

SENCo:	Wendy Chopping
Date of NASENCo Award:	Expected completion – July 2021
SEN Management Committee Member:	Rosemary Rayne

The SENCo is a member of the Senior Leadership Team at Scarborough Pupil Referral Service

This Policy has been written to reflect current legislation and other school policies:

- The Children and Families Act 2014
- Equality Act 2010: advice for schools DfE Feb 2013
- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs and Disabilities Code of Practice 0 – 25 (January 2015) (SEND CoP)
- Schools SEN Information Report Regulations 2015
- Current Statutory Guidance on Supporting pupils at school with medical conditions
- School's Safeguarding Policy
- Current teachers standards
- Current teaching assistant standards
- School's Accessibility Plan

Contents

School Ethos.....	4
Objectives and aims	4
How Do We Identify Pupils with SEND	5
There are 4 broad areas of need.....	6
Special Education Provision	6
Involving Specialists	7
Transition	7
Education, Health and Care Plans (EHCP)	7
Confidentiality.....	8
Roles and Responsibilities.....	8
Role of the Management	8
Role of the SEN Management Committee Member	9
Role of the Headteacher	9
Role of the SENCo	9
Role of class teachers/subject teachers.....	11
Role of all support staff	12
Appendix 1 - Pupil Placement Plan Template.....	14

School Ethos

Our aim is to provide a positive learning experience in a safe, supportive and nurturing environment, enabling our pupils to: gain the skills and confidence that will allow them to become more successful within education and maximise their potential to become responsible and independent citizens.

Objectives and aims

This policy is written to ensure everyone working in our school is clear about the ethos, principles, procedures and practice for pupils with Special Educational Needs and Disabilities (SEND). Every adult within our school must follow this policy. We use '**must**' when referring to a statutory requirement.

All items in italics are taken directly from the [SEND Code of Practice 2015](#)

6.1 All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- achieve their best*

- become confident individuals living fulfilled lives, and*

- make a successful transition into adulthood, whether into employment, further or higher education or training*

Things we **must** do:

- use our best endeavours to make sure that a child with SEND gets the support they need – this means doing everything we can to meet the needs of children and young people with SEND
- ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND
- designate a teacher to be responsible for co-ordinating SEND provision – the Special Educational Needs co-ordinator, or SENCo
- inform parents when we are making special educational provision for their child
- prepare a SEN information report, which we publish on our school website
- state our arrangements for the admission of disabled children,
- state the steps being taken to prevent disabled children from being treated less favourably than others,
- provide facilities to enable access to our school for disabled children and publish our accessibility plan on our school website showing how we plan to improve access progressively over time
- have due regard to the general duties to promote disability equality.

A member of our Management Committee or a sub-committee has specific oversight of the school's arrangements for SEN and disability. This person is identified on the front page. All school leaders will regularly review how expertise and resources to address SEN can be used to build the quality of whole-school provision as part of our approach to school improvement.

The quality of education and the progress made by pupils with SEN is a core part of our school's performance management arrangements and its approach to professional development for all teaching and support staff. In addition, this also contributes to our school self-evaluation.

How Do Teachers Identify Pupils with SEND

See Flowchart for teachers

6.2 Every school is required to identify and address the SEN of the pupils that they support.

6.36 Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

The identification of SEN is built into our overall approach to monitoring the progress and development of all our pupils.

The steps below outlines the process that you as a teacher will follow to identify pupils with SEN.

1. Any child who gives you a concern whether it is due to a lack of academic progress, development, emotional or social need will be noted and dated on the child's records. This is referred to as a '**short note**' in the SEND CoP. It is imperative that your initial concern is logged and dated. You should add a note to the Pupil Placement Plan which are found in The Pupil Placement Planning folder on the N-Drive. Inform Wendy Chopping of your concern within 2 working days, these will be discussed as a whole staff in the Pupil Placement Planning meeting on the Friday afternoon following the concern. (If there is a child protection issue then our school's safeguarding procedures **MUST** be followed)
2. If a parent or pupil also raises a concern, this must be taken seriously and we must listen to these concerns. These will be noted and dated on the child's records, as above. Again, inform Wendy Chopping of their concern within 2 working days and log as above. (If there is a child protection issue then our school's safeguarding procedures **MUST** be followed)
3. N.B. At this point the child is not regarded as having SEN. How well the child responds or otherwise to the adjustments will determine if s/he has SEN.
4. Jennie Mudd (pupil placement officer), will discuss the concerns informally with the parent and gather information about what the possible barrier to learning is. Our SENCo will support you, if required. You will make any reasonable adjustments to your teaching that are required and report at the next pupil progress meeting on the impact of your adjustments (or at the next agreed time – this will be a maximum period of one term).

