



# Special Educational Needs Policy

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<b>Date of Next Review:</b>	March 2019
<b>Review Cycle:</b>	Annual
<b>Name of Responsible Manager (Headteacher)</b>	
<b>Signature (Chair of Governors):</b>	

## **Background and Rationale**

At Mill Rythe Junior School we believe that every child within our school community should be valued equally irrespective of their needs, behaviour or background. We believe that all members of staff, children, parents, and governors, statutory and voluntary agencies have shared responsibilities to maximise the life chances of every child.

This policy defines the governing body's objectives in making provision for our children with special educational needs and the practice that will enable these objectives to be met. It is written with regard to the guidance in the DfE documents:

1. Special Educational Needs Code of Practice August 2015
2. Inclusive Schooling Children with Special Educational Needs November 2001
3. Special Educational Needs and Disability Act 2001
4. Removing Barriers to Achievement February 2004
5. Progression Guidance SEN/LDD 2009-2010 Booklet

Guidance was also taken from Hampshire County Council's Special Educational Needs handbook for Schools September 2005.

## **Principles**

Children with special educational needs will become successful, enthusiastic, independent learners when:

- Their diverse needs are identified, fully recognised and met.
- Potential barriers to their learning are minimised and overcome.
- They are set learning challenges which are appropriate for them.
- They are offered full access to a broad and balanced curriculum including the National Curriculum.
- They feel fully included in the school community.
- Their views are sought, valued and taken into account.
- Parents / carers are valued as equal partners in their children's education.
- There are high, achievable expectations of the progress pupils with SEND make, ie they make the same amount of progress as their peers in all aspects of school life.

## **Objectives**

To ensure that the needs of all children with special educational needs are recognised and addressed the school aims to:

- Identify early and accurately children's additional educational needs.
- Meet these needs through planned intervention which builds on best practice.
- Measure the impact of these interventions.
- Implement practical strategies for raising standards for children with SEND.
- Take into account the views of the child and the child's parents.
- Provide access for them to the same broad and balanced curriculum all other pupils receive.
- Ensure children with SEND have the same opportunities as all other children to take part in curricular and extra-curricular activities .
- Ensure close liaison between home and school through regular open, positive and honest discussion with parents and children.
- Draw upon the expertise of external agencies when appropriate and aim to strengthen this support through an integrated approach .

## **Definitions**

### Special Educational Needs:

A child has special educational needs if he or she has a barrier to learning which calls for special educational provision (this may include learning, physical, social / emotional or sensory barriers).

### Learning Difficulty:

A child has a learning difficulty if he or she:

- Has a significantly greater difficulty in learning than the majority of children of the same age.
- Has a disability which prevents or hinders the child from making use of the educational facilities of a kind generally provided for children of the same age in schools within the area of the LEA (see SEN and Disability Act 2001).
- Has a behavioural or emotional difficulty which results in their learning being affected.

A pupil **will not** be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. However, appropriate support for them will be sought.

## **Roles and Responsibilities**

### **All staff**

All teachers are teachers of children with SEND. Teaching children with SEND is therefore a whole school responsibility - never the sole responsibility of the Senco.

All teaching and non-teaching staff should be fully aware of the school's procedures for identifying, assessing and making provision for pupils with special educational needs.

Teachers' planning should recognise and cater for the needs of **all** children as individuals and to ensure progression, relevance and differentiation. Teachers should be aware of the importance of providing effective learning opportunities for all pupils by:

- Setting suitable learning challenges.
- Responding to pupils' diverse needs including appropriate recognition of individual learning styles and through quality first teaching (including making suitable adjustments to the learning environment).
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

## **The SEN Co-ordinator (SENCo)**

In collaboration with the Headteacher and governing body, the Senco plays a key role in determining the strategic development of the SEND policy and provision in the school in order to raise the achievement of children with SEND.

The Senco takes day to day responsibility for the provision made for individual children with SEND, working closely with staff, parents and carers and other agencies. The Senco provides related professional guidance to colleagues with the aim of securing high quality teaching for children with SEND.

