

“Learning and achieving in a caring community”
‘Do to others what you want them to do to you’ Matthew 7:12

**Ann Edwards Church of England
Primary School**



SEND Policy and Information Report
April 2022

Links to other policies / To be read in conjunction with:
Keeping Children Safe in Education

Reviewed & Ratified: September 2022
Next review: September 2023
Governing Body:

Glossary of Terms:

SEND	Special Educational Needs and/or Disabilities
SEND Code of Practice	The legal document that sets out the requirements for SEND
EHCP	Education, Health and Care Plan
SEN	Special Educational Needs
SALT	Speech and Language Therapist
EP	Educational Psychologist
SENDCo	Special Educational Needs and/ or Disabilities Co-ordinator
ATS	Advisory Teaching Service
LA	Local Authority

1. INTRODUCTION:

1.1 A pupil has Special Educational Needs (SEN) where their learning difficulty or disability calls for special educational provision. This provision is additional to, or different from, that made generally for other children or young people of the same age.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities generally provided for others of the same age in mainstream schools.

2. AIMS:

2.1 Our aim is for all children with special educational needs and disabilities (SEND) to reach their full potential in a supportive environment that prepares them well for the future and allows them to:

- (a). Stay safe;
- (b). Be healthy;
- (c). Enjoy and achieve;
- (d). Make a positive contribution.

2.2 Our SEN policy and Information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs.
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN.

3. LEGISLATION AND GUIDANCE:

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities.

- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEN information report.

4. RATIONALE:

4.1 Ann Edwards Church of England Primary School values the contribution that every child can make. We seek to raise achievement, remove barriers to learning and increase physical and curricular access for all. All children who need SEND support are valued, respected and equal members of the school. Provision for pupils with SEND is a matter for the school as a whole. The governing body, Headteacher, Special Educational Needs and Disabilities Co-ordinator (SENDCo) and all other members of staff within our school have important responsibilities.

4.2 At Ann Edwards Church of England Primary School, it is the belief that all children have an equal right to a broad and rounded education which will enable them to achieve their full potential.

5. OBJECTIVES

5.1 The overarching objectives for SEND in our school is:

- To promote an atmosphere in which all children can reach their full potential.
- To ensure that practice, management and the deployment of resources are designed to meet the needs of all pupils with SEND.
- To provide early identification of pupils with SEND and to ensure that these pupils are assessed and provided for and that their progress is regularly monitored.
- To ensure that all pupils with SEND are offered full access to a broad, balanced and relevant curriculum including the foundation stage and the National Curriculum as appropriate.

6. ROLES AND RESPONSIBILITIES:

6.1 The SENDCo

The SENDCo is Faye Sheldon

The SENDCo will:

- Work with the Headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.

- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEN up to date.
- Manage and support TAs (Teaching Assistants), assisting with their performance management.
- Contribute to the in-service training of staff.
- Liaise with the governing body.
- Signpost parents to Gloucestershire's Local Offer.

6.2 The Governing Body, in co-operation with the Headteacher, will:

- Help to raise awareness of SEN issues at governing board meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this.
- Work with the Headteacher and SENDCo to determine the strategic development of the SEN policy and provision in the school.

6.3 The Class Teachers will:

- Assess and analyse progress and development for all their pupils and share this information with the Senior Leadership Team and with parents and carers.
- Use their professional judgement to identify pupils making less than expected progress – given their age and individual circumstances – and refer this to the SENDCo.
- Remove barriers to learning and put effective special educational provision in place through SEN support.
- Devise additional or different strategies/interventions for those pupils identified as having SEND, with advice from the SENDCo and outside agencies if necessary.
- Work closely with teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Produce termly targets which take the form of a four-part cycle (assess, plan, do, review). Through this cycle, actions will be reviewed and refined.

6.4 Parents and Carers will:

In accordance with the SEND Code of Practice, the school believes that all parents and carers of children with SEND should be treated as partners. We aim to build positive relationships with parents and carers to ensure that they understand procedures and are aware of how to access advice. Parents and carers will be supported to:

- Play an active role in their child's education;
- Have knowledge of their child's entitlement within the SEND framework;
- Make their views known;
- Discuss any concerns they may have, initially with the class teacher and then the SENDCo.

7. SEN INFORMATION REPORT:

7.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction (C&I)
- Cognition and learning (C&L)
- Social, emotional and mental health difficulties (SEMH)
- Sensory and/or physical needs

7.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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.

