

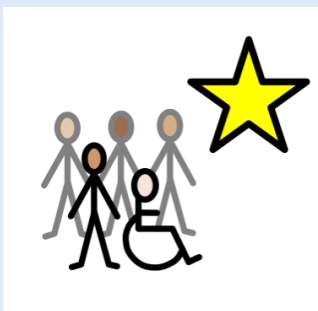


SEND Information report

Raysfield Primary School

Section 1: Welcome and School vision





Section 2: Areas of need

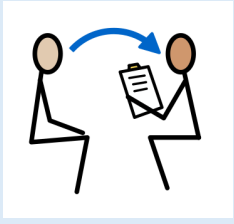
	Cognition and Learning
	Communication and Interaction
	Social, Emotional and Mental Health
	Sensory and Physical

Levels of support

EHCP (Education, Health Care Plan)

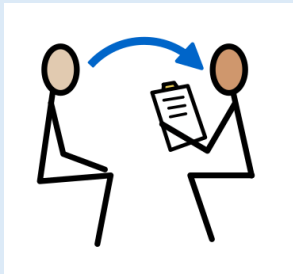
LAC (Looked After Children) & SEND



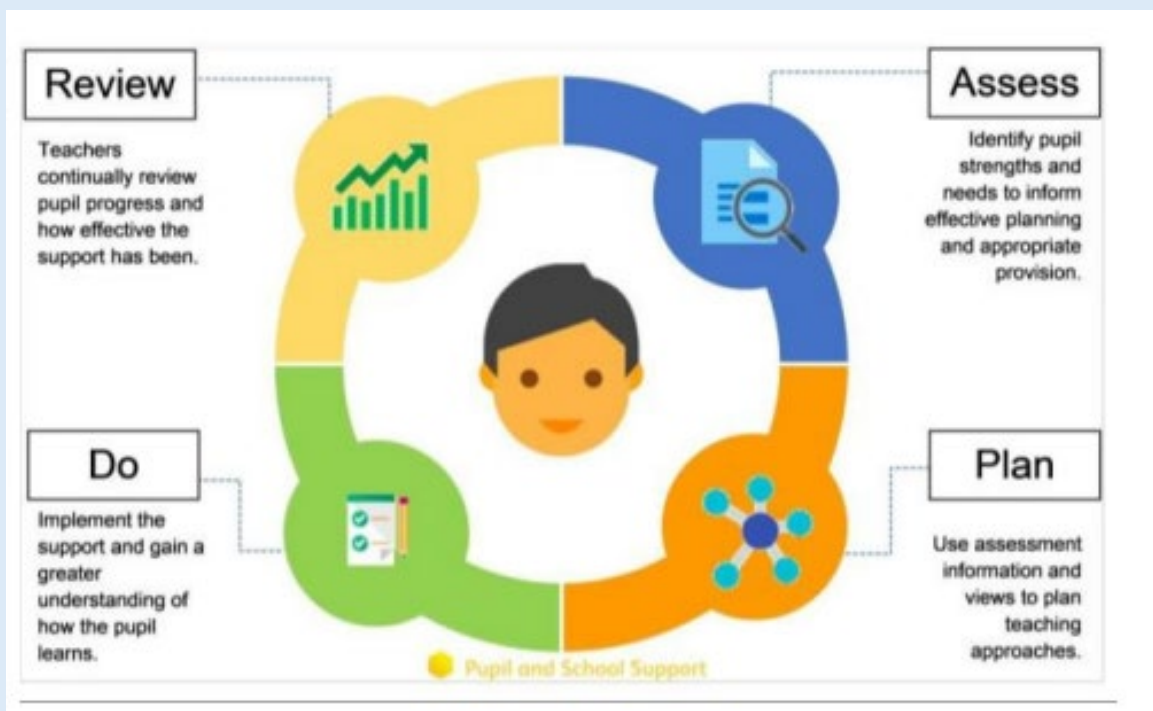


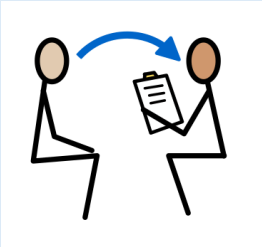
Section 3: Identification process





Section 3: The Graduated response





Section 3: Support plans

SCHOOL LOGO HERE

My Support Plan



Name:	Date of birth:	Year Group:	Support level: Monitor/SEND Support/EHCP
Photo	Summary of need <i>Consider 4 areas of need and any diagnoses</i>	Outside Agency Involvement S&L therapist Education Psychologist Paediatrician Physiotherapist Occupational Therapy Behaviour support EIO Inclusion Support Other (please state) <i>(highlight)</i>	