6.21 Persistent disruptive or withdrawn behaviours do not necessarily mean that the child has SEN. Where there are concerns this needs to be logged on CPOMs and an assessment made by the class teacher, supported by the SENCo, if required. This is to determine whether there are any causal factors such as unidentified learning difficulties, difficulties with communication or mental health issues.

If appropriate, the SENCo may approach others such as Early Help as per the guidance in North Yorkshire County Council's (NYCC) [Ladder of Intervention](#). Any child in our school with SEND will not be discriminated against, sanctioned or disciplined due to their special educational need.

6.17 Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- *is significantly slower than that of their peers starting from the same baseline*
- *fails to match or better the child's previous rate of progress*
- *fails to close the attainment gap between the child and their peers*
- *widens the attainment gap*

6.18 It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

6.23 Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

5. At this point, a decision as to whether the child has SEN will be made in conjunction with the SENCo. The child or young person (CYP) is now described as being at 'SEN Support'. They will appear as Code K on our school census. If required, we can seek advice from the local SEND Hub manager to clarify our decision. This will be undertaken by the SENCo.
6. Our SENCo will maintain a list of pupils who have been identified as having SEN or on our SEN list. It is stated on SIMS if a CYP is identified as SEN or requiring SEN support. All teachers can access this. The Pupil Placement Plan will give an overview of the CYP's needs, interventions which have been put in place and alternative arrangements which have been agreed, this is accessible by all staff in the Pupil Placement Planning folder on the N-Drive. Any CYP with an ECHP will have a copy in their file, this can be accessed by all staff in the Pupil Records File on the N-Drive. Any reports from the educational psychologist, speech, language and communication specialist or other medical practitioners are held in the Pupil Records File on the N-Drive and are accessible by all staff. All Boxall and Thrive assessments for CYP can be accessed by all staff and are held in the Boxall and Thrive Data file on the N-Drive. Anyone accessing this information must treat the content in confidence and in line with General Data Protection Act 2018 and Protection Regulations 2017 (GDPR). It is the responsibility of each teacher to look regularly at the content to inform planning. Staff will be alerted to any new information by an email from the SENCo.

There are 4 broad areas of need

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

If you would like further clarification of these areas of need, then consult the SEND CoP 6.28- 6.35 or discuss with our SENCo. To assist us, NYCC has banding descriptors for each area of need. [Microsoft Word - NYCC SEMH descriptors \(northyorks.gov.uk\)](#)

Special Educational Provision

Once the CYP has been identified as having SEN then the formal process begins. We **must** take action to remove barriers to learning and put effective special educational provision in place.

This is called the [Graduated Response](#). It is a 4-part cycle: Assess, Plan, Do and Review.

Parents **must** be informed that their child has SEN and that additional and different provision is being provided for their child. Parents will be signposted to NYCC special educational needs and disabilities advisory and support service ([SENDIASS](#)) and the [local offer](#) . A link to this can also be found on our school website.

The graduated response is outlined below:

1. **Assess.** Assess CYPs needs – this happens when the CYP starts at the Pupil Referral Service and every term thereafter, to ensure we obtain a clear analysis of the CYP's need. The SENCo will support with additional assessments where required. We will ensure that the assessment informs any adjustments, approaches, resources, intervention and/or support necessary.

2. **Plan.** This will be undertaken at least termly with the parents and CYP. The views of parents and pupils are of paramount importance. This will be recorded on the pupil placement plan and an agreed review date set with the parents at this meeting.
All staff contribute to the plan and it will be updated at least termly by all staff. The CYP's tutor has overall responsibility for ensuring it is kept up to date, supported by the SENCo if required. The focus will be on how to overcome the barriers to learning identified in the assessment. If additional adult support is to be provided whether in-class or outside of class, it must be clear how, what and when this will be undertaken. The additional adult support is someone who must be suitably trained to undertake the intervention. The subject teacher is responsible for monitoring the impact within their subject, the behaviour manager is responsible for monitoring impact of behavioural interventions and the SEMH lead is responsible for monitoring the impact of therapeutic interventions.

