<b>*</b>	SEND Support Plan Warren Wood Primary School						
•	Έ <sup>ι</sup>	very teacher	is a teacher o	f SEND'			
Name of Child			Class Teach	Class Teacher/s			
D.O.B			SEND Statu	SEND Status		SEND Support/EHCP	
Year Group			Diagnoses/	Diagnoses/pending assessments			
Medical Needs			Vision/hea	Vision/hearing needs			
Professional/Agencies working with the child/family	Educational Psychologist ASD tea		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	Cognition and Learning		% Attendan	% Attendance		Start of Cycle 1 (October 2023)	
lf no number support is given through universal offer)	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)	

Long Term Aspirations			
Planned Agreed Outcomes	Stockport Outcomes Framework   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   Preparing for Adulthood   Employment:   Independent Living:   Community Inclusion:   Health:		
		<u>Strengths</u>	Needs
Strengths and Needs (including any barriers) and starting points to meet agreed outcomes, including views of CYP and family.	<u>Cycle</u> <u>1</u>	•	•
	<u>Cycle</u> 2	•	•

	Cycle 3	•	
Cycle 1 (October 2023)			
Assessments Reading Writing Maths Salford Book Band SPAR Tables Phonics	Start of Cycle 1 (October 2023) Assess Teacher Assessments		
NfER Language Link 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.	Impact reviewed including Review (Including dates of reviews and amendments) Highlight Green – met Amber –working towards	Impact scaling
•	Any additional/adjusted provision required?	Red - Emerging	12345
Key for impact scaling: 1 = very small s achieving outcome, a reminder in line		reminders 50% of the time 5 =good progress, new	arly always
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	-	F Cycle 2 (February 2024) Assess r Assessments			
Outcomes: Plan	<u>Provisio</u>			wed including Review	<u>Impact</u>
SMART	This must be active provision:'different from			es of reviews and amendments)	<u>scaling</u>
Specific, measureable, achievable, relevant, time-bound	and additional to' those day to day strategies as part of QFT.		Highlight Gree	en – met per –working towards	
	Any additional/adjusted provision required?			- Emerging	
•	•				12345
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 Teacher Asse	<u>e 3 (June 2024)</u> Assess essments			
Outcomes: Plan SMART Specific, measureable, achievable, relevant, time-bound	and additiona strategies as p	ctive provision: <b>'different from</b> I to' those day to day	(Including date Highlight Gree Amb	wed including Review es of reviews and amendments) en – met er –working towards - Emerging	Impact scaling
•	•	2 - prograss towards, may paid			12345
Key for impact scaling: 1 = very small achieving outcome, a reminder in line			reminders 50%	of the time 5 =good progress, hea	ariy always

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