestershire Council Local Offer website. This website provides valuable information about different agencies, services and resources for children with SEND and their families in addition to school resources and information.

Children in Care

When a child is in care, the carers are accorded the same rights and responsibilities as parents. The school has both an appointed member of staff and a governor for Looked After Children; these are the Executive Head Teacher and the Chair of Governors.

Pupil Voice

At Crossways we hold the views of children highly and recognise the importance of gaining genuine views in promoting the best outcomes for children. Children are able to share their views in a number of different ways (appropriate to age and ability).

These views are sought for a variety of reasons throughout the year, but especially as part of their annual review of an EHC plan, and as part of the 'assess, plan, do, review' process. We ask all children to contribute to the setting of their own outcomes.

Partnerships with external agencies

The school accesses additional external specialist advice and support from the Local Authority, Inclusion Support Service, Speech and Language Therapy Service, Behaviour Support Team, Community Paediatrician, School Health Nurse, Educational Psychologist, Pupil Referral Service, Educational Welfare, Health Care Professionals and other services as relevant. These services provide support, guidance, and assessment of children's needs, provision and progress. When an external agency is asked to support staff in assessing and producing strategies for learning, parents and carers are fully involved in the process by consenting and contributing to the referral.

Transitions and Links with other schools

Links are maintained to ensure a smooth transition on school entry through liaison and visits to local Early Years' settings. All pre-school children are invited to visit the school for a range of induction visits in the term before they start school. If necessary the school liaises with other agencies at this stage.

Transitions within and across our schools are managed carefully. For children with SEND, transitions are planned in advance and take account of the child's, parent's and teacher's views and the specific needs of the child.

Children with SEND who transfer from other schools are supported through their induction to the school by the class teacher, SENDCO and by classroom buddies (where appropriate) to ensure that they have a smooth transition.

All children experience the secondary induction programme in the Summer term of Year 6. Children with SEND are discussed at length with the secondary SENDCo's during the Autumn term of Year 6. At this meeting the SENDCo (in consultation with Year 6 teachers) recommends specific children for an enhanced or extended transition programme based on the needs of the child.

When children with SEND leave mid Key Stage, it is the responsibility of the SENDCo and class teacher to ensure that the receiving school is informed and records sent. Summaries/copies of these records are kept on file for a designated period of time (as per the schools Records Retention Policy).

Training and resources

Allocation of funding

Within South Gloucestershire Local Authority, a defined percentage of the schools allocated budget should be invested in the provision of SEND education in school. The Governors, with the Executive Head Teacher are responsible for allocating this money to best support the needs of the children within our schools. The Executive Head Teacher/School Business Manager will include information on SEND in the financial report to Governors.

Staff Training

Training needs for all school staff can be identified in the following ways:

- Audit of staff expertise and training needs
- Recognising specific needs for individual children and how staff can be trained to support that child.
- The SENDCo has regular training on updates in SEND issues/developments both nationally and locally.
- Elements of the school improvement/development plan to be addressed through training.

Resources

The school is committed to resourcing educational inclusion and this is provided on a needs basis. A variety of equipment is provided across the curriculum and a range of ICT resources are available to support individual learning needs. Additional learning rooms (Beehive, Burrow and the group room) are available for group work and resourced appropriately for supporting a range of learning needs. The governors and Executive Head Teacher are responsible for allocating money to best support the needs of the children within our school.

Personal Budgets

Personal Budgets are only available to children with an Education and Health Care plan or children who are currently undergoing a needs assessment for an EHC plan. Funding can be made available to parents/carers as a personal budget for them to commission their own provision for their child under certain conditions.

Parents/carers who would like to enquire further about using the personal budget should speak in the first instance to the SENDCo.

Roles and Responsibilities

Provision for children with special educational needs is a matter for the school as a whole. The Governing Board, Executive Head Teacher and SENDCo, all members of staff, parents/carers and the child have important responsibilities.

Governing Board

The Governing Board endeavours to follow the guidelines as laid down in the SEND Code of Practice (2015) to:

- use their best endeavours to make sure that a child with SEND gets the support they need – this means doing everything they can to meet children and young people’s Special Educational Needs
- ensure that children with SEND engage in the activities of the school alongside children who do not have SEND
- designate a teacher to be responsible for co-ordinating SEND provision – the SENDCo.
- inform parents/carers when they are making special educational provision for a child
- prepare an SEND information report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time
- monitor the achievement and progress that children with SEND make through available data to the relevant governors’ committees

Executive Head Teacher

The Executive Head Teacher has responsibility for the day-to-day management of all aspects of the school’s work, including provision for children with special educational needs and disabilities. The Executive Head Teacher will keep the Governing Board fully informed on Special Educational Needs issues. The Executive Head Teacher will work closely with the SENDCo and the Governor with responsibility for SEND and inclusion.