For a timeline regarding how the plans will be conducted, see pages 1 and 2 of the Pupil Placement Plan. Do not agree to any evidence based interventions being put into the plan without first consulting the SENCo to ensure availability of the person delivering it. The SENCo will monitor the quality and appropriateness of the plans.

3. **Do.** The subject teacher remains responsible for the child. Where provision is provided by teaching assistants (TAs) or specialist teachers, the responsibility remains with the subject teacher. TAs must supplement and not replace teachers. Teachers are still required to work with the child in order to plan and assess the impact of any adjustments support or interventions. The SENCo will support the class or subject teacher in the further assessment of the child's particular strengths and needs, by problem solving and advising on the effective implementation of support. The SENCo will monitor this provision.
4. **Review** subject teacher will review the plan with the parents and CYP on the agreed date. The impact and quality of the support and interventions will be evaluated. This will feed back into the analysis of the pupil's needs. Parents will be given clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Involving Specialists

If at any point the subject teacher in consultation with the SENCo feel they need additional advice and support from an outside agency then the consent of the parent **must** be obtained first.

This would be undertaken by the SENCo, in consultation with parents and teachers when a pupil continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based interventions/adjustments. These interventions/support will be delivered by appropriately trained staff.

The subject teacher will be asked to support the completion of the application. Subject teachers are expected to engage with the outside agency the school has approached, incorporate their recommendations into their plans, and facilitate information sharing between the parents/carers and the outside agency.

Transition

SEN support will include a plan for effective transition between phases of education. The Pupil Placement Plan includes a section for completion by the subject teacher, parents and CYP at points of transition. This will be completed in a timely way so that the receiving establishment has all the relevant information they require. The SENCo will support the subject teacher if required.

Education, Health and Care Plans (EHCP)

Where a child is in receipt of an EHCP, the provision in Section F of the EHCP **must** be provided. Our teachers remain responsible for the CYP's progress. There will still be termly reviews and the graduated response will remain in place. In addition, there will be an 'Annual Review' held each year. This **must** be before the date of the anniversary of the plan being issued. The SENCo or member of our senior leadership team will chair the meeting and complete the required paperwork. For further details about this process and who is invited, please discuss this with the SENCo.

Confidentiality

Staff may have access to personal data about pupils and their families which must be kept confidential at all times and only shared when legally permissible to do so and in the interest of the CYP. Records should only be shared with those who have a legitimate professional need to see them. Staff should never use confidential or personal information about a CYP or her/his family for their own, or others advantage (including that of partners, friends, relatives or other organisations). Information must never be used to intimidate, humiliate, or embarrass the child. Confidential information should never be used casually in conversation or shared with any person other than on a need-to-know basis. In circumstances where the CYP's identity does not need to be disclosed the information should be used anonymously. There are some circumstances in which a member of staff may be expected to share information about a CYP, for example when abuse is alleged or suspected. In such cases, individuals have a responsibility to pass information on without delay, but only to those with designated safeguarding responsibilities or to statutory services. If a CYP, or their parent / carer makes a disclosure regarding abuse or neglect, the member of staff should follow our school safeguarding procedures.

Roles and Responsibilities

Our school leaders and teaching staff, including the SENCo, will analyse data to identify any patterns in the identification of SEN, within the school and in comparison with local and national data. We will then use this information to reflect on and improve the quality of education.

Role of the Management Committee

Our Management Committee will work with our Headteacher to ensure that our school meets its responsibilities under the [Children & Families Act 2014 particularly section 66](#) regarding using their best endeavours and Equality Act 2010.

Our Management Committee **must** have regard to the SEND Code of Practice.

Our Management Committee **must** ensure that a Special Educational Needs Coordinator (SENCo) is appointed and that they are qualified, i.e. they are a qualified teacher and have the national award for special educational needs and disabilities (NASENCo). If our SENCo does not have this award on the day they are appointed then our Management Committee **must** ensure it is achieved within 3 years of their appointment. This also applies to the Headteacher if they take on the role of SENCo.

