



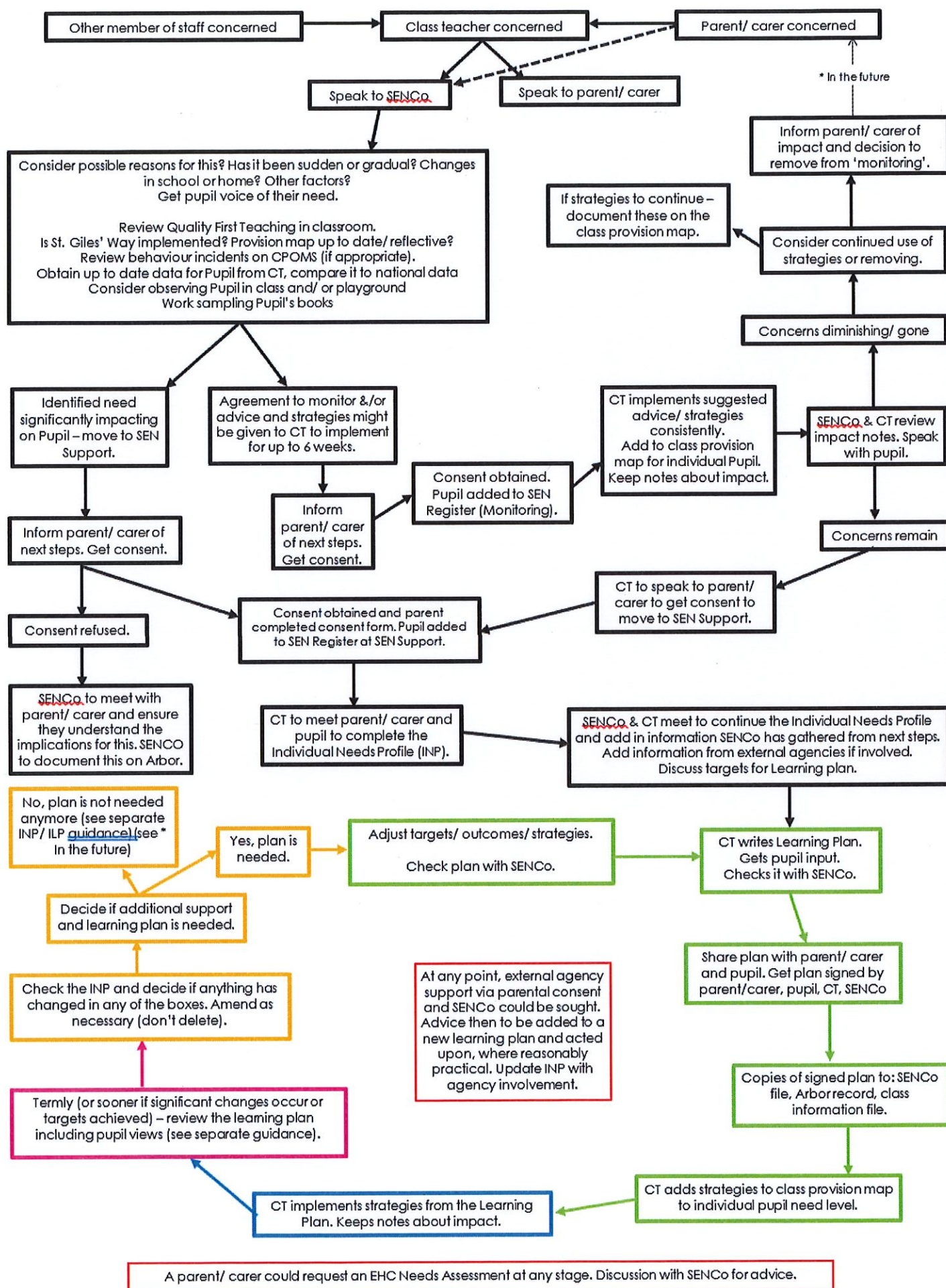
Special Educational Needs and Disability (SEND) Policy - Appendices

Our school vision is based on Christian scripture from the bible and underpins our commitment to ensure that all members of our school community is able to thrive and develop.
At St. Giles' Church of England Primary School all our policies reflect the Christian vision, aims and values of the school.

Appendix 1

Identifying Pupils with SEND

Identifying pupils with SEND at St. Giles' CofE Primary School



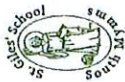
A parent/ carer could request an EHC Needs Assessment at any stage. Discussion with SENCo for advice.

Appendix 2

Early SEND Concerns

Appendix 3

Template for Individual Needs Profile and Individual Learning Plans



Individual Pupil Support

"Learn, Grow and Flourish"

NOTE: October 2024 – Due to creating a more streamlined document which aims to hold all the information in one location, this document will now contain all new learning plans written from this date forward. The summer learning plan has been copied into this document for review purposes.

Previous Learning Plans have been kept.

After the first 'printing' of the learning plan for October to January 2024, which will be the whole document for parents/ carers, please only print the most recent pages (a review with signatures and a new learning plan).