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, teachers, working with parent and carers, can use descriptors to identify potential barriers to learning for a child and possible additional support. Alongside these descriptors, the views and the wishes of the pupil and their parents and carers will be sought. We will use this to determine the support which is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. If there is still concern, underpinned by evidence, despite a child receiving differentiated learning opportunities, then the child will be put on the SEND register.

7.3 Consulting and involving pupils and parents

At Ann Edwards Church of England Primary School, we maintain a register of pupils where concern has been noted, to aid implementation of the staged approach to SEND. We will notify parents and carers when it is decided that a pupil will receive SEN support and be added to the SEND register.

Pupil voice is very important and as such the 'My Profile' is filled in by all pupils on the SEND register. This ensures their views are considered throughout the assess, plan, do, review cycle. For pupils who may have communication difficulties or social, emotional and mental health needs, further opportunities will be given to seek their views through a 'My Passport'. The My Passport supports pupils to share strategies which work and do not work for them. Subsequently, this is shared with the staff at Ann Edwards to ensure a consistent approach is implemented across the school.

7.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review** (*appendix 1*). When a pupil is identified with having SEND, provision will be made which is additional to or different from that provided as part of the school's usual differentiated curriculum. The class teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs.

This will draw on:

- The teacher's assessment and experience of the pupil;
- Their previous progress, attainment or behaviour;
- Provision maps;
- SEN Descriptors;
- Other teachers' assessments, where relevant;
- The individual's development in comparison to their peers and national data;
- The views and experience of parents;
- The pupil's own view; and
- Advice from external support services (if relevant).

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support, interventions and their impact on the pupil's progress.

'My Plans' (*appendix 2*) are written when children are identified as having SEND. These are used to identify the needs, actions and outcomes needed to support pupils with SEND and promote pupil progress. Intervention at **'My Plan'** stage will be provided by the class teacher with advice and support from the SENDCo if required. The **'My Plan'** is a shared document, with all those involved in the child's education being fully aware of its contents and working together to achieve the targets. **'My Plans'** are written and reviewed termly by the class teacher. Parental views from informal meetings and /or Parent Evenings are taken into consideration when writing and reviewing these documents. TAs will provide support, including the implementation of intervention programmes. Individual and small group sessions will be carefully timetabled with the aim of meeting specific needs. The outcomes of interventions will be monitored closely.

Our **'My Plans'** include information about:

- (a). Areas of need
- (b). Short term targets for the child (sometimes longer term aims will be noted)
- (c). Teaching strategies and resources to be used
- (d). Provision of support and staffing
- (e). Parent and child involvement
- (f). Assessment and monitoring procedures
- (g). Review dates

When reviewing a 'My Plan', the effectiveness of targets and outcomes will be reviewed. It may be agreed that the My Plan needs to remain, or that the child can be removed from the SEND register. Alternatively, if progress despite additional support is not evident, then the child may move on to a 'My Plan+' where a multi-agency approach is needed.

A **My Plan+** (*appendix 3*) allows for a more in-depth and integrated assessment. It provides an understanding and analysis of a child or young person's needs, especially when outcomes are not being achieved or progress is not being made. At **My Plan+** stage, the school seeks the assistance of an external Multi-Agency Support Service. The Support Service will advise teachers and TAs regarding teaching strategies and/or behaviour management strategies. Advice is given regarding 'My Plan' targets and occasionally practical support is given for

particular activities.

Reviews at this level are termly, where the Advisory Teacher or other Support Service member may be present. If they are not present, their reports and views will be shared in the meeting, or evidenced in the new targets. The outcome of the review could be reversion back to a 'My Plan', provision to stay at a 'My Plan+', or it may be considered that a Request for Statutory Assessment should be made.

An EHC Plan (Education, Health and Care Plan) is a statutory plan that has replaced a Statement of SEND. An EHCP might be needed when a child or young person's educational needs cannot be met within existing additional resource already delegated to the school. The Local Authority assesses this need based on the evidence provided. Not every EHC Needs assessment will lead to an EHC Plan. The information gathered during the assessment may identify the needs, the provision required, and clarify whether there are sufficient resources reasonably available to meet the needs without a statutory plan.

Where **Statutory Assessment** determines that a child should have an EHCP, the LA will produce an EHCP, resourced with additional funding.

Annual Reviews of EHCPs are held, following the procedures as outlined in the Code of Practice. The SENDCo oversees all paper work and provision within the school, relating to an EHCP.