PUPIL PROFILE

What am I good at? What am I interested in? What are my dreams? <i>Child's views</i>	Reasonable adjustments within universal provision <i>(learning aids, sensory resources, specific language, level of adult support, strategies that work, scaffolding, technology, intervention, sensory diet, triggers, strategies that have been tried and do not work)</i> <i>Teacher input (including advice from professional reports)</i>
What do I need more help with? What helps me? What doesn't help me? <i>(prompts: learning in class/ interventions, concentration and focus, break/ lunch times, friendships, school environment, transitions, managing emotions, worries or concerns)</i> <i>Child's views</i>	



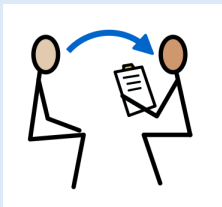
Cycle 1: ASSESS

	What's working	What's not working	
Child	<i>(prompts: learning in class/ interventions, concentration and focus, break/ lunch times, friendships, school environment, transitions, managing emotions, worries or concerns)</i>		
Parent	<i>(prompts: home, school, friendships, learning, bespoke to child's area of need)</i>		
School			

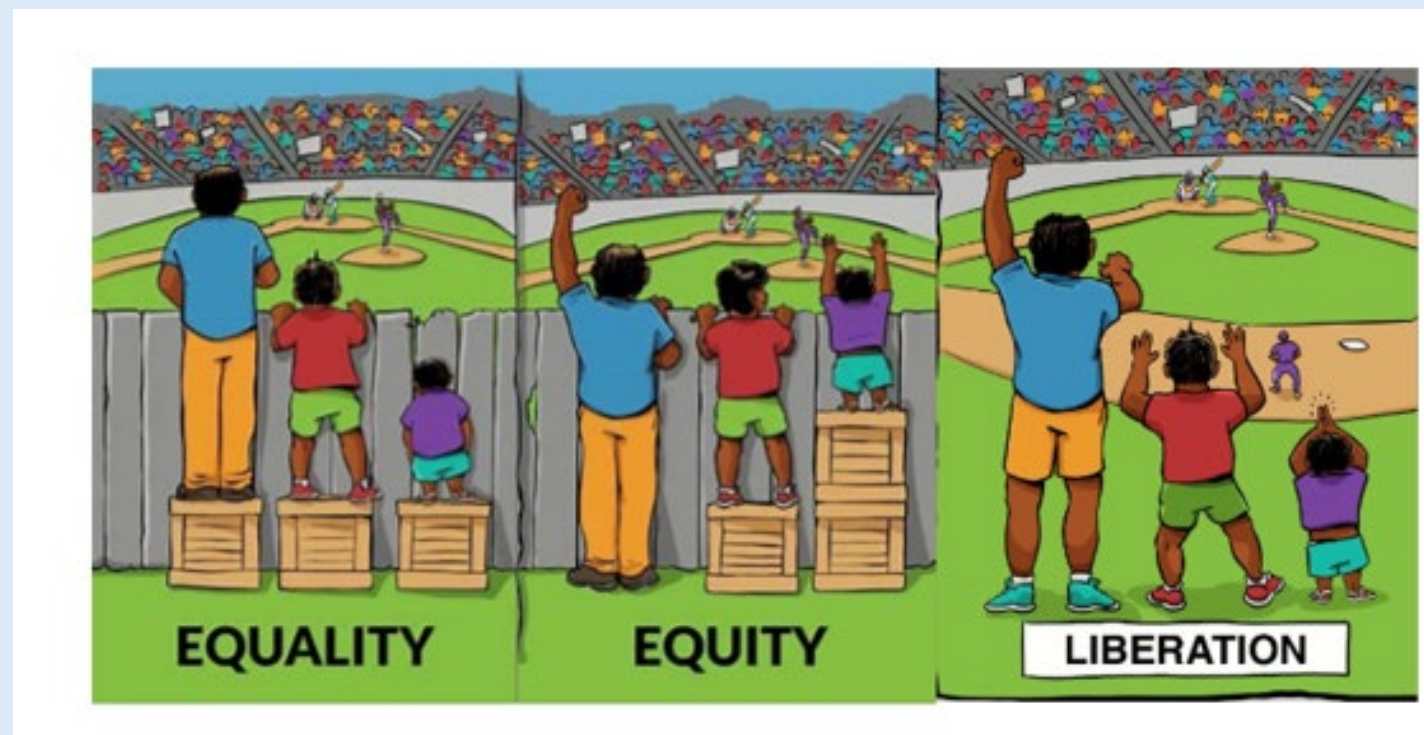
Cycle 1: PLAN, DO, REVIEW

Area of need	SMART target <i>What do you want them to be able to do by the end of this term? Please refer to any assessments used to inform target eg PIVATS, AET framework.</i>	Provision		Review (RAG rate)	
		Strategies	Interventions	Progress made	Next steps?
				Choose option	
				Choose option	
				Choose option	



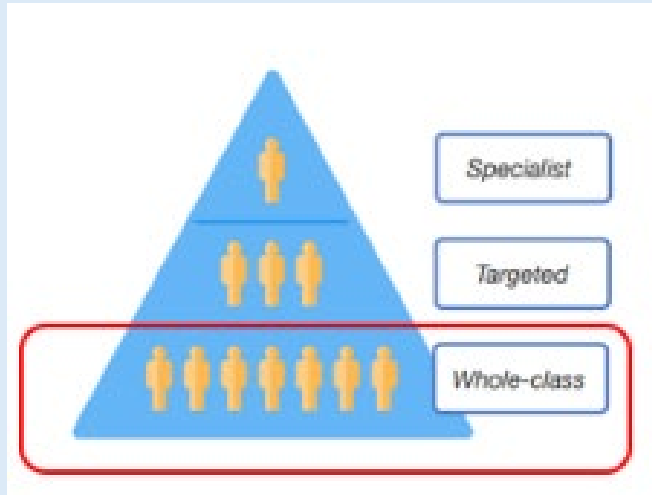


Section 3: Equity of provision





Section 4: Universal offer

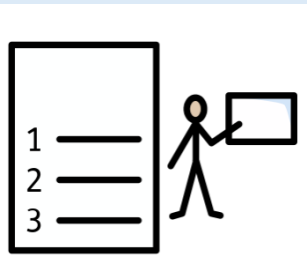


Inclusive pedagogy is an approach to whole-class teaching that is accessible to all learners.

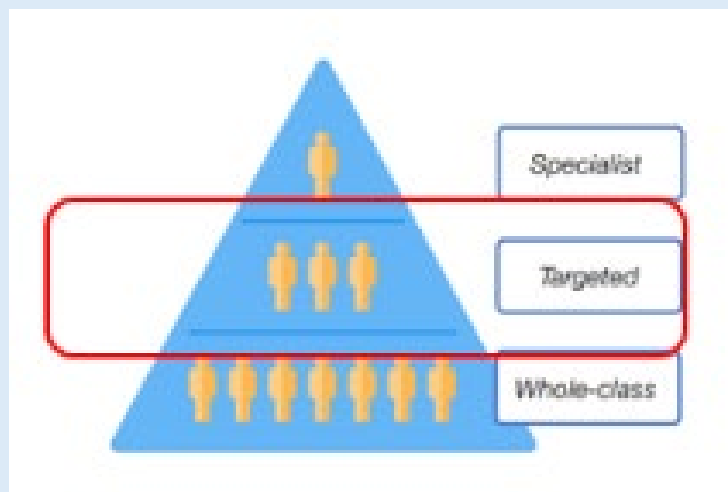
May include:

- Calm Corners in all classrooms
- Whole class visual timetable
- Scaffolded learning





Section 5: Targeted support



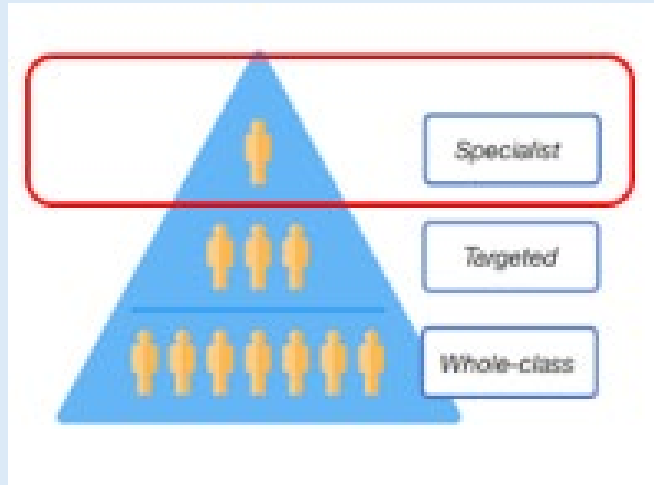
May include:

- Additional reading support
- Social skills intervention
- Smart Moves





Section 6: Specialist support



May include:

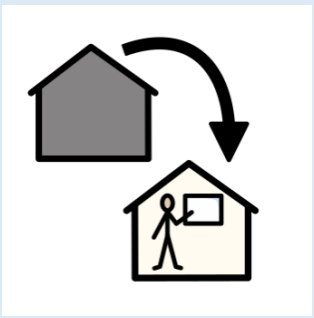
- Speech and Language
- Occupational Therapy
- Play Therapy
- Access to Lodge / Den (on site provision)





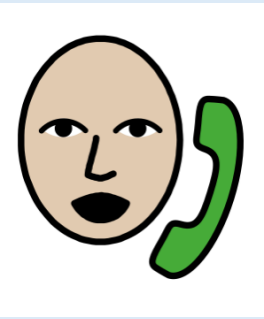
Section 7: Working in partnership with parents





Section 8: Transition arrangements





Section 9: Raising a concern/question

- The school's published Complaints Procedure details how the school will deal with any concerns or complaints, and how to make a formal complaint if you feel your concerns have not been dealt with satisfactorily.





Section 10: Further information

- 01454 866795
- office@raysfield.org.uk
- [South Glos LIFE | SEND Local Offer](#)