Individual Needs Profile

This child has been agreed by parents, school staff and SENCo as benefitting from being added to the school SEN Register and being support additional from The St. Giles' Way. The Individual Needs Profile details where we are, how we got here, strengths and what we want to support for the child as well as how to do it.

Details for Initial Needs Profile completion:

Name:		Date of birth:		Class:		Year group:	
Attendance for current academic year to [Enter date for profile]:				Notes:			
People involved in initial discussions:				Date of initial discussions:			

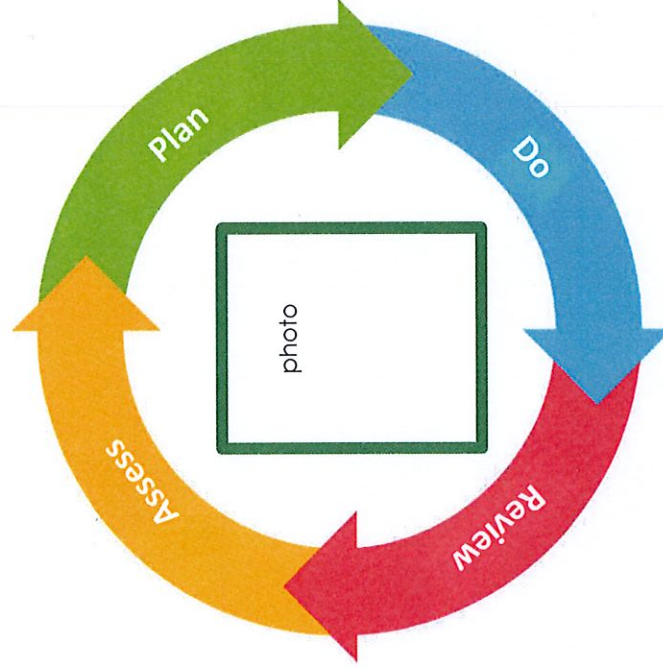
Initial Needs Profile

Strengths	What works well at the moment
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
What I want to say about my learning	Areas for development
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

Assess – where are we? How did we get

Plan – what do we want to do?

This Needs Profile
will be updated
on a yearly basis
or as needed



Review – where are we now?

Do – how are we going to do it?

Individual Provision Map

These strategies should be used to support the pupils as they are known to work. They should be used as detailed throughout the day.

<u>Area of Need</u>	<u>Strategy</u> Include frequency, who, location etc
Cognition & Learning	
Communication & Interaction	
Social, Emotional & Mental Health	
Physical & Sensory	
Independence & Self-help	

Individual Learning Plan: NAME

Class:	Year group:	Plan number:	Plan date:	Date for review:
Attendance for current academic year to [enter date of plan]:		%	Plan written by:	

My views of my learning and being at school: [Use child's own words]	
My strengths:	My areas for development (from the Individual Needs Profile):
	Area of Need (SENCoP, 2014)

Plan agreed:

Class teacher signed:	Date:	Parent/ carer signed:	Date:
Pupil signed: [if appropriate]:	Date:	SENCo signed:	Date:

Long term goal (from area of development)	Target	How will we do this?	Who will help me? When?	I will be successful if...	Review & date:

Plan Review:

Teacher comments:	Pupil comments	Parent/ carer comments:
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Class teacher signed:

Pupil signed:
[if appropriate]:

Date:

Date:

Parent/ carer
signed:

SENCo signed:

Date:

Date:

Appendix 4

This is Me

The 2 documents after the Guidance and prompts pages are the Early Years Version and the Primary age version.

BE
INCLUDED

THIS IS



This is



Here are a few things to think about when filling out the 'This is Me' form. Guidance for adults.

This should be filled out by the child or young person wherever possible and should ALWAYS reflect their views. Some ideas of how to do this are below.

This form should be shared with other professionals in health and other agencies who are asked to complete advice for the Education, Health Care Plans and so you will be asked to give permission for this. Wherever possible, this permission should come from the child or young person.

Always remember this plan belongs to the child or young person. IT IS THEIR PLAN. THEIR STORY. WE ARE TO SUPPORT THEM. THEY HAVE THE RIGHT TO KNOW / READ / SEE WHATEVER IS WRITTEN IN THEIR PLAN. This version includes communication prompts to support you in gathering views.

Creative Ideas to capture child / young person voice:

Visual observations and written notes

Use of video recording - don't forget to share link

Books and photographs to prompt discussions

Puppets/dolls/small world play/avatars

Questioning

Music/ Art work / Drawings

Story writing – can provide a 'space' between the child or young person's internal world and external reality.

Using adaptive technology.



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BE INCLUDED

THIS IS



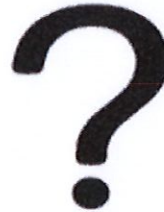
My Name:



What I am good at



My skills



My interests and hobbies



What I like



The important people in my life



family,



friends,



favourite



people,



pets



and animals

These are their names and who they are to me



BE
INCLUDED

THIS IS



What works well for
me?