SENDCo

In collaboration with the Executive Head Teacher and Governing Board, the SENDCo determines the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of children with SEND.

The SENDCo takes day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual children, working closely with staff, parents/carers and external agencies. The SENDCo provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for children with special educational needs.

Through analysis and assessment of children’s needs, and by monitoring the quality of teaching and standards of children’s achievements and setting targets, the SENDCo develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The SENDCo liaises and collaborates with class teachers so that learning for all children is given equal priority.

The principle responsibilities for the SENDCo include:

- Overseeing the day-to-day operation of the SEND policy
- Co-ordinating provision for SEND children and reporting on progress
- Advising on the graduated approach to providing SEND support – Assess, Plan, Do, Review
- Advising on the deployment of the school’s delegated budget and other resources to meet children’ needs effectively
- Monitoring relevant SEND CPD for all staff
- Overseeing the records of all children with special educational needs and ensuring they are up to date
- Liaising with parents/carers of children with special educational needs
- Contributing to the in-service training of staff
- Being a point of contact with external agencies, especially the local authority and its support services
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies
- Liaising with potential next providers of education to ensure a child and their parents/carers are informed about options and a smooth transition is planned

- Monitoring the impact of interventions provided for children with SEND
- To lead on the development of high quality SEND provision as an integral part of the school improvement plan
- Working with the Executive Head Teacher and the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

Class teachers and TAs/LSAs

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for children with special educational needs and disabilities.
- Class teachers are fully involved in providing high quality teaching, differentiated for individual children. This includes reviewing and, where necessary, improving their understanding of strategies to identify and support vulnerable children and their knowledge of the special educational needs most frequently encountered.
- Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to children's diverse needs in order to remove potential barriers to learning. This process should include working with the SENDCo to carry out a clear analysis of the child's needs, drawing on the teacher's assessment and experience of the child as well as previous progress and attainment.
- Teaching assistants will liaise with the class teacher and SENDCo on planning, on child's response and on progress in order to contribute effectively to the graduated response, (assess, plan, do, review).

Lunch Break Supervisors

- Teachers will inform Lunch Break Supervisors of relevant information needed to support specific children during the lunch break.
- Lunch Break Supervisors share relevant information on children with class teachers, SENDCo and the Executive Head Teacher.
- Uphold the schools Confidentiality Policy.

Other Adults in School (Parent/carer helpers, supply teachers, students)

- Respond appropriately to the advice of the class teacher relating to the needs of individual children.
- Uphold the schools Confidentiality Policy.

Parents and Carers

- Work in partnership with the school.
- Ensure that all relevant background information is available to external agencies.
- Attend meetings relating to their child.
- Support their child at home using strategies agreed at planning and review meetings.

Children identified as having a Special Educational Need and/or Disability.

- Engage with the 'plan, do, review' process.
- Begin to take responsibility for aspects of their learning as agreed during planning and review meetings.

Meeting Medical Needs

The Children and Families Act 2014 places a duty on schools to make arrangements to support children with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such children.

Where children also have SEND, their provision should be planned and delivered in a co-ordinated way. For those children with an Education and Health Care (EHC) plan this will be used as it brings together health and social care needs, as well as their special educational provision.

The school recognises that children at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Please see the schools Medical Needs Policy for further details.

Children in Hospital

The SENDCo will ensure that children with health needs have proper access to education, and will liaise with other agencies and professionals (medical agencies, hospital School etc), as well as parent/carers, to ensure good communication and effective sharing of information. This will enable optimum opportunities for educational progress and achievement.

Children Educated Off-Site

The school will adhere to the Statutory Guidance regarding alternative provision. It includes:

- education arranged by Local Authorities for pupils who because of exclusion, illness or other reasons would not otherwise receive a suitable education;
- education arranged by schools for children on a fixed period exclusion;
- children directed by schools to off-site provision to improve their behaviour.

The education should be the same amount as a child would receive in a maintained school and can be made up by two or more part-time provisions. The education can take place in a Pupil Referral Unit or at another school.

With regard to the expected standards of alternative provision, the Guidance states that it should:

- aim at good academic attainment on par with mainstream schools in key subjects (English, maths, science and IT with the appropriate qualifications);
- identify and meet the specific personal, social and academic needs of children;
- aim to improve a pupil's motivation and self-confidence, attendance and engagement with education; and
- have clearly defined objectives including future options of education, training or employment.

The Governing Board can direct a pupil off-site for education to improve his or her behaviour. In this situation, the Governing Board must ensure that the SENDCo/EHT:

- ensure that parents/carers are given clear information about the placement – why, when, where and how it will be reviewed;
- advise the Local Authority, where the child has an EHCP;
- regularly review the placement (with regular input from parents/carers), to ensure it is achieving its objectives and the pupil is benefitting from it.

Parents/carers can request, in writing, that the placement is reviewed and governing bodies must comply with the request as soon as is reasonably practicable, unless there has been a review in the last 10 weeks.

The Governing Board should ensure that the SENDCo/EHT have a plan for reintegrating a child into education at the end of the placement off-site. A report should be produced of the pupil's achievements, attainment and progress as well as attendance.

SEND Information Report

The school will ensure that the SEND information report is accessible on the school website. Governors have a legal duty to publish information on their websites about the implementation of the policy for children with SEND. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

Monitoring and Accountability

Accessibility

The school is compliant with the Equality Act 2010 and Accessibility legislation. The ground floor is accessible for wheelchair users as it has ramps to enter and exit the building and accessible toilet facilities in both buildings. We work hard to develop the accessibility of our school. |Please also see our Accessibility Plan.

Storing and Managing Information

Children's SEND records will be kept in accordance to the DfE guidance contained in Data Protection documents. Documents are handed to new settings during transition and copies are held in school for a period of time (as per the schools Records Retention Policy). Any documentation no longer required is shredded or destroyed through the school's confidential waste arrangement.

Responding to complaints

Positive home school relationships often mean that concerns and complaints can usually be dealt with between parents/carers/carers and school staff. However, when a more formal complaint is made this needs to be in accordance with our schools complaints policy.

Conclusion

This policy should be read in conjunction with our: Equalities/Equal opportunities Policy, Teaching & Learning Policy, Medical Needs Policy, Behaviour Policy, Records Retention Policy, Accessibility Plan, Assessment Policy and Curriculum policies.

An appropriately qualified/ experienced SENDCo will be provided by the school to ensure that all of the points in this policy are upheld.

This policy will be reviewed on an annual basis by the school leadership team alongside the Governing Board and ratified accordingly. Next review Dec 2021.

Date agreed at FGB: November 2020

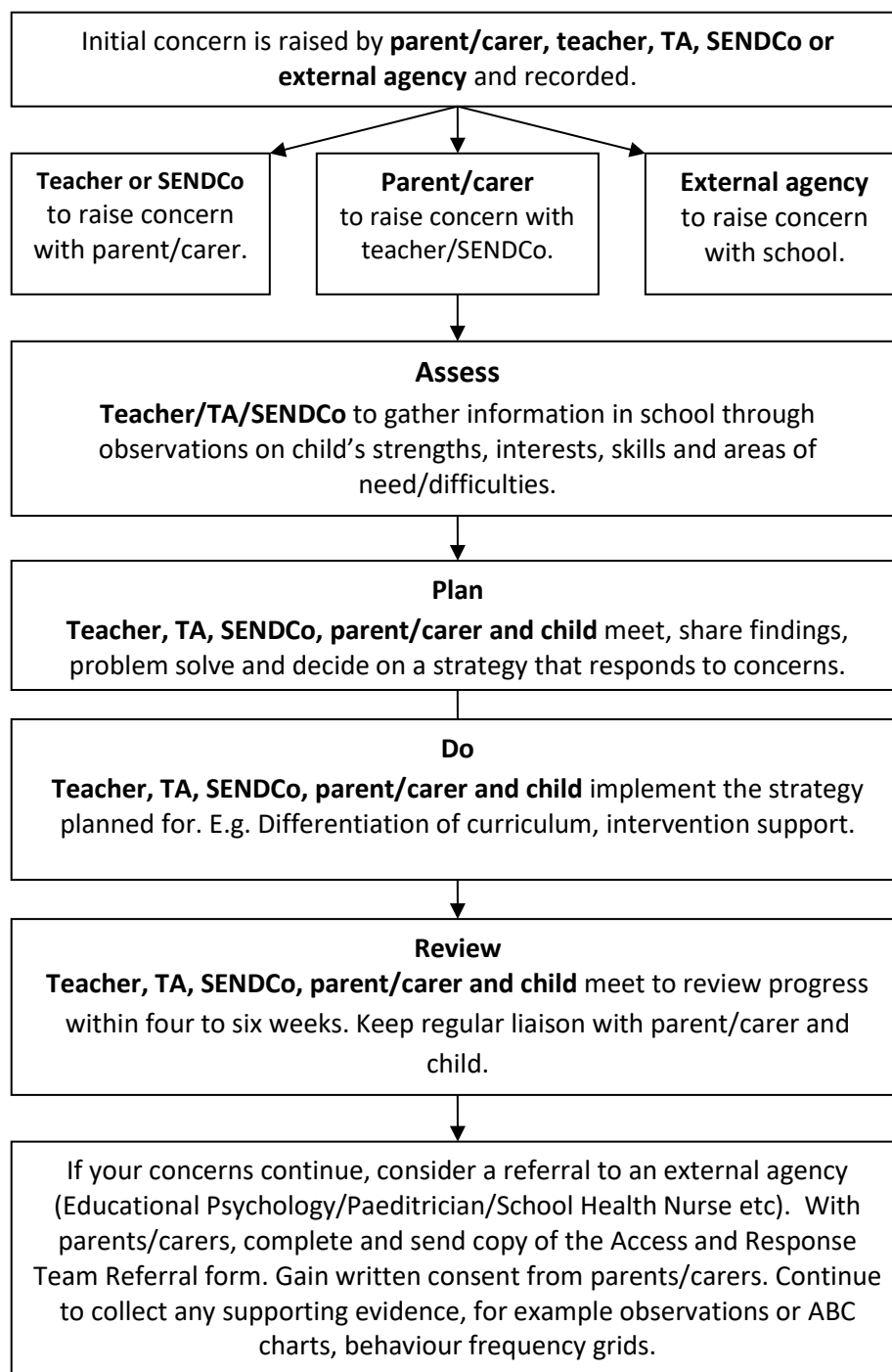
Member of staff responsible: Emma Mitchell