7.5 Supporting pupils moving between phases

We will share information and documentation with the school or other setting the pupil is moving to. We will support and contribute to transition arrangements with the new setting to make the transition as smooth and successful as possible for the individual.

7.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

Examples of interventions include:

- Precision Teaching - used to improve the accuracy and fluency of reading, spelling and maths.
- Language for Thinking - used to build language skills.
- Fizzy - used to assist in the development of motor skills for those children who find this challenging.

7.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work and content of the lesson.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, coloured exercise books, visual timetables, larger font, etc.

- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Ann Edwards Church of England Primary School acknowledges that its practices make a difference. Subsequently, the school and teachers regularly review issues related to pupils with SEND and classroom organisation, teaching styles and methods, materials and tasks to determine how these could be improved.

All pupils have an entitlement to a broad, balanced and relevant curriculum. In their planning, teaching staff strive to:

- (a). Provide suitable learning challenges
- (b). Meet the pupil's diverse learning needs
- (c). Remove the barriers to learning and assessment

Teachers match the learning to the needs and abilities of the pupils. They use a range of strategies to develop the pupils' knowledge, understanding and skills. Where appropriate, materials are modified or support is provided to enable pupils with SEND to access the learning or the assessment processes.

7.8 Additional support for learning

We have 15 teaching assistants who regularly work with children on a 1:1 basis, in small groups and occasionally supporting large groups. Where necessary, we work with the following agencies to provide support for pupils with SEND, these include:

- Occupational Therapists (OTs)
- Speech and Language Therapists (SaLT)
- Educational Psychologists (EPs)
- The Advisory Teaching Service (ATS)

7.9 Expertise and training of staff

Our SENDCo works 3 days a week to manage SEND provision. We have a dedicated team of teaching assistants and higher-level teaching assistants (HLTAs), who are skilled in delivering SEND provision. 17 staff members have received training in Team Teach. Other recent training amongst staff includes: Whole school Trauma-informed training and Emotion Coaching. Prior training includes members of staff completing their Certificate in Understanding Children and Young People's Mental Health (level 2). We also have a trained Emotional Literacy Support Assistant (ELSA).

7.10 Securing equipment and facilities

At Ann Edwards Church of England Primary school, we have dedicated intervention areas within our school building where small group and 1:1 work can be carried out. Larger areas in the school, such as the hall and Chilzone, are available for physical interventions to take place. Furthermore, we have a safe space which is a low stimulation area. Pupils can use this space to calm down or have quiet time.

7.11 Evaluating the effectiveness of SEND provision

The school is committed to regular and systematic evaluation of the effectiveness of its work. A series of methods are employed to gather information:

- The Self Evaluation Form (SEF)
- Performance Management of Teachers and Teaching Assistants
- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions and using provision maps to measure progress.
- Monitoring by the SENDCo and wider Senior Leadership Team (SLT)
- Obtaining the views of pupils
- Monitoring by the SEND Governor
- Views of parents on Parent View
- Regular liaison between the SENDCo, class teachers and TAs
- Review meetings

7.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

Ann Edwards Church of England Primary School is wheel-chair accessible. We have a large site all on one level and have an accessible toilet. Classroom equipment is accessible to all children regardless of their needs, and where additional needs are identified, further advice is sought. Children with specific needs may have additional members of staff to help them access the school, curriculum and clubs. Our Accessibility Policy and Plan is available on our school website and a paper copy can be provided. We will seek to make reasonable adjustments and liaise with parents and carers to consider any barriers and how to overcome them. Our school values prioritise an inclusive ethos and individuals are welcomed and treated equally.

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that at Ann Edwards we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society.

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after school clubs. All pupils are encouraged to go on our residential trips to Braeside (Year 4) and PGL (Year 6). Every pupil is encouraged to take part in sports day, school plays and special workshops. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

7.13 Support for improving emotional and social development

All pupils learn to develop emotional resilience and social skills, both through direct and indirect teaching. This includes:

- PSHE (Personal Social & Health Education)
- Philosophy for Children (P4C)
- Forest School
- Promotion of Growth Mindset throughout the school
- Social Skills intervention groups

- Pupils with SEN are also encouraged to be part of clubs to promote teamwork/building friendships
- Nurture
Our ELSA (Emotional Literacy Support Assistant) can work with individuals or small groups to help with emotional management. Children also have access to phase Teaching Assistant who is able to work 1:1 or in small groups to support children's Social, Emotional and Mental Health needs.