The key responsibilities of the Senco include:

- Overseeing the day-to-day implementation of the school's SEND policy.
- Liaising with and advising fellow teachers and support staff.
- Managing the Teaching Assistants (TAs) / Emotional learning Support Assistants (ELSAs) – Including performance management.
- Co-ordinating provision of pupils with SEND.
- Overseeing the maintenance of records on all pupils with special educational needs.
- Liaising with parents of pupils with SEND.
- Contributing to the in-service training of staff.
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services and voluntary bodies.
- Ensuring that, where a pupil has special educational needs, those needs are made known to all who are likely to teach him / her, and to his / her parents.
- Tracking and monitoring the progress of pupils with SEND over the short term (ie measuring and reporting on the impact of interventions) and the longer term (ie progress across the key Stage).
- Liaison with the SEND governor and the governing body to ensure that they have the necessary information and knowledge to fulfil their roles in relation to SEND.

## **The Governing Body and SEND Governor**

The key responsibilities of the governing body are:

- To ensure that the SEND policy is being fully implemented in school.
- To monitor the progress made by pupils with SEND.
- To monitor that the necessary provision is made for any pupil who has SEND.
- To ensure that the school is developing and implementing an inclusive ethos.
- To have regard to the SEND Code of Practice when carrying out its duties towards all pupils with SEND.
- To monitor how the school liaises with parents / carers of pupils with SEND.

## **The Pupil**

*Children who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child.  
(Articles 12 and 13, The United Nations Convention on the Rights of the Child)*

All children with SEND are actively involved at an age appropriate level in discussions about their Personal Learning Plans (PLPs), including target setting and review arrangements, and are encouraged to express their own views and have them taken into account. Children are encouraged to share in the recording process and in monitoring and evaluating their own performance.

The school is sensitive to the level of understanding and feelings of the child, and provides appropriate information in a non-stigmatising way. The children's achievements are noted and celebrated as well as

any difficulties clarified and addressed. Recognition of success for all children is integral to the life of the school and acknowledging successes in meeting targets in PLPs is a vital part of the PLP process.

Some children will have contact with a range of professionals from outside agencies. These agencies are encouraged to listen to the child's views and record those views within any reports or reviews.

## **Parents / Carers**

The Senco, teachers, pastoral and other staff all have an important role in developing positive and constructive relationships with parents. The school values the contribution of parents and encourages their participation. Parents are told when the school first identifies that a child has SEN and are informed about the Parent Partnership Service. Through termly PLP meetings the school ensures that parents understand the purpose of any intervention or programme of action and are encouraged to participate from the outset and throughout their child's educational career at the school.

In working with the school, parents of children with special educational needs should:

- Communicate regularly with the school and alert them to any concerns they may have about their child's learning or provision.
- Fulfil their obligations under the home-school agreement.
- Support the child as agreed at PLP meetings and annual review meetings.

In working with parents of children who have special educational needs, the school will aim to:

- Inform the parents when they first identify their child as having SEN.
- Inform the parents of the Parent Partnership Service at the same time.
- Involve the parents in the school-based response for their child.
- Ensure the parents understand the purpose of any intervention or programme of action.
- Meet regularly with the parents to update them on their child's progress, to share relevant information between home and school and to seek the parents' and child's views of the intervention and its success.
- Support the parents in their involvement with their child's learning at the school.
- Support the parents during statutory assessment should this take place.

## **Arrangements for Co-ordinating Provision**

The school's Senco is responsible for managing the SEND and ELSA provision including the reviews of PLPs and decisions about the intervention programme. The Senco is responsible for time tabling the provision.

As part of the co-ordination process:

- The TAs will meet with the class teacher to outline their responsibilities for the lessons that day.
- Every class teacher meets with their TA on a regular basis to discuss PLP progress.
- The Senco meets the TAs for each year group for an in-depth review of pupil progress once every term.
- The SENCO meets with the ELSAs for an in-depth review of pupil progress once every term.
- The Senco meets with the Speech and Language TAs for an in-depth review of pupil progress once every term.
- The Senco meets the TAs once a term to agree, set and review performance management objectives for the year.
- The Senco meets all the TAs once a week to discuss any whole school issues, to train the TAs in areas of the curriculum and Special Educational Needs and to work together to problem solve.

## **Admission Arrangements**

The school's admission arrangements are determined by the County Council after statutory consultation and the governing body is responsible for implementing the admissions arrangements on behalf of the County Council.

The full Admissions Policy can be accessed via the school website.