- *6.3 There should be a member of the management committee or a sub-committee with specific oversight of the school's arrangements for SEN and disability. School leaders should regularly review how expertise and resources used to address SEN can be used to build the quality of whole-school provision as part of their approach to school improvement.*
- *6.97 They should consider their strategic approach to meeting SEN in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium.*

In our school, this means that a SEN Management Committee Member is appointed to work directly with the SENCo and other members of the senior leadership team and report to the Management Committee about matters related to SEND.

The Management Committee **must** publish at least annually a [SEN Information report](#).

- *6.79 The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible.*

The report **must** contain as a minimum the 14 bullet points listed in section 6.79 of the SEND CoP and will include arrangements for supporting CYP who are looked after by the local authority and have SEN. Therefore, we will produce this annually and it will be uploaded onto our school website.

*xxi School governing bodies and proprietors **must** also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.*

Role of the SEN Management Committee Member

Our SEN Management Committee Member will:

- be familiar with the SEND Code of Practice 2015 particularly Chapter 6
- be a critical friend to our SENCo by visiting at least once a term
- be aware of the numbers of CYP at our school with SEN and disabilities
- be aware of our SEND action plan

Monitor:

- the progress and attainment of our CYP with SEND
- attendance rates of our CYP with SEND
- that our CYP are not being unfairly treated due to their SEND, for example being disproportionately being sent out of lessons, or excluded from taking part in wider educational experiences
- that our CYP receive a broad curriculum and social experiences, including that they don't disproportionately miss out on curriculum content, creative activities and break times in order to access additional support
- that all policies are non-discriminatory regarding pupils with SEND

Investigate:

- the gaps or differences in our performance, attendance or levels between our CYP with and without SEND
- our strengths and areas for development regarding SEND provision
- how SEND is represented in our school development plan, and whether progress is being made towards targets
- obtain the views of our parents of CYP with SEND, about their experience of the school's SEN provision
- obtain the views of our CYP with SEND including their enjoyment and experience of learning
- obtain the views of our teachers, about their ability to implement the SEND plan

Report:

- each term to our full Management Committee board on their findings

Role of the Headteacher

The Headteacher is responsible for the strategic development, policy and provision in our school.

They are responsible along with the Management Committee to ensure our school meets its responsibilities under Children and Families Act 2014 and the Equality Act 2010.

The Headteacher along with other members of our senior leadership team and SENCo will publish a clear picture of the resources (e.g. a whole school provision map) that are available to the school.

Our Headteacher will ensure that any member of staff working with any CYP who has SEND is aware of their needs and have arrangements in place to meet them.

Role of the SENCo

6.87 The SENCo has an important role to play with the Headteacher and governing body, in determining the strategic development of SEN policy and provision in the school. They will be most effective in that role if they are part of the school leadership team.

6.88 The SENCo has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.

6.89 The SENCo provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENCo should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching.

6.90 The key responsibilities of the SENCo will include:

- overseeing the day-to-day operation of the school’s SEN policy
- co-ordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school’s delegated budget and other resources to meet pupils’ needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

Our school will ensure that the SENCo has sufficient time and resources to carry out these functions. We will provide our SENCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within a school.

Our SENCo has a strategic and operational aspect to their role.

Operational	Strategic
Day to day systems	Knowing our school data and types of SEND and respond according with CPD for staff
Paperwork	Write and implement an action plan
Liaise with agencies	Monitor and review provision and impact
Liaise with parents and teachers	Budget – Value for money
Teaching assistants deployment	Review processes and systems

Transitions	Liaise with Inclusion Panel
	Report to SLT/Governors

The monitoring of SEND provision in our school is an essential role of our SENCo, as it will inform any areas for development.