We have a zero-tolerance approach to bullying.

7.14 Working with other agencies

Outside agencies may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been implemented and which targets have previously been set.

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in 'My Plans' continues to be the responsibility of the class teacher.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment, regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of his peers.

The appropriate referral forms are used when requesting assistance from outside agencies and the SENDCo will meet with all personnel as required. We recognise the importance of maintaining a good working relationship with all outside agencies. All available support services are used as advised.

The school also establishes and maintains links with:

- The School Nurse
- Social Services
- Family Support Services
- Police
- Local Church
- Other local primary schools
- Local playgroups and nursery schools

- Secondary feeder schools

The school arranges the necessary involvement with the above when appropriate.

When additional support such as a Team Around the Child (TAC), Team Around the Family (TAF), Early Help or Child Protection proceedings are in place, the school's Child Welfare Team (consisting of the Designated Safeguarding Lead and Deputy Safeguarding Lead) will work together to allocate a lead practitioner, share information, problem solve, deliver and review interventions and communicate with external support agencies such as social services, housing and family support workers accordingly. [The Designated Safeguarding Lead is the Headteacher; the deputies are: the Deputy Headteacher, the SENDCo and the Family Support Officer].

7.15 Behaviour

Early intervention to address underlying causes of disruptive behaviour is imperative. There is no place for physical or emotional violence, bullying, racism, vandalism, rudeness or bad language in our school and these behaviours must always be challenged and dealt with appropriately. For those children who find it difficult to conform to behavioural expectations, we put in place personalised behavioural support methods dependent on the child's needs. We are also able to call in support from the Inclusion Team at the Local Authority and other behavioural specialists such as an Educational Psychologist or the Advisory Teaching Service.

Ann Edwards C of E Primary School recognises that there is a need to ensure that our curriculum is inclusive and accessible, providing opportunities for all pupils to succeed; furthermore, we recognise the need to offer other provisions to some pupils that allow them to achieve their potential outside of what is accessible at the school. Alternative provision is for those pupils who require educational provision which is different from or additional to that provided at Ann Edwards as part of our universal offer. It aims to ensure the continued education of pupils in the school in a supportive and nurturing environment.

In exceptional circumstances, when personalised behavioural support methods are not working and if a child's behaviour consistently breaches our behaviour policy, causes persistent disruption or is a risk to the health, safety and learning of others, the Headteacher and Governing body may make the decision to permanently exclude them.

7.16 Contact details for raising concerns

If you have any questions or concerns, please contact the SENDCo or Family Liaison Officer (FLO) and Nurture Coordinator:

Faye Sheldon (SENDCo) fsheldon@annedwardsprimary.co.uk

Jo Jones (FLO and Nurture Coordinator) JJones@annedwardsprimary.co.uk

7.17 Complaints about SEN Provision

Complaints about SEN provision in our school should be made to the Headteacher in the first instance. They will then be referred to the school's complaints policy. If you are wishing to make a complaint about a policy or an action of the LA, a parent or carer should write to the Area Education Officer at Shire Hall.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments

7.18 Contact details of support services for parents of pupils with SEN

For a comprehensive list of support services see:

<https://www.glofamiliedirectory.org.uk/kb5/gloucs/glofamiliedirectory/home.page>

7.19 The local authority local offer

The School's 'Local Offer' is on the school's website.

Gloucestershire's Local Offer can be found via this link:

<https://www.glofamiliedirectory.org.uk/kb5/gloucs/glofamiliedirectory/family.page?familychannel=2>

8. ADMISSION ARRANGEMENTS:

8.1 The Headteacher is responsible for the admission arrangements which accord with those laid down by the Local Authority. We pride ourselves in our care, nurture and dedication to the needs of all our pupils and have had considerable success in the past in integrating pupils with a wide range of special educational needs. We have been complimented on our inclusive approach to learning by several visitors, parents and professionals.

9. SAFEGUARDING

Children who have special educational needs and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs;
- communication barriers and difficulties in overcoming these barriers. To address these additional challenges, schools and colleges should consider extra pastoral support for children with SEN and disabilities.

10. ALLOCATION OF RESOURCES:

10.1 The budget issued to the school contains an allocation for SEND determined by formula. The delegated SEND budget is used to meet the needs of all pupils with SEN in the school. At Ann Edwards Church of England Primary School, the SENDCo is responsible for the implementation of our SEND Policy. In addition, we appoint TAs and allocate them to individuals or groups of pupils requiring support.

