

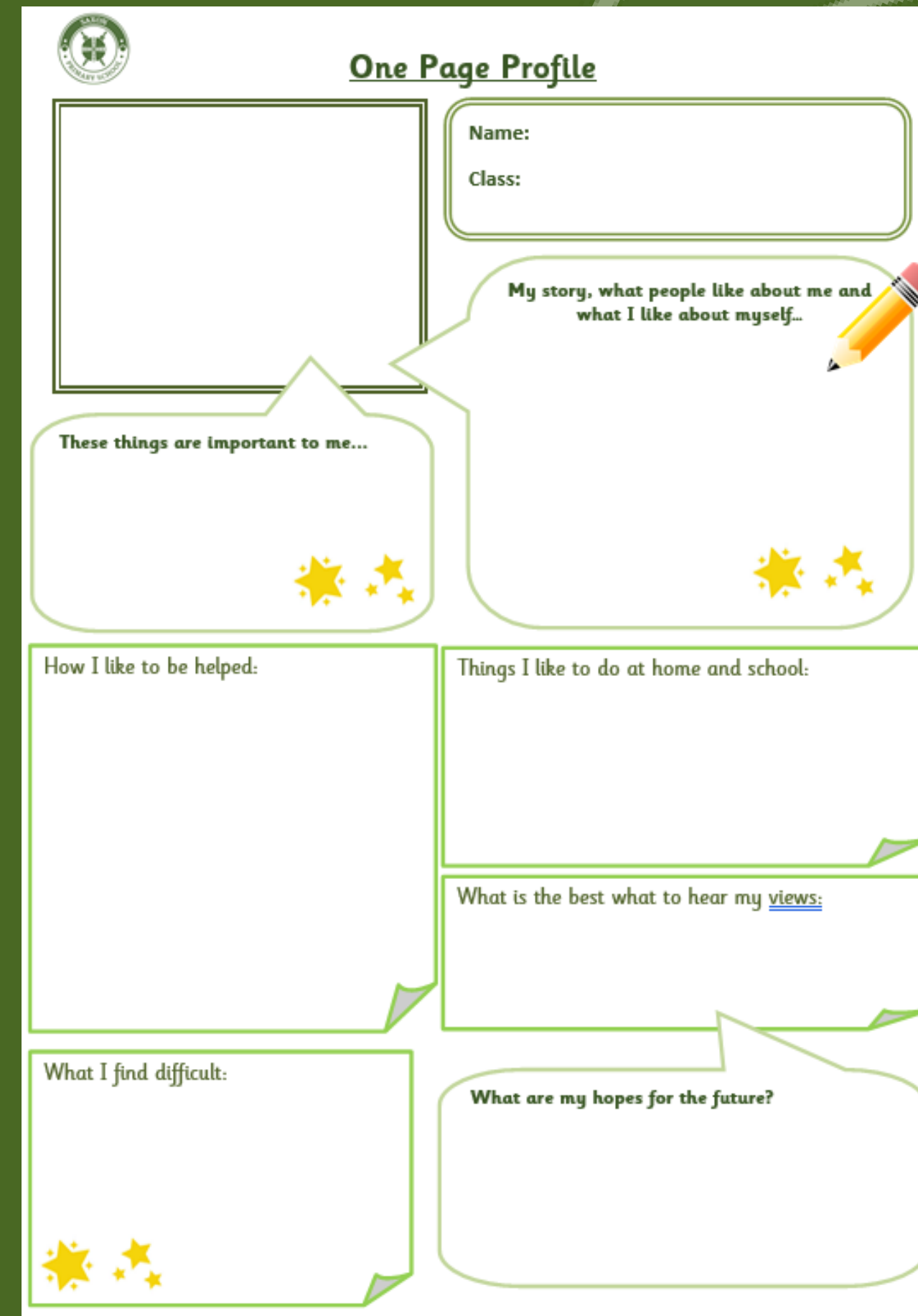
Special Educational Needs



1. ONE PAGE PROFILE:

All pupils develop a one page profile which outlines their strengths, aspirations and details the support they need to learn and achieve well. This will involve collecting views from parents, teachers and peers.

(Pupils already identified as having SEN will have additional 1:1 support to develop their profile).



The form is titled "One Page Profile" and features a school crest in the top left corner. It is divided into several sections for a student to complete:

- Name:** A rounded rectangular box for the student's name.
- Class:** A rounded rectangular box for the student's class.
- My story, what people like about me and what I like about myself...** A large speech bubble-shaped box with a pencil icon and three yellow stars at the bottom right.
- These things are important to me...** A speech bubble-shaped box with three yellow stars at the bottom right.
- How I like to be helped:** A rectangular box with a folded bottom-right corner.
- Things I like to do at home and school:** A rectangular box with a folded bottom-right corner.
- What is the best way to hear my views:** A rectangular box with a folded bottom-right corner.
- What I find difficult:** A rectangular box with a folded bottom-right corner and three yellow stars at the bottom left.
- What are my hopes for the future?** A speech bubble-shaped box.



Saxon Primary School



Name:

Class:

Date:

Additional strategies used to support _____'s learning within the classroom include:

•

This term, xxx will be taking part in the following intervention groups:

Intervention	Frequency	Duration

2. INTERVENTIONS:

Each Term, through rigorous assessment and monitoring, teachers meet with the Inclusion manager to review assesment data.

If a pupil requires some additional support to ensure they can access the year group curriculum intervention/s will be put in place.


This information is shared with families through general provision sheet.

Some pupils will be identified as needing provision that is additional to or different from that which is provided with High Quality Teaching. Some pupil require more specific intervention will be planned and shared with families each half term.

If a teacher has a concern about progress or additional barriers to learning are identified. An Expression of Concern form is compelted to review provision.

The pupil may at this stage be referred to an outside agency.

Expreslon of Concern

	Name		
	Class		
	Date of Birth		
	SEN Support / EHCP	LAC/EAL/GRT/ PP	

Assess

What are your concerns? How do they impact the children, where, when and how? At what point does the difficulty show?

Plan


What High Quality Teaching have your trialled?

Review

What did not work?

Next steps:

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 <p>Saxon Primary School</p> <p>One Page Provision Map</p>	Name:	
	Class:	
	Date of Birth:	
	SEN Support / EHCP	LAC/EAL/GRT/ PP

These things are important to me...

My story, what people like about me and what I like about myself...

Additional Classroom Strategies:

Outside Agency Involvement:									
Communication and Interaction Outcomes									
Barrier to learning	Target	Intervention	Who	Number of sessions	Time of session	Exceeded	Met	Not Met	Comment
Cognition and Learning Outcomes									
Barrier to learning	Target	Intervention	Who	Number of sessions	Time of session	Exceeded	Met	Not Met	Comment
Social, Emotional and Mental Health Outcomes									
Barrier to learning	Target	Intervention	Who	Number of sessions	Time of session	Exceeded	Met	Not Met	Comment
Sensory and/or Physical									
Barrier to learning	Target	Intervention	Who	Number of sessions	Time of session	Exceeded	Met	Not Met	Comment

3. INDIVIDUAL PROVISION MAP:

In consultation with the Inclusion Manager and parents, identified pupils will be placed on the SEND register and may be provided with an individual provision map, which outlines their needs, person centred outcomes and outlines the support plan in place.

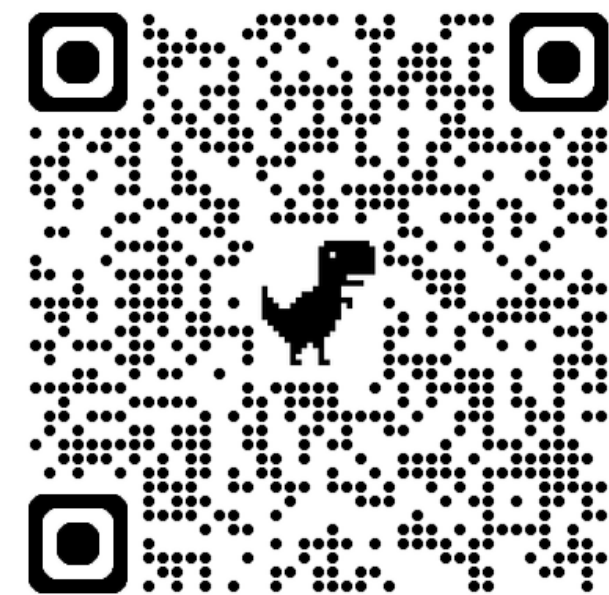
This will be reviewed in line with the SEND monitoring cycle. The pupil may at this stage be referred to an outside agency.

4. EHCP:

If appropriate intervention and support has taken place (including support from outside agencies) but there are still concerns about a pupil's progress and/or attainment, the Inclusion Manager will consult with the class teacher and parents to discuss the need to start the application process for an Education, Health and Care plan (EHCP).

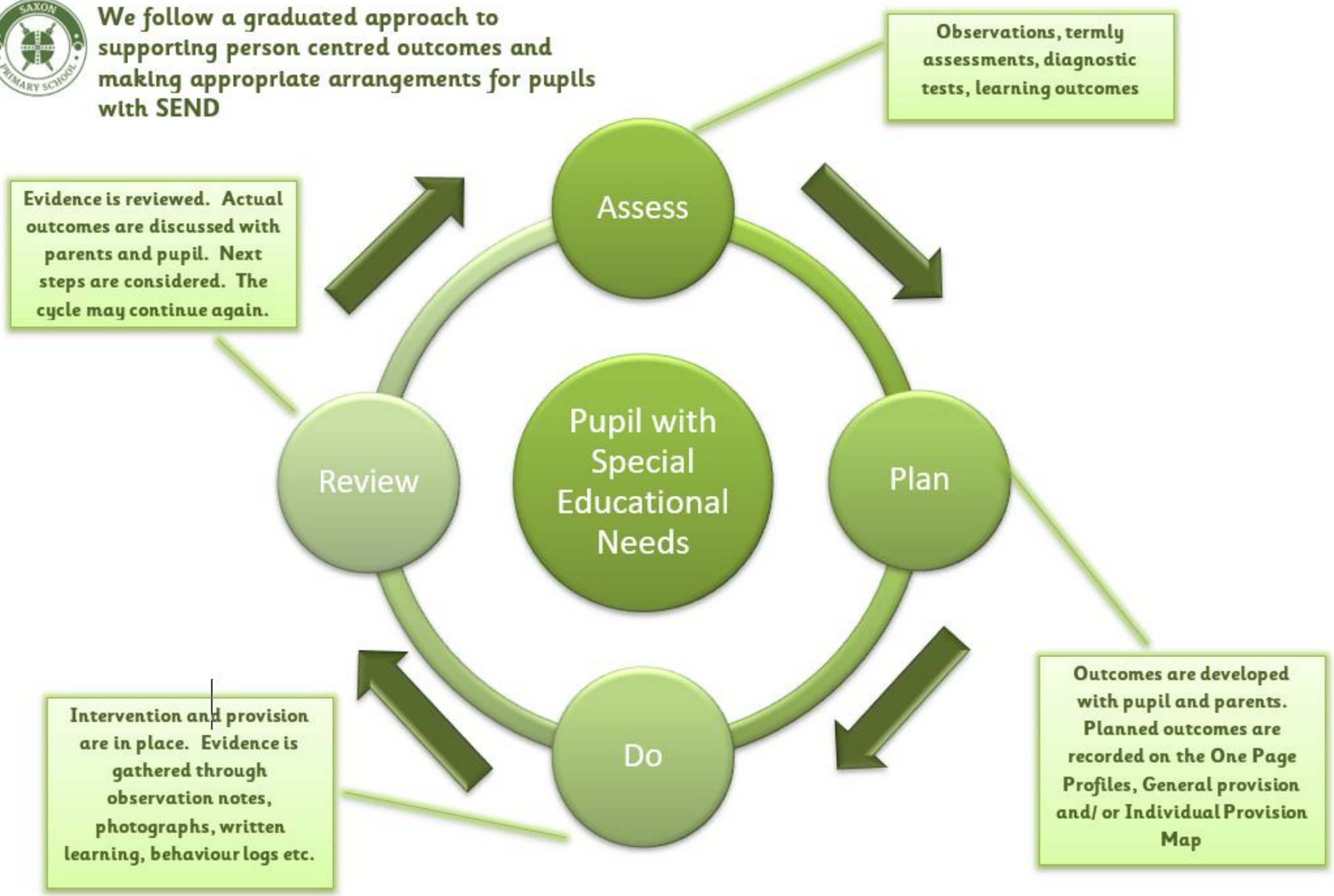
Evidence will be gathered and an application made. The EHCP will provide top up funding in addition to the £6,000 already funded by the school.

More information about EHCP applications can be found here:





We follow a graduated approach to supporting person centred outcomes and making appropriate arrangements for pupils with SEND





Documents to support the Personalised Learning Pathway for pupils at Saxon Primary School - Updated 2025/6

1. One Page Profile – All Pupils (High Quality Teaching)

The One Page Profile form is a structured document for recording a pupil's profile. It includes sections for 'Name', 'Date', 'Address (include post code)', 'School', 'Class', 'Year of Birth', 'Date of Birth', 'Special Educational Needs', 'Medical History', 'Allergies', 'Other Health Issues', 'Other Information', 'Parent/Carer Comments', and 'Pupil Comments'. It features a grid for recording data and a section for 'Additional Support Strategies'.

2. Additional support through interventions, which many children would receive.

This form is titled 'Saxon Primary School' and is used for recording additional support through interventions. It includes a header with the school name and logo, followed by fields for 'Name', 'Date', 'Address (include post code)', and 'School'. It features a table for recording 'Intervention', 'Frequency', and 'Duration'.

3. Individual Provision Map –

Additional support for children with more complex needs to be detailed on the 'individual pupil provision map' including outside agency support.

The Individual Provision Map form is a detailed document for recording support for children with more complex needs. It includes a header with the school name and logo, followed by fields for 'Name', 'Date', 'Address (include post code)', and 'School'. It features a table for recording 'Intervention', 'Frequency', and 'Duration'. It also includes a section for 'Additional Support Strategies' and a table for 'Outside Agency Support'.

4. Application for Education Health Care Plan (EHCP) – Pupils requiring additional funding to support their complex needs.

More information about EHCP applications can be found here:



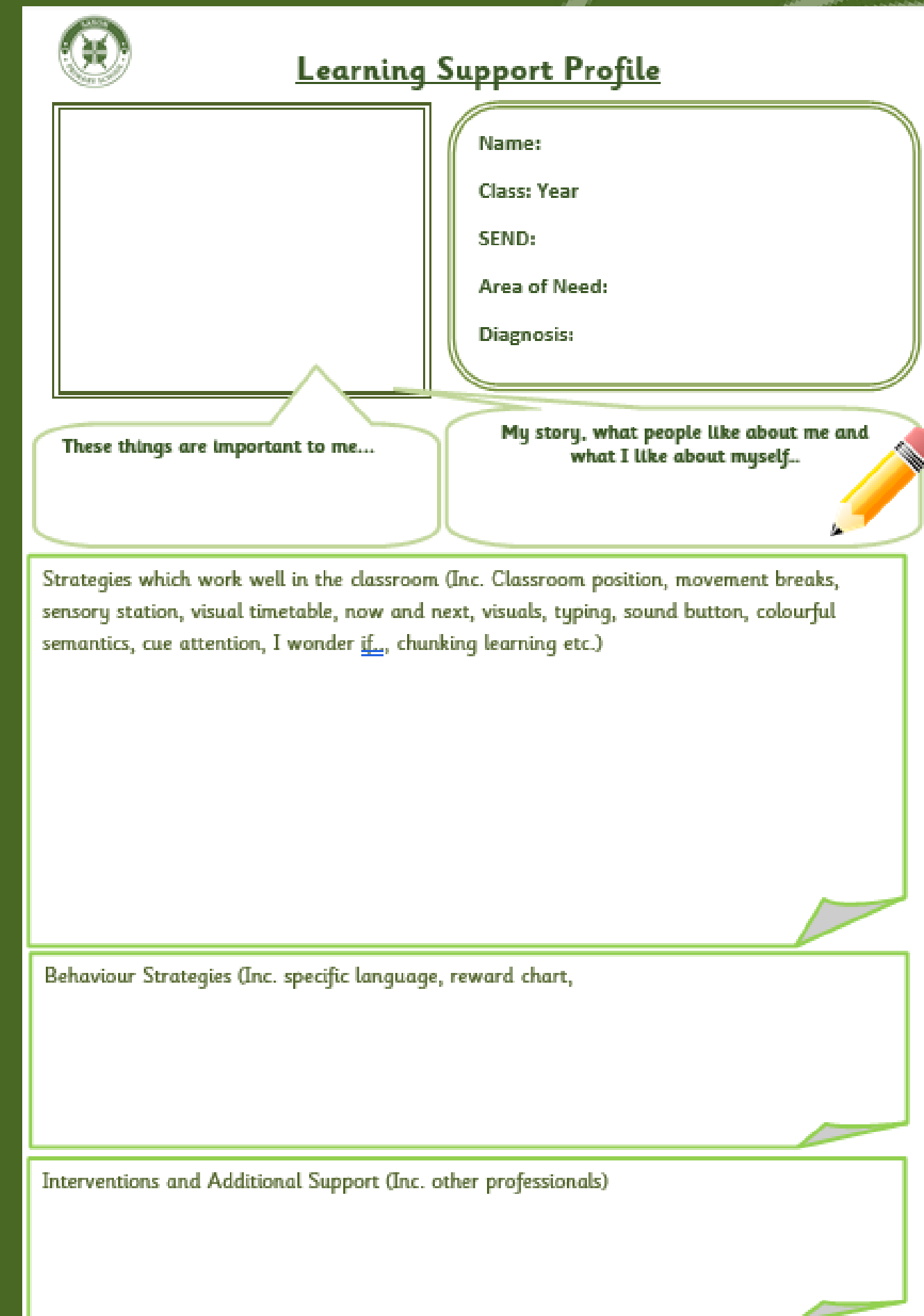
'Additional support planning materials' to be used to gather pupil and parent voice throughout the SEND support planning process.


TRANSITIONS:

We recognise the importance of robust transitions for all children throughout their time at Saxon Primary School and Nursery.

For children who have specific provision in place, teachers complete an additional Learning Support Profile with the new class teacher to share strategies, interventions and additional information to support a smooth transition into a new year group.


Pupil voice is gathered during this process.



 **Learning Support Profile**

Name:
Class: Year
SEND:
Area of Need:
Diagnosis:

These things are important to me...

My story, what people like about me and what I like about myself.. 

Strategies which work well in the classroom (Inc. Classroom position, movement breaks, sensory station, visual timetable, now and next, visuals, typing, sound button, colourful semantics, cue attention, I wonder if., chunking learning etc.)

Behaviour Strategies (Inc. specific language, reward chart,

Interventions and Additional Support (Inc. other professionals)