## **School Specialism and Special Units**

The school does not specialise in any kinds of provision for special educational needs nor does it have any special units.

## **Facilities for Pupils with Special Educational Needs**

The school has 2 small rooms that are not classrooms. One is designated as the special needs room (known to the children as 'The Learning Lab') and is available exclusively for small groups or individual children with special educational needs, the other is available to groups of children throughout the school but is often used for groups of children with special educational needs. The school has an ICT suite containing 26 computers and in addition each year group has access to an SEND laptop. At specific times in the day these are used exclusively to allow children with special educational needs to access individual programmes to meet their specific needs. This time on the computers is in addition to their class entitlement to ICT time.

The main entrance to the school provides disabled access. At the moment, the school does not have disabled toilet facilities although the installation of these facilities will be considered in any future building plans.

## **Information about the school's policies for identification, assessment and provision for all pupils with special educational needs**

### **Allocation of Resources**

SEND provision is funded in the following ways:

- Senco: 1 day a week non-contact plus further days funded from the staffing budget which comes directly from the school's budget share.
- TA's salaries: funded by money generated through Hampshire County Council's Formula Funding process.
- SEND resources: other than human resources, funding comes from the curriculum budget and therefore directly from the school's budget share and is bid for by the Senco as part of the usual budgeting process

Resources are allocated in the following way:

- Education, Health and Care Plans and SENSA's of low incidence special educational needs are resourced as directed.
- Remaining resources, in terms of TA support, are allocated to year groups directly proportional to need. Decisions on how TA support is to be allocated each year are made by the Headteacher in consultation with the Senco.

## **Identification of Children with Special Educational Needs, the Determination and Review of their Needs.**

To ensure that the needs of all children are recognised and positively managed, it is the school's policy to carry out the following agreed procedures in accordance with the current SEN Code of Practice:

- When a class teacher finds that a child is having increased difficulties with learning or behaviour or the child's parents indicate to the class teacher that they feel their child is experiencing difficulty, the teacher will seek advice from the Senco and try alternative strategies in the classroom in order to resolve the problem (see SEN Toolkit Section 6 Page 5).
- Parents will be given details of the Parent Partnership Support available in Hampshire.
- When the Senco determines that further intervention is required this will initiate the School Support level of response. The year group will make an assessment of the child's needs and will draw up a PLP (see appendix B), which will clearly state the child's strengths and weaknesses, any diagnostic testing that has been carried out, specific targets that the pupil is concentrating on and the way in which the school will support the child to achieve those targets. This will be discussed with the child and parent. This process will be overseen by the Senco. The class teacher, child and the child's parent will meet termly to review the PLP and the child's progress.
- If a child makes little or no progress the school will need to seek help from outside agencies. The PLP will be reviewed including the advice given by the outside agency. This again will be reviewed termly. Again, all reviews will include the parent and child.
- Requests for formal assessment will be made in accordance with Hampshire County Council's guidelines.
- If the child's previous school has identified a child as having special educational needs, we expect to receive an updated PLP on transfer. We then use this information along with their Key Stage One teacher assessment to decide whether or not to place them on the SEN register at this school.

## **Arrangements for Providing Access by Pupils with Special Educational Needs to a Balanced and Broad Based Curriculum (Including National Curriculum)**

The school aims to ensure that all children with special educational needs have access to the same curriculum as all other children in the school and that, as far as possible, pupils work from the planned curriculum for their class, so that they are included in each unit of work.

### **Wave 1 – Quality First Teaching**

- Differentiation of learning objectives so that children are attempting the next step in learning which is appropriate for them and allows them to work towards achieving age-related expectations as soon as is possible.
- Minimisation of barriers to learning in lessons.
- Support from a TA for individuals or small groups of children during whole class teaching sessions, from time to time, so that children can access the teaching. The TA's role may involve:
  - Ensuring that pupils interpret instructions correctly, concentrate and behave responsibly.
  - Reminding pupils of teaching points made earlier in the lesson.
  - Questioning pupils and encouraging their participation, using questions and prompts that the teacher has suggested.
  - Using or helping pupils to use visual or practical aids or ICT devices.
  - Looking for and noting any common difficulties that pupils have or mistakes that they make so they can be addressed.
  - Helping to recognise pupils' successes.
  - Use of special resources e.g. computers for children who find writing physically difficult.