This will be undertaken in a variety of ways such as, but not limited to:

- classroom observation with a focus on: SEND provision, resources and environment
- scrutiny of Pupil Placement plans content, implementation and impact
- quality assure the delivery of any interventions
- ongoing assessment of progress and impact made by intervention groups
- work sampling of pupils with SEND at least termly via book scrutinies
- attendance at pupil progress meetings
- CYP questionnaires/discussions: after interventions, about support/provision in class and homework
- teacher/TA questionnaires/discussions
- effective deployment, preparedness and practice of TAs including teaching assistant interactions and questioning skills
- informal/formal feedback from staff, parents and CYP
- CYP progress tracking, using assessment data (whole-school processes)
- attendance records of pupils with SEND
- whole school provision map
- pupil premium scrutiny and impact (similarly for Covid catch-up funding if appropriate)
- supporting CYP and staff with effective transition
- consider examination/test access arrangements
- support CPD with a focus on SEND in school
- termly meeting with our SEN Management Committee Member and report to our senior leadership team

Role of class teachers/subject teachers/form tutors

6.36 Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

The role of the class teachers/subject teachers/form tutors is to:

- support the SENCo and our senior leadership team to implement this policy and have due regard to the SEND CoP
- support and engage with the SENCo in regard to the SEND monitoring role
- identify pupils with SEND
- Input into the Pupil Placement Plans, implement and review them, as set out in this policy
- set high expectations for every CYP including those with SEND
- liaise effectively with parents and listen and act upon their concerns
- use appropriate assessments to identify barriers to learning and set targets that are ambitious for all CYP
- plan lessons that will address potential areas of difficulty and remove barriers to achievement.
- use their best endeavours to meet the needs of CYP with SEND
- make reasonable adjustments to overcome barriers to learning

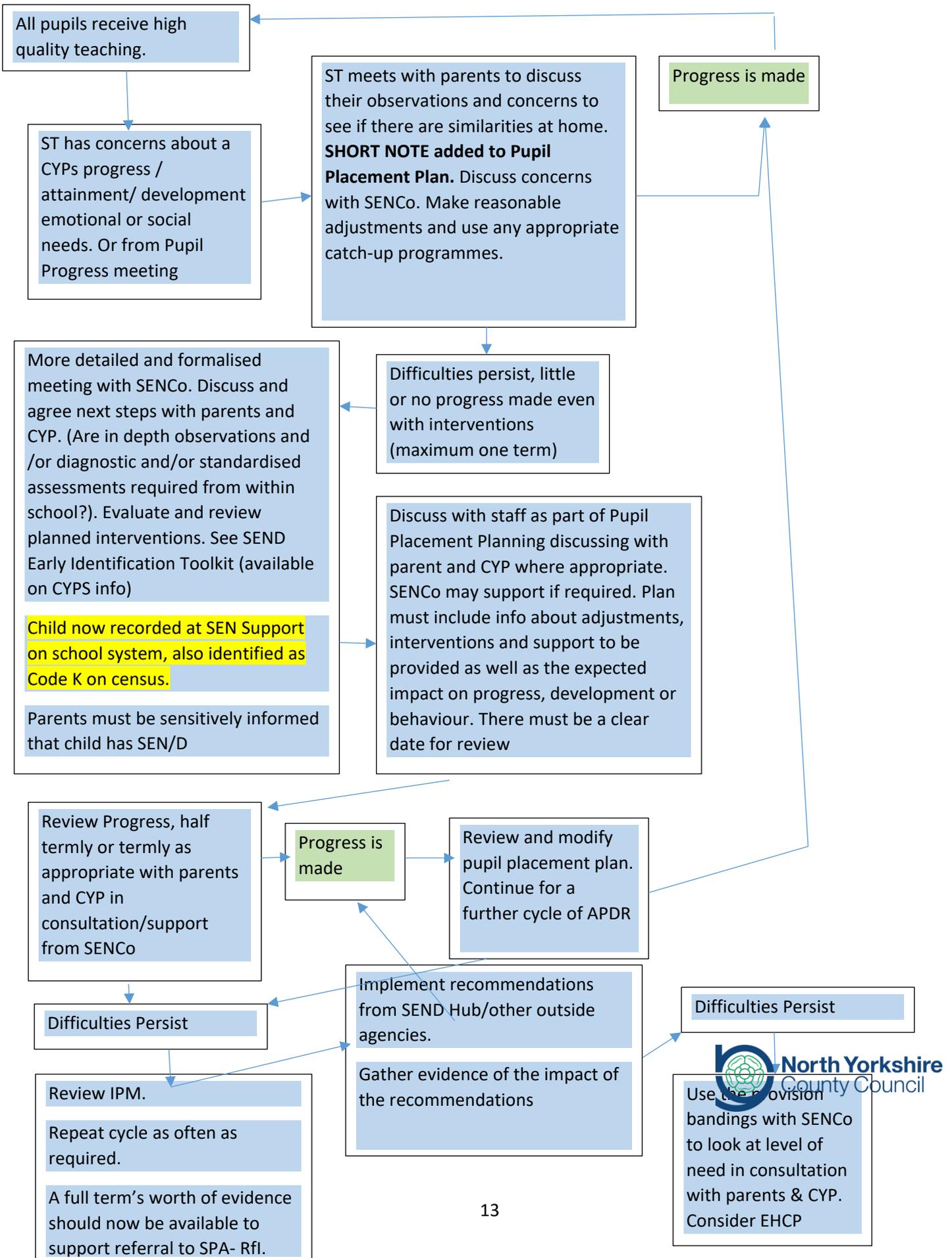
- remain responsible for working with the CYP on a daily basis
- keep abreast of SEND initiatives and CPD