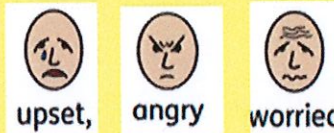
What helps me to
learn



What helps me to
communicate



What helps me if I am



upset,

angry

worried



What would make school and learning better for me



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BE
INCLUDED

THIS IS ME!

The Important People and Pets in my Life are:

Who do you live with?
Do you have any pets?
What do you enjoy doing with your family?
Who helps you?
Who do you talk to?
Why are they important?

PROMPTS & IDEAS



My favourite things to do are? My favourite things to watch are?

What makes you happy?
What are your favourite activities or games?
Do you go to any clubs?
Where are your favourite places to visit?
Do you enjoy spending time with friends?



Social worker or other Professionals

We know not everyone has a social worker. So please tell us here your most trusted adult. This might be parent, SENDCO, class teacher, head of year.

Professionals might understand me better if they knew:

What helps you at school with things you find difficult?
How can adults help you?
What helps you to feel safe and happy?
What can other people do to make your day easier?
What technology helps you.



My feelings about education are:

What are you good at, at school?
Are you good at any particular activities?
What would your family and friends say that they like about you?
Do you find certain times at school the hardest, for example at break or lunch times?
Do you enjoy school? Do you need anything to help you access school or education?
Is there anything that you find difficult at school?
Are you ever asked to do something that you feel you can't do?
Do you find friendships difficult?
What do you need to help you achieve?



In the next year I am looking forward to:

Short or long term aims
What would you and your family like to be able to do/achieve? ie. Day trips/holidays?
What is difficult, or not possible now which you would like to see improve in the future? Think about your annual plan. What can be included here that can be celebrated next year?



Hertfordshire



THIS IS ME!



Guidance page:

This form will be used to help your education health care coordinator complete Section A. It may also be used to help other professionals get to know you. You do not have to answer all the questions but please do answer those with this sign *

If you need extra guidance, forms, a screen reader or braille version please use this link:
www.hertfordshire.gov.uk/thisisme

Please make it clear if you, the child / young person wrote this or if an adult supporting, please make clear how the views were collected, by whom and when.

If you are an adult supporting a child / young person to complete this form, always remember this plan belongs to the child or young person. IT IS THEIR PLAN. THEIR STORY. WE ARE TO SUPPORT THEM. THEY HAVE THE RIGHT TO KNOW / READ / SEE WHATEVER IS WRITTEN IN THEIR PLAN.

Possible Creative Ideas to capture views:

Visual observations and written notes

Use of video recording - don't forget to share link and please ensure a transcript is available for use.

Books and photographs to prompt discussions

Puppets/dolls/small world play/avatars

Questioning / Adaptive technology

Music / Artwork / Drawing / Poetry



Consent: Remember, we want to make sure that all professionals who are involved in supporting you / your child are aware of your / your child's views and unique requirements. It is therefore important that this document is shared with, school / education, those providing statutory advice e.g., educational psychologist, social care and health providers, as well as the education health and care plan coordinator. Please make sure that the consent has been completed at the bottom of the grid to ensure that all professionals can learn more about you /the child / young person's views.



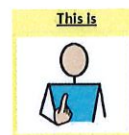
More Guidance in the response column below



When used for EHCP please return appended in section K of the EHCP plan



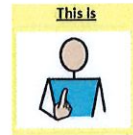
THIS IS ME!



Question	Response (guidance notes in grey which can be deleted)
My Name is *	
I like to be called *	
First EHCP or annual review *	
Add a Picture or self portrait of yourself *	
How I would describe myself - 'shy' 'funny' 'cheeky' etc *	
The important people in my life are *	
The important pets/ animals in my life are	
My favourite things to do are	
My favourite thing to watch or listen to is	
The foods I like the most & least are	
The best time of the day to meet me is *	
The best way to communicate with me is *	
My behaviours when I'm feeling overwhelmed can be	



THIS IS ME!



Professionals may know me better if they knew

My Feelings about education are

In the next year I am looking forward to

My goals in the future are

I am good at



THIS IS ME!



Consent:

Child / young person: Please check the form and when happy sign and date to show you are happy for this to be shared.

Adult: Please discuss this form with the child / young person. Explain how it will be shared and why. Then please ensure you sign consent as the adult. Ask the child if they would like to sign and help them to do so with adaptive technology if required. Parent / Carer signature also required. If under 16 or in line with [mental capacity act](#)

Child/ Young Person and / or Adult I give consent for my This is Me form to be shared with other professionals involved in preparing my plan and to signpost to supporting agencies.

Childs name:

Childs Signature:

Adults' name / relationship to child:)

Adults Signature:

Date:

Remember that **information sharing is crucial**. This supports the 'Golden Thread' of information about you /the child or young person and supports all professionals in working with you / the child / young person and their parent / carers. It will support the effective gathering of information to ensure any plan which follows reflects accurately your / the child / young person's needs.



THIS IS ME!



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More Guidance in the response column below



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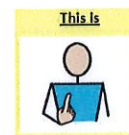
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Professionals may know me better if they knew	



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