### **Wave 2 – Additional small group interventions**

- Wave two interventions are provided for children who, with support, are expected to 'catch-up' with age-related attainment expectations.
- Wave two interventions include additional teaching of specific skills, which might involve withdrawal from the class, for a short period of time during a lesson.

Where it is not possible to withdraw children from a corresponding lesson, for example when their additional skills teaching is in social skills, they will not be withdrawn from a core subject and will be changed on a regular basis so that they do not miss the same area of the curriculum over a long period of time.

Administration time, e.g. register time and time before the start and end of the school day, will be fully utilised for children to follow individual programmes. In this way, time out of class will be minimised.

Other additional small group interventions may include behaviour programmes and social skills training for children who would otherwise find it difficult to achieve the standards of behaviour expected of all our children.

### **Wave 3 – A specific targeted approach**

Wave 3 is a specific targeted, usually one-to-one approach for pupils identified as requiring SEN intervention at SEN support or with a SENSA or Education, Health and Care Plan.

Particular emphasis should be placed on those pupils who are not on track to gain at least expected progress or who are working significantly below age-related expectations at Key Stage 2 in English or maths or who achieve a standardised score below 80 in reading, spelling or number age assessments. These children may have needs associated with literacy or other barriers to learning. The aim is to enable greater access to the Waves 1 and 2 of intervention and decrease gaps in attainment. The Wave 3 intervention programmes currently available in school provide intensive teaching (e.g. 20min one to one teaching every day for 20 sessions) over a specified time. It is crucial that the “fidelity” of the programmes is maintained. Children’s progress is tracked carefully by the TAs and Senco and they are expected to make twice the normal rate of progress during the intervention period, usually measured in terms of reading and spelling ages. If this is not the case then the Senco, in discussion with the class teacher and TA, will review the provision. On-going, open-ended interventions do not necessarily give greater advantages.

It is important for all children with special educational needs, however severe, to work completely independently at times and for us to be aware of the danger of establishing a child’s dependence on adult support.

### **Monitoring the progress of pupils with SEND**

The progress of pupils with SEND will be monitored by the Headteacher, Senco, class teacher and TA in terms of national curriculum outcomes over the course of Key Stage 2 and the individual progress of pupils receiving additional Wave 3 intervention.

It is the responsibility of the Senco to monitor the progress of pupils with SEND and report to the Headteacher and governing body.

### **How pupils with special educational needs engage in the activities of the school**

Children with special educational needs will engage in activities alongside their peers. The school will identify and strive to remove any barriers that might otherwise prevent a child from participating in such activities.

Wherever possible we will try to avoid withdrawing children from class, although we recognise that sometimes this might be appropriate where a child would benefit from small group or one to one work with an adult.

The school will ensure that as far as possible no child is excluded from any school activity on the grounds of their special educational need. The exceptions to this will be when, despite the additional support:

- During the course of a lesson a child's special educational need is stopping the learning of the rest of the class or group. In this case, following the procedures in the school's Behaviour Policy, the child would be excluded for the rest of that lesson.
- During the course of a lesson a child's behaviour is jeopardising the safety of himself or herself or the rest of the class or group. In this case, following the procedures in the school's Behaviour Policy, the child would be excluded for the rest of that lesson.
- In the Headteacher's opinion, despite additional available support, the child's participation in an activity would jeopardise his/her safety or the safety of the rest of the group.

The school is a three-form entry school and in each of the three classes per year group there is a mixture of ability. Children with special educational needs are divided as far as possible equally between the classes.

### **Governors Evaluation of the Success of the School's SEND Provision**

All children in the school are regularly assessed by the teacher in line with the school's assessment cycle. This assessment information is then used to track the progress made by individuals, classes and year groups. Progress of all children on the SEN register will be regularly monitored by the SEND governor and reported to the curriculum committee.

### **Complaints from Parents**

The school will aim to communicate regularly and openly with parents, wherever possible taking their views into account. However, if after discussions with their child's class teacher, parents still feel dissatisfied with the provision the school is making to meet their child's special educational need they should:

- Contact the school office to make an appointment to discuss the problem with the SENCO.
- If still not satisfied, the parents should follow the school's official complaints procedure (available from the school office or on the website).