Role of all support staff

The role of the support staff is to:

- ensure CYP become independent, resilient learners
- promote self-esteem and social inclusion
- develop their knowledge of the curriculum
- work collaboratively with subject teachers to overcome any barriers to learning
- report any observations about the CYP they are supporting to the subject teacher
- contribute to reports for reviews of CYP with SEND
- attend CPD and keep abreast of initiatives
- follow the TA Standards (if appropriate)
- Be aware of Boxall targets for CYP and how to implement them.

Flowchart for **Teachers** to ensure initial concerns are addressed using the 'Assess, Plan, Do and Review' graduated response.





Pupil Placement Plan

When pupil transitions also attach:

1. Risk Assessment
2. Reports
3. Attendance
4. Behaviour Log/Serious Incident Log
5. EHCP
6. Other agencies involvement
 - EP Assessments
 - SLCN

Contents

- Admission paperwork
- review paperwork
- Personalised Behaviour Targets and data from PRS point system
- Pupil reports- academic, Boxall, Thrive
- End of placement/ transition review paperwork
- Behaviour analysis records
- Pupil passport

Timeline:

- Pupil referred
- Completed collaborative paperwork received
- Admission meeting arranged. Parents/carers, pupil, referring school invited.
- Admission meeting carried out. Parents/carers, pupil, mainstream school attended. Admission booklet and minutes completed by PRS staff during meeting. Key Worker assigned.
- Notes taken by Pupil Administration Officer
- Admission paper work word processed by Pupil Administration Officer and copied in admission booklet and Pupil Placement Plans file.
- Pupil Administration Officer puts new pupil on calendar to be discussed at Friday Staff meeting 3 weeks after start date.
- Pupil Administration Officer puts placement reviews on calendar for 6th week of placement and every following 6 weeks for the remainder of the academic year.
- Initial assessments completed during first week of placement by Pupil Placement Officer.
- PPO to pass tests on to teachers for marking/standardising.
- Subject teachers to pass marks and test papers on to Business Manager.
- Test papers to be scanned by Pupil Administration Officer for pupil files and marks to be entered on the PPP by Business Manager.
- ELSA team to complete Pupil Passports, Boxall and Thrive assessments as needed at start of placement and input results on to PPP.
- Pupil passports to be shared with all staff at following staff meeting.
- “Plan- Do-Review” cycle starts on 3rd Friday of placement during Friday Staff Meeting. Observations carried out following week. Actions agreed at following week’s meeting. Key Worker updates plan with record of interventions.
- “Plan- Do-Review” record kept of interventions
- Reviews carried out as per review cycle by SLT/Key worker as appropriate and passed within one working day to Pupil Administration Officer for adding to PPP.
- 2nd “Plan-Do-Review” cycle starts – 6-week review meetings are on the calendar.
- End of placement/transition meeting to take place and reintegration plan agreed.

NB: each entry must be dated and initialled

Name:		Reason for Referral:
		

Start Date: DOB: Year Group: Gender:	(Photo)	Attendance:							Key Worker(s):	
Medical Information:	Other agencies: (names and contact details)						Access Arrangements			
	Medical: AP: YJS CSC: Other:									
Assessment Data:	Maths	English		Reading		Sp Age	Science	CAT 4	PASS	SLCN
		LIT	LANG	Star	NGRT					
On Entry:										
A2										
A3										
Boxall:						Thrive:				

Strategies:

Interventions:

EP/SENCO/Other Professional to Complete

Communication and Interaction:

Strategies:

Interventions:

Cognition learning:

Strategies:

Interventions

Social, Emotional and Mental Health:	
Strategies:	Interventions:
Sensory and Physical	
Strategies:	Interventions:

Pupil Administration Officer to complete

SPRS Pupil Placement Plan

Pupil Name:	DOB.	School Year:
In attendance at admission meeting:		
Mainstream School: (current or receiving)		
General behaviour, attitude and conduct in mainstream school: <ul style="list-style-type: none">•••••		
Strategies and interventions used previously in mainstream school and how successful these were: <ul style="list-style-type: none">•••••		
Overall aim of this referral and future plans: Length of placement: Date of reintegration meeting: Agreed actions for reintegration: (phased reintegration, support, identified personnel)		
Family/Social information:		
Brief description of behaviour at home and in the community:		

Strategies used at home for rewards and sanctions:

What went well in School?

What didn't go so well in School?

- What went well out of school?
- What didn't go so well out of school?

:

Medical YJ Ed Perm Ex LAD Pregnant

Discret

<input type="checkbox"/>				
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

<input type="checkbox"/>

Behaviour Analysis: (observations must be objective rather than subjective) Date:

To be conducted 2 or 3 weeks into placement by SPRS staff

<p>Reduce :</p> <p>(behaviours that you want to reduce. Behavioural excesses)</p>	<p>></p> <p>></p> <p>></p> <p>></p> <p>></p>
<p>Increase:</p> <p>(Behaviours that you want to increase. Behavioural deficits)</p>	<p>></p> <p>></p> <p>></p> <p>></p> <p>></p>
<p>Strengths:</p> <p>Behaviours that might be seen as helpful and could be viewed as assets. Behavioural assets</p>	<p>></p> <p>></p> <p>></p> <p>></p> <p>></p>
<p>Target behaviour for change (this can be one to reduce or increase)</p>	
<p>Frequency:</p> <p>Estimate the frequency of the target behaviour in short time frame. Pupil to be observed and actual count carried out.</p> <p>E.g. 5 times in one lesson</p>	

* Our Goals:

1. to reduce or weaken behavioural excesses

- 2. to increase or strengthen behavioural deficits
- 3. To maintain or increase behavioural assets

Observing and Recording: (tables are examples, use as required) Date: _____

Target Behaviour for Change: **MUST** be picked up in the following Friday meeting the start the 'Do' phase – record interventions for 2 weeks then review.

Smaller teams to complete reviews i.e. Keyworker/Tutor

Event Record

NB: Minutes should not be chronological	Minute 1 tally	Minute 2 tally	Minute 3 tally	Minute 4 tally	Minute 5 tally
Observation 1					
Observation 2					
Observation 3					
Observation 4					
Observation 5					

Spot Check:

Time	Monday	Tuesday	Wednesday	Thursday	Friday

Duration Record:

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

ABC Record

Time	Antecedent	Behaviour	Consequence

SLT/Keyworker as appropriate to complete

Mid placement Review Meetings

Present	Minutes to be sent to:
PRS Views:	Parents Views:
Other Agencies:	Pupils Views:
Plan: Do:	

Review:

Current Assessment Data

English:

Maths:

Science:

Other

Boxall

Thrive

Date:

End of Placement

Observation:

Recommendations:

Successful strategies used during SPRS placement:

Individual Interventions carried out during SPRS placement:

*To be repeated with each Plan-Do-Review cycle

*Pupil Support Plan (#1...)

Name:		I enjoy:	I find it difficult to:	
D.O.B.	PHOTOGRAPH			
Date:		I would like you to know that: <ul style="list-style-type: none"> • • • • 		I learn best when: (teaching, classroom, equipment)
My Targets for change:		This means that: <ul style="list-style-type: none"> • • • • 		

--	--

It would help me if you could:

-
-
-
-

I will help myself by:

-
-
-
-

Targeted support: (interventions, provisions in place)

-

Pupil Self – Review

Date:

<p>What went well?</p> 	
<p>What did not go so well?</p> 	
<p>What's important to me – now and in the future?</p> 	