



Lyminster Primary School

Nature of Concern

Name of child	
Date of birth	
Year group	
Class Teacher	
SENDCO	Rachel Yarrow
Name of school / setting	Lyminster Primary School
Parent notified	Yes/No
Parent comments	

Action	Date	Year group of child / young person	Name and position of person/s completing update
Section 1 started			
Cycle 1 completed			
Cycle 2 completed			

Section 1: to be completed by the teacher if a child or young person's progress is cause concern and needs regular support that is beyond quality first teaching and different from their peers.

My Personal Profile – Updated Annually

My name:

I like to be called:

Today's date:

What can I do well?	What do I need help with?	How best to support, communicate and work well with me?
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What do I like and what makes me happy?	What's important for me now?	What's important for me in the future (my aspirations)?
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Other things you need to know about me

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Assess

Once Section 2 is started, information here will be added to by: SENCo, Inclusion Manager, Pastoral Leader, Designated Safeguarding Lead. This section will be built over time, as more is learned about a child or young person's profile of needs.

My Strengths and Areas of Need

Cognition and Learning

My Strengths

-

My Areas of Need

-

Communication and Interaction

My Strengths

-

My Areas of Need

-

Social, Emotional and Mental Health

My Strengths

-

My Areas of Need

-

Sensory and Physical

My Strengths

-

My Areas of Need

-

Independence and Community Engagement

My Strengths

-

My Areas of Need

-

Assess

Teacher Assessments of Progress and Attainment

Date	Teacher Assessment and Notes
	Phonics: Reading: Writing: Maths: Progress toward age related expectations:
	Phonics: Reading: Writing: Maths: Progress toward age related expectations:
	Phonics: Reading: Writing:

	<p>Maths:</p> <p>Progress toward age related expectations:</p>
	<p>Phonics:</p> <p>Reading:</p> <p>Writing:</p> <p>Maths:</p> <p>Progress toward age related expectations:</p>

Plan, Do, Review: Cycle 1 for completion by class teacher

My Termly Support Plans

Pupil Name –		Date –	Plan number – 1
Termly targets, based on my areas of need	Strategies and support in place	Review date	Staff Progress review – what has gone well? Additional barriers identified?
SMART TARGET 1			
SMART TARGET 2			
SMART TARGET 3			
SMART TARGET 4			
Child or young person's view of progress:			
Parent / Carer view of progress:			

SMART targets must relate to my specific areas of need, based on an assessment of my strengths and areas for development. Strategies and support may be identified using the OAIP and must be consistently implemented over time before impact is evaluated.

Reflection

In addition to evaluating impact of interventions and identifying potential areas for development, a key principle that underpins the review phase of the graduated approach cycle is developing a greater understanding of the young person you are working with.

- How did the child or young person respond to the additional support which was put into place?
- How has your understanding of the child or young person, in terms of their strengths and needs, increased as a result of the actions that have been implemented?
- Are there any other areas which need to be taken into account or explored further?
- What is the reasoning behind any decision to amend the plan or its objectives, or to continue as they were?

What have you learnt about the child or young person in completing this assess, plan, do, review cycle?
Did you achieve more than you planned? What helped? What worked well? What challenges did you encounter?
(Link to review problem solving in guidance)