10.2 We receive additional funding for pupils with EHCP.

10.3 At Ann Edwards Church of England Primary School we have resources for small group or individual sessions. Resources are available to all staff with guidance available from the SENDCo. The SENDCo takes responsibility for maintaining and developing these resources and is allocated a resource budget to do so.

11. MONITORING ARRANGEMENTS

This policy and information report will be reviewed by the SENDCo **every year**. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

12. LINKS WITH OTHER POLICIES AND DOCUMENTS

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Supporting pupils with medical conditions
- Local offer

Appendix 1 - Gloucestershire's pathway for a graduated and integrated approach



- Additional needs identified including special educational needs or disabilities.
- Appropriate support put in place.
- **My Plan** written.

- Review of **My Plan** shows child/young person not achieving outcomes.
- Need to involve other agencies identified (eg. Educational Psychologists, Advisory Teachers, Speech and Language Therapists, Occupational Therapists, Health Visitors, School Nurses, Children's Centres, Youth Support Team, GDASS etc.)
- Lead Practitioner gains parental consent to contact other agencies to request their involvement with **My Assessment** to provide a holistic understanding of need.
- Each professional meets with child or young person and their family to undertake their assessment.
- Lead Practitioner sends an Analysis of Assessment form to appropriate professionals requesting a summary of their assessments and which can be included within **My Assessment**. Professionals return their forms with assessment, needs, SMART outcomes and actions identified.
- Lead Practitioner collates Analysis of Assessment forms into **My Assessment** in readiness for a TAC/TAF meeting.
- Meeting agrees **My Plan+**.

- Review of **My Plan+** indicates child/young person not achieving outcomes. This might result in changes to the outcomes and resources in the plan or it might result in a request for a statutory assessment and plan.
- Where a child with special educational needs is not achieving outcomes, the child or young person, parent, carers and practitioners involved will agree the next steps to either change resources or request an Education, Health and Care needs assessment.
- Request (with evidence from **My Plan+** review) submitted to multi-agency Panel to request a statutory assessment.
- If agreed by the multi-agency Panel, a statutory assessment of the child's or young person's educational needs takes place.
- The multi-agency Panel examines the evidence from the statutory assessment and decides whether or not to issue an **Education, Health and Care Plan**.
- If agreed, a SEND case coordinator works with the child or young person, parents and carers to agree the resourcing of the **Education, Health and Care Plan**.
- The **Education, Health and Care Plan** is reviewed annually.

Appendix 2 - My Plan



MY PLAN



My Plan				
Child/Young Person's Name:	Date of Birth:	Parent/Carer/Young Person's Signature:		Date of Signature:
Parent/Carer's Name:	Parent/Carer consent to attach electronic copy of this plan to child/young person's details held by Gloucestershire County Council: YES/NO		Parent/Carer/Young person consent to share this My Plan: YES/NO	People contributing to My Plan: *Delete as appropriate
My Needs	My Outcome	Actions	Resources	Review
				Achieved Partially Achieved Not Achieved
				Achieved Partially Achieved Not Achieved
				Achieved Partially Achieved Not Achieved
				Achieved Partially Achieved Not Achieved
Reason for MY PLAN: Please include brief information about the child/young person's strengths & difficulties and the impact on their life.				
What has already been tried in order to support child/young person.				
Has a MY PROFILE (or similar) been completed for all children/young people named in this plan? YES/NO				
Name of Lead Practitioner:		Date of Completion:		Date of Review:

Appendix 3 - My Plan+



MY PLAN+



My Plan+				
Child/Young Person's Name:	Date of Birth:	Parent/Carer/Young Person's Signature:		Date of Signature:
Parent/Carer's Name:	Parent/Carer consent to attach electronic copy of this plan to child/young person's details held by Gloucestershire County Council: YES/NO		Parent/Carer/Young person consent to share this My Plan+: YES/NO	People contributing to My Plan+:
My Needs	My Outcomes	Actions	Resources	Review
				Achieved Partly Achieved Not Achieved
				Achieved Partly Achieved Not Achieved
				Achieved Partly Achieved Not Achieved
				Achieved Partly Achieved Not Achieved
				Achieved Partly Achieved Not Achieved
				Achieved Partly Achieved Not Achieved
Name of Lead Practitioner:		Date of Completion:		Date of Review: