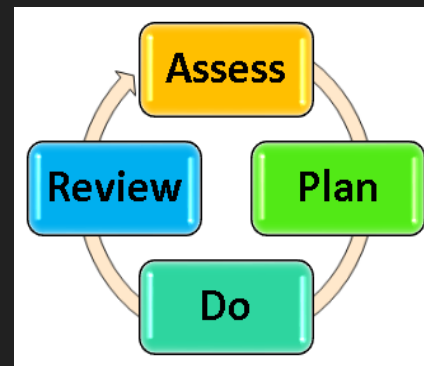
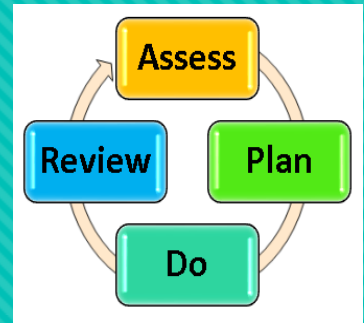


New Individual Learning Plans (ILPs) and Provision Documents (PDs)



Current situation



- All SEN children have a School Based Plan
- Reviewed every 6 weeks

Aims

- Quality SEND Provision
- Differentiated/Graduated approach
- Combined information in one plan
- Clear format

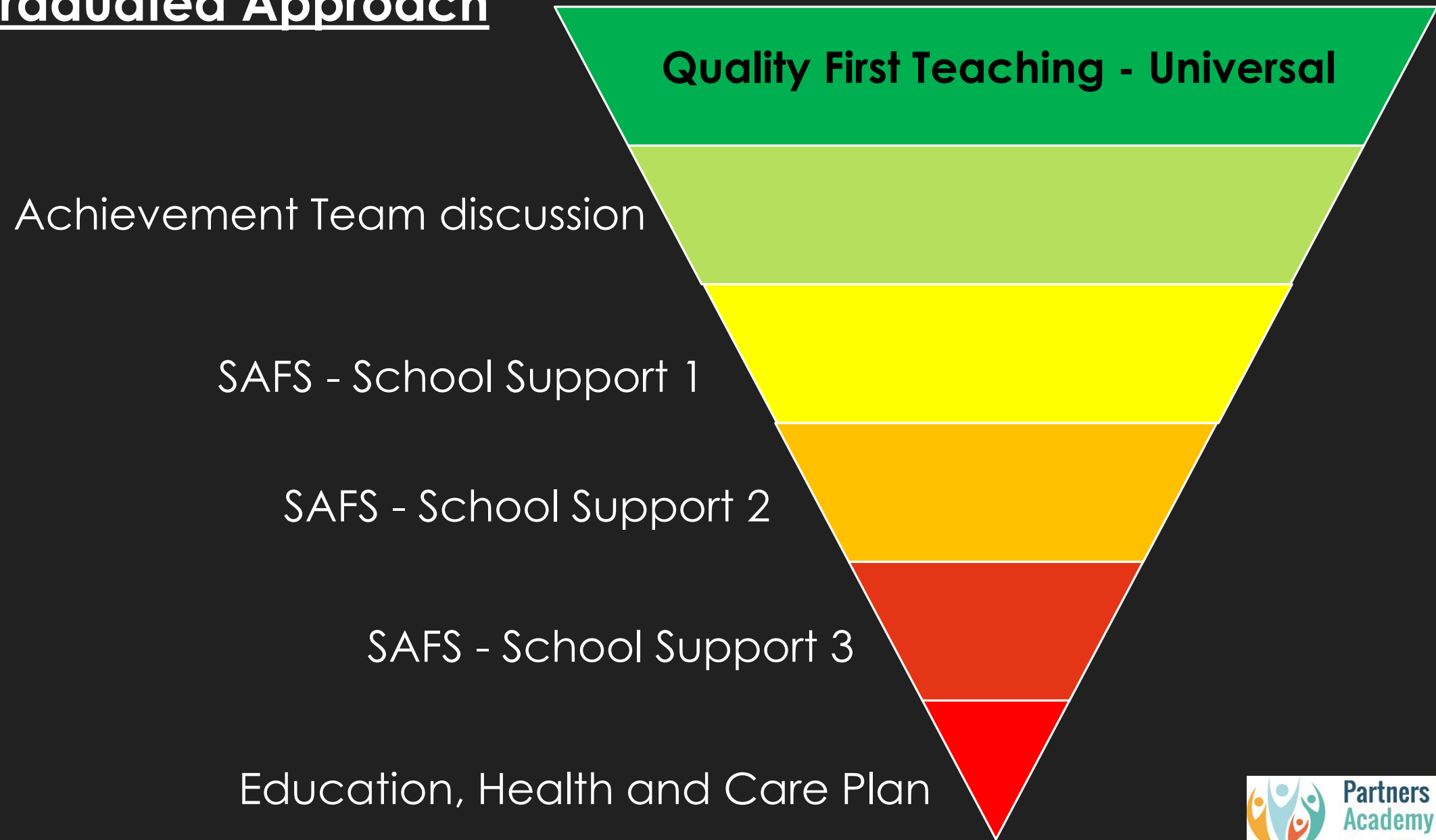
Aims

- Enough time for targets to be worked on
- Balance of paperwork and teaching

Guidance document

- See document to explain the new SEN plans alongside this presentation

A Graduated Approach

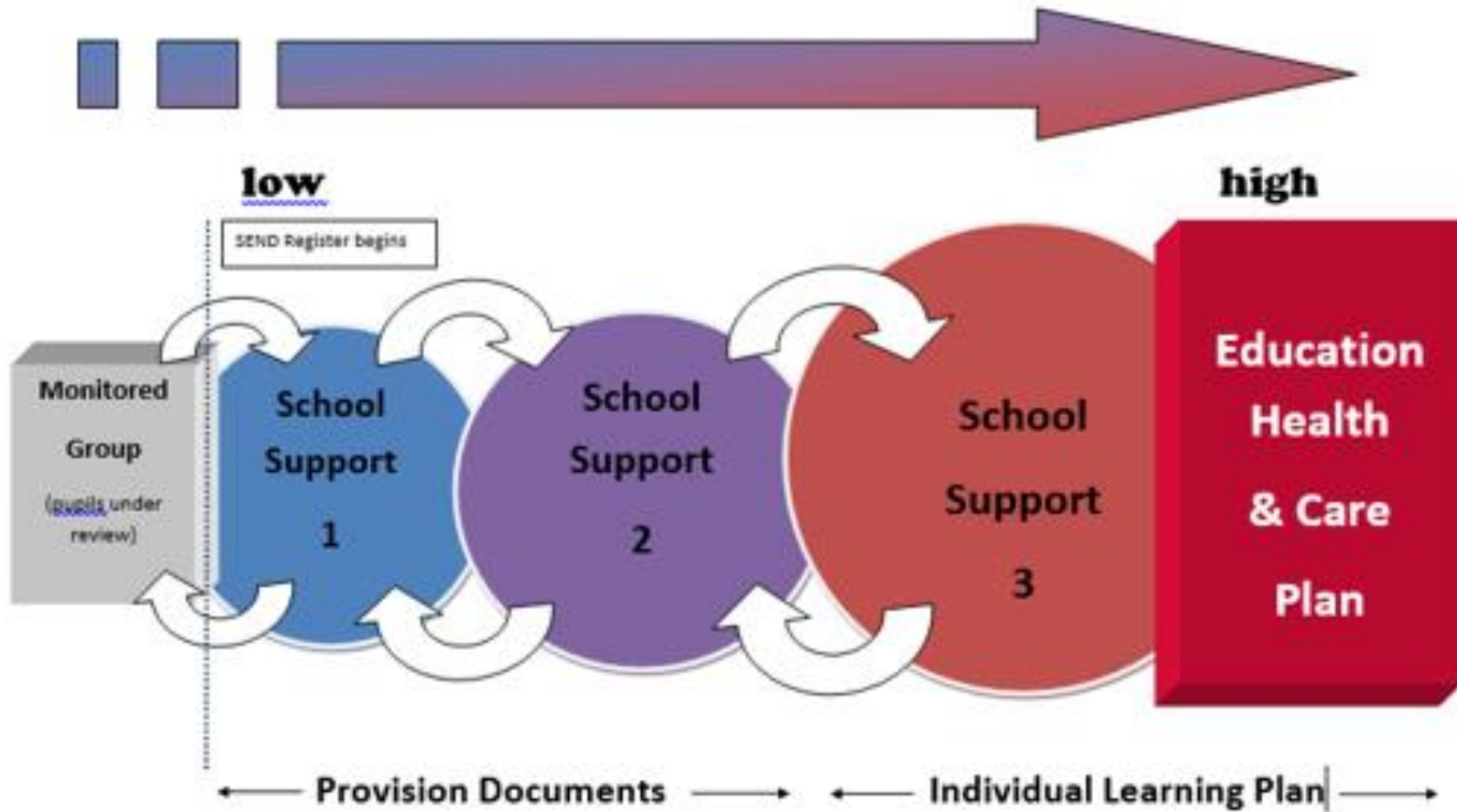


New Plans

Every child on the SEN register should have either an Individual Learning Plan (ILP) or a Provision Document (PD).

The difference between the two is the amount of **detail** and the **frequency** of how often they are reviewed.

Special Needs Categorisation Continuum



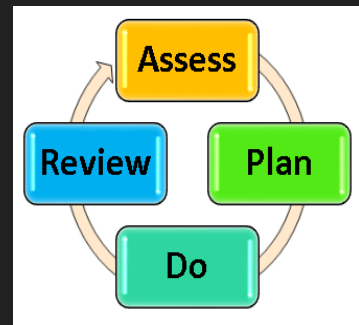
Please note this continuum should be considered alongside the West Sussex Continuum of Need

Level of Need	Plan Written	Reviewed
School support 1	Provision Document	Yearly or if something changes
School support 2	Provision Document	Yearly or if something changes
School support 3	Individual Learning Plan	Termly
Education, Health & Care Plan	Individual Learning Plan	Termly or as required

If you are unsure about which level your child is please ask your child's teacher.

<u>Level of Need</u>	<u>Criteria</u>
School support 1	Support in school
School support 2	One other agency involved
School support 3	More than one agency involved
Education, Health & Care Plan	Multiple needs

Plans should be written **with children and parents/carers** to adhere to the SEN Code of Practice which states schools should be co-producing any plans.



How to write an Individual Learning Plan (ILP)

Colour Coded Plans

Completed by the teacher



Basic information

With the Learner

**Information completed
following a conversation with
the learner**


With the parents/caress

**Completed by the teacher
and added to when you meet
with parents/carers**

	Elizabeth Jones					
	DOB:	Class:	Date set:	Review date:		SEN level <small>(SEN 2, 3 or EHCP)</small>
	15.07.08	5K	10.09.18	10.12.18		EHCP

I like: 

Playing with unicorns
Horse riding
Art and creating things

These things are important to me (family, friends, pets, interests etc.) 

My mum, dad and brother Harry who is 15
My dog Harriett
I go dancing twice a week

When I grow up I'd like to: 

Be a vet

I think my strengths are:		Other people think my strengths are:
----------------------------------	---	---

- | | |
|---|--|
| <ul style="list-style-type: none"> - Art - Riding | <ul style="list-style-type: none"> - Sticking to routines - Helping others - Shape in maths |
|---|--|

Things I'd like help with:		Other people think I need help with:
-----------------------------------	---	---

- | | |
|---|---|
| <ul style="list-style-type: none"> - Talking to other people - Maths sums | <ul style="list-style-type: none"> - Understanding emotions - Coping with change - Calculations in maths |
|---|---|

I would like to improve:		Other people would like me to improve:
---------------------------------	---	---

- | | |
|---|---|
| <ul style="list-style-type: none"> - Maths | <ul style="list-style-type: none"> - Using knowledge in maths to solve problems - Reacting in an appropriate way when things change |
|---|---|

Basic information completed by the teacher

Picture is chosen by the child to show something that is important to them

Information about the child – a conversation with the child generates this information

Completed by the teacher and added to with the parents/carers

Other people who help me and dates of their reports:

(Speech and Language Therapist, Child Development Clinic, Occupational Therapist, Social communication Team, Learning Behaviour Team, Educational Psychologist)



Name:	Date of most recent report:
Jane Crawford – Social Communication Team	May 2018
Dr Male – CDC consultant	April 2018

Things that help me: (learner, parent and teacher)



- Visual timetable
- Lego therapy
- Zones of regulation
- Warnings of change when possible
- Unpicking situations after they have happened using comic strip conversations
- Adult who understand me

My parents/carers think (could be what we hope, what we are pleased to notice, what we are worried about)



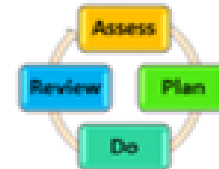
We hope Lizzy continues to make progress. We are pleased she seems to have a wider friendship circle now. We are starting to think about transition to secondary and we'd like some information about different schools.

Find this information in the child's inclusion folder on the server or in their SEN folder

Completed by the teacher and added to with parents/carers






Agreed focus areas – Specific OUTCOMES – we would like to make these things better

Think about reading (sight, phonics, comprehension), writing and counting, thinking skills, communication (attention, speech, grammar, expression, reception), social skills, self-regulation/behaviour, sensory, fine motor skills, body skills, concentration.



- Understanding emotions
- Coping with change
- Calculations in maths

What will we work on? Who is going to help me and when?

 Outcome - What do we want to change? What will the end result be?	 What will we do?	 Who will help me? (adults in school, peers and parents)	 How often?	 How will we know the outcome has been achieved?
I will be able to recognise a variety of different emotions	Use the zones of regulation materials to go over the emotions	Mrs Brown	2 x week	I will be able to name 3 emotions in each zone

Review and next steps



Agree the focus areas with the child and parents/carers

Outcomes should be very specific and measurable

The review is completed at the end of the term and so is left blank when they are first written

The review will form part of the conversation at the next setting to feedback to parents/carers/carers

There should be no more
than 3 targets.

How can my parents and carers help me at home?



Help me practise column addition at home
Use a visual timetable at home too
Continue hearing me read aloud
Discuss the zones of regulation at home

Celebrations – what has been successful?



I achieved a merit in my ballet exam
I now know my 2 x table

Agreed by:

Class teacher	
Parent/Carer	
Pupil	

Completed by the teacher and added to when you meet with the parents/carers

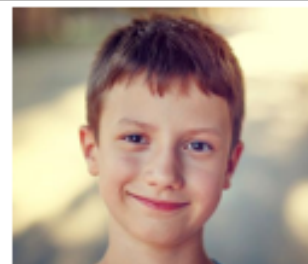
Include successes at home and at school

All contributors must be named

How to write a Provision Document (PD)



Bob Smith



DOB:	Class:	Date set:	Review date:	SEN level (SS1, 2, 3 or EHCP):
28.05.08	5EF	10.09.18	10.04.19	SS2




I think my strengths are:		Other people think my strengths are:
<ul style="list-style-type: none"> - Rugby - Talking to people - Remembering times tables 		<ul style="list-style-type: none"> - Writing stories - Spelling
Things I'd like help with or I'd like to improve:		Other people think I need help with or I need to improve:
<ul style="list-style-type: none"> - Spellings 		<ul style="list-style-type: none"> - Structuring sentences - Punctuation - Spellings
Things that help me: (learner, parent and teacher)		
<ul style="list-style-type: none"> - Word banks - Green background on the whiteboard - Talking tin to speak my ideas into before writing - Visual prompts 		

Basic information completed by the teacher

Picture is chosen by the child to show something that is important to them

Information about the child – a conversation with the child generates this information

Completed by the teacher and added to when you meet with the parents/carers

How can my parents and carers help me at home?		
Continue reading with me at home Help me practise spellings		
Celebrations – what has been successful?		
I have learnt the first 100 high frequency words and I can use them in my work		
Review		
What is going well?		
What could be better?		
What will be changed?		

Things that help is a list of the provision which is different to Quality First Teaching

Include successes at home and at school

Review when new information needs adding or at the end of the year ready for the next teacher.

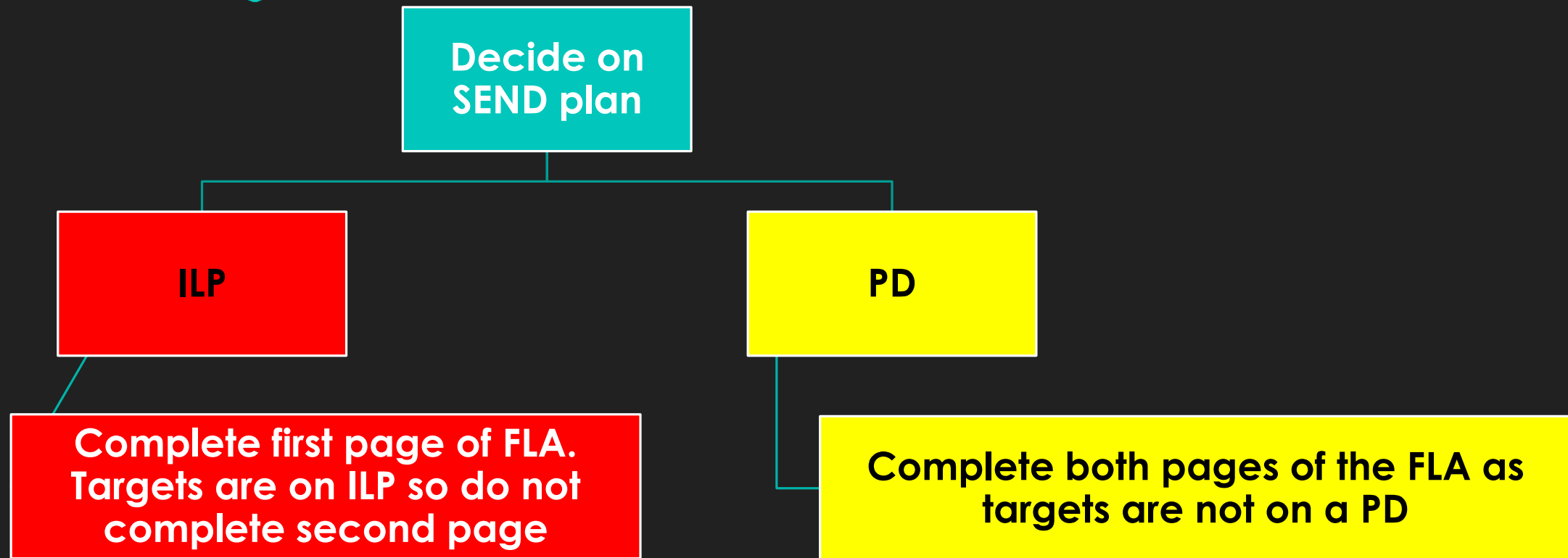
All contributors must be named

Agreed by:	
Class teacher	
Parent/Carer	
Pupil	

Family Learning Conferences (FLCs)

- Response to feedback from SEND forum - SEND learners need a quiet space
- Meet after half term for a longer meeting (20 mins)
- The plan will be written at the FLC

Family Learning Conferences (FLCs)





Courage

Compassion

Respect

Responsibility



KS1 Family Learning Conference Agreement.

Attainment (at end of previous year): Maths: _____ Reading: _____ Writing: _____

What am I proud of?
(Including - what I am better at now)

What are my next steps?

Courage

Compassion

Respect

Responsibility



Courage

Compassion

Respect

Responsibility



This is my Family Learning Agreement:

These things will help me achieve my goals this Term:

My goals:



At school I will:



At school my teacher will:



At home my family/carers will:

Child:	Parent:
Teacher:	Date:

Courage

Compassion

Respect

Responsibility

Activate Windows
Go to Settings



**Partners In Learning
Academy Trust**
Today's Children; Tomorrow's Future

Next Steps...

- Receive FLC invite
- Write plans together after half term at an appointment agreed with the teacher