Appendix A - What steps to take when you have a concern for a child

Appendix B – Provision Map template

Appendix C – IEP template

Appendix A - What steps to take when you have a concern for a child





The Crossways Schools
Learning Together, Stronger Together

Appendix B – Provision Map template


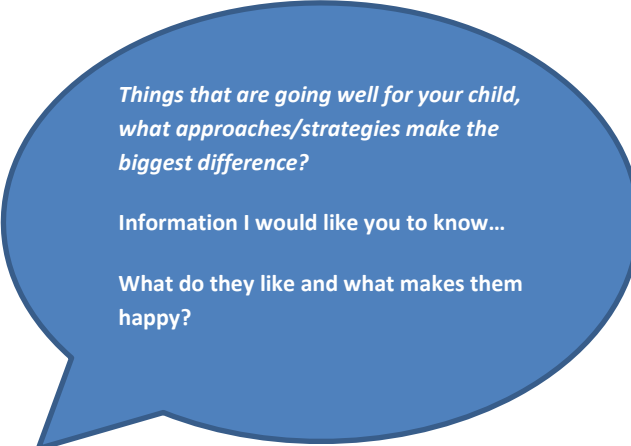
Class Provision Map

Year Group:	Class:	Teacher:	Date: November 2015
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Whole class strategies:

Intervention Provision/Resource	Pupils Full name	Staff	Entry Data From most recent assessment	Learning Targeted From AREs or other assessments/advice	Time per week & No. of weeks	Exit data From most recent assessment	Comment and action Review

My Support Plan

Photo of me	Name: Class/Tutor:	Key worker/adult support?
	Pupil Premium: Y/N	SEND Level
Pupil Voice:	Teaching and Learning Approaches	Parent/Carer Voice:
 <p>What my strengths are & what lessons I look forward to</p> <p>What I enjoy & what is important to me</p> <p>What my areas for improvement are</p>	How I learn best	 <p>Things that are going well for your child, what approaches/strategies make the biggest difference?</p> <p>Information I would like you to know...</p> <p>What do they like and what makes them happy?</p>
	Specialist/Modified Equipment	
	Are there any tools, resources, equipment that support me?	
	Social Communication and Understanding	
	Are there any social issues including mixing with others, sharing, humour, empathy, social boundaries?	
	Self-Care and Independence	
	Sensory Processing	
	Are there any issues linked to sounds / smells / tastes or touch that can affect learning or behaviour?	

Assess, Plan, Do and Review 1

Long term outcomes

Assess		Plan	Do		Review	
Needs	Entry data	Outcomes for this term	Provision delivered through...	Specific Activity	Exit data/progress made	Reflection and review

Attendance

Feedback from child

Feedback from parents

Next steps

Assess, Plan, Do and Review 2

Long term outcomes						
Assess		Plan	Do		Review	
Needs	Entry data	Outcomes for this term	Provision delivered through...	Specific Activity	Exit data	Reflection and review
Attendance						
Feedback from child						
Feedback from parents						
Next steps						

Assess, Plan, Do and Review 3

Long term outcomes

Assess		Plan	Do		Review	
Needs	Entry data	Outcomes for this term	Provision delivered through...	Specific Activity	Exit data	Reflection and review

Attendance

Feedback from child

Feedback from parents

Next steps – This should include a summary of all 3 cycles as well as next steps.