



Baildon CE's Support Plans

Name:

Year :

Date:

What you need to know about me- child's views (health, including any diagnosis),
communication, diet, behaviours, parent/carer opinions and my aspirations)

Pupil Passport
Child and Parent Views

How to support me (include scripting)

shouting.

What is important to me? What am I good at?

•



Baildon CE's Support Plans

School's Summary of strengths, emerging skills and barriers to learning

Summary of SEND		•
Communication and Interaction	Strengths:	
	Emerging skills and barriers	
Cognition and Learning	Strengths:	
	Emerging skills and barriers	
Social, Emotional and Mental Health	Strengths:	
	Emerging skills and barriers	
Physical and Sensory	Strengths:	



Baildon CE's Support Plans

	Emerging skills and barriers	•
--	------------------------------	---

Assessment Data

EYFS / EYDJ	Previous	Au 1	Au 2	Spr 1	Spr 2	Sum 1	EoY	End of Phase
PSED								
C&I								
Thinking								
Physical								

KS1 & 2	Previous -Year	Au 1	Au 2	Spr 1	Spr 2	Sum 1	EoY	End of KS1/2
Reading								
Writing								
SPaG								
Maths - Arith								
Maths – Re & PS								

Primary area of need target-

	Previous -Year	Au 1	Au 2	Spr 1	Spr 2	Sum 1	EoY	End of KS1/2
Primary need								

On-going Provision

- | | |
|---|---|
| <ul style="list-style-type: none"> • Consistent routines • Visual resources / visual timetable • Scaffolding / differentiation in lessons, with access to support • Small group work in English and maths • Access to a quiet space when needed • Explicit teaching • Multi-sensory learning, esp in maths and foundation subjects | <ul style="list-style-type: none"> • Recording sentences on an Ipad and then hearing back to write |
|---|---|



Baildon CE's Support Plans

Need	Long term Outcomes (for the whole year or the the end of the next Key Stage)	Short term Outcomes sought for the term 1, 2 and 3 (see EHCP if using for review purposes)	Interventions, strategies (which are different from and in addition to QFT) /equipment and resources?	Frequency and duration of intervention	Who delivers provision and ratio e.g. 1:2,	Cost £ per week	What assessment tools will be used to measure/ quantify progress
C&I		1.		•			
SEMH			•				
C&I /ASD / SLCN							
Sensory and Physical							
				Total			

High quality teaching toolkit link- Kirklees

<https://www.kirkleeslocaloffer.org.uk/media/blqhxah/cm3822-1-high-quality-teaching-toolkit-send-final.pdf>



Baildon CE's Support Plans

Cycle 1

First Review cycle	Date	SEND Review Attendees	What is working well	Not working	Next Steps and Actions
Cognition and Learning			Learnt x2 x10	Struggled with x5	X5, x3, x4, x8
SEMH			will respond to the class teacher's request to complete a first activity before a next activity of his choosing (From a box of choices)		
C&I /ASD / SLCN			Fred will play a game with his 1:1 and successfully		
Sensory and Physical					

Cycle 2

Mid Review cycle	Date	SEND Review Attendees	What is working well	Not working	Next Steps and Actions
Cognition and Learning					
SEMH					
C&I /ASD / SLCN					



Baildon CE's Support Plans

Sensory and Physical					
----------------------	--	--	--	--	--

Cycle 3

End Review cycle	Date	SEND Review Attendees	What is working well	Not working	Next Steps and Actions
Cognition and Learning					
SEMH					
C&I /ASD / SLCN					
Sensory and Physical					

Term	Parent/Carer views	Pupil Voice	Teacher and other agencies
1			
2			
3			