### **Information About the School's Staffing Policies and Partnership with Bodies Beyond the School**

#### **In-Service Training**

The school has a system of performance management in place for all staff, teaching and non-teaching, which includes an annual cycle of professional development. As part of this cycle, training needs of the whole staff, teams of staff and individuals are identified and addressed in order of priority. This system includes training needs relating to special educational needs.

Whole staff training needs relating to special educational needs will be addressed when highlighted in the school improvement plan; TA team needs will be highlighted by the Senco in the SEN development plan. Individual training needs will be identified during performance management interviews with line managers.

The Senco is line manger to all members of the SEND team and is initially responsible for their performance, whilst the Headteacher is line manager to the Senco.

### **External Agencies**

The school actively encourages partnership with other services such as Educational Psychology, Speech and Language Therapy, Behaviour Support Team, Occupational Therapy, Physiotherapy, the Specialist Teaching and Advisory Service, the Bi-Lingual Support Service, Child and Adolescent Mental Health service, Educational Welfare and Social Services. Where possible the school will aim to strengthen this support through encouraging an integrated approach.

When appropriate, support from these services will be sought, following consultation with the parents and the child, by the Senco. The Senco will always carry out the initial liaison. The resulting programmes will be implemented by the relevant learning support assistant, who may also take part in further liaison if appropriate.

### **Transition Arrangements**

Effective liaison is established with all feeder schools, and with The Hayling School, to which the majority of children transfer at eleven years of age. Comprehensive records of all children are passed on both in written and verbal forms. Direct discussions between Sencos takes place with extra attention being focused on those children who have received and will continue to need support for their educational needs. The Senco also has specific liaison meetings with counterparts in other schools in order to facilitate smooth transfer.

Mill Rythe Junior School  
SEN register criteria and categories

Category	SEN support
<p><b>Cognition and learning</b> (general or specific)</p>	<ul style="list-style-type: none"> <li>• Children’s rate of progress is slow and they are working substantially below that expected for children of a similar age.</li> <li>• They may have experienced some delay in the acquisition of language and this is reflected in oral and written communication skills.</li> <li>• They may have specific learning difficulties (SpLD) and/or motor skills delay.</li> <li>• They may have difficulty in understanding concepts, and may exhibit memory and processing difficulties.</li> <li>• They may lack motivation to learn and have a limited concentration span.</li> <li>• They may also be socially and emotionally immature and have limited interpersonal skills, including low self-esteem.</li> <li>• Standardised scores in reading, spelling and Maths below 80.</li> </ul>
<p><b>SEMH</b> (Social. Emotional and mental health difficulties)</p>	<ul style="list-style-type: none"> <li>• Where children have SEHM, these may substantially affect their behaviour and regularly create barriers to their own learning or that of others.</li> <li>• They may experience a range of difficulties in acquiring the social and emotional skills that are necessary to succeed.</li> <li>• They may persistently experience these difficulties despite differentiated learning opportunities and the strategies usually employed to promote positive behaviour (school’s behaviour policy).</li> <li>• Behaviours manifest over time may include distractibility, failure to make anticipated progress, poor relationships, frustration, non-co-operation, lack of emotional literacy, withdrawal and non-attendance for a variety of reasons.</li> <li>• They have an Individual Behaviour Plan which is reviewed and monitored on a regular basis.</li> <li>• Support may be sort from the following: CAMHs, BST or Ed Psy.</li> </ul>
<p><b>SLCN</b> (Speech, language and communication needs)</p>	<ul style="list-style-type: none"> <li>• The child has language and communication difficulties which create a barrier to learning and/or impedes the development of social skills and relationships.</li> <li>• Areas of speech, social communication, language, fluency skills are not age appropriate and/or consistent with peers.</li> <li>• Significant weaknesses/disorders or delays identified by school in following areas:               <ul style="list-style-type: none"> <li>• Expressive or receptive language.</li> <li>• Use of vocabulary and grammatical structure.</li> <li>• Conversational skills and social interactions.</li> <li>• Language processing speed.</li> <li>• Unable to express emotion.</li> </ul> </li> </ul> <p>The child may become in frustrated, stressed, anxious and/or present with challenging behaviour. Regular assessment from SLT.</p>
<p><b>ASD</b> (Autistic Spectrum Disorder)</p>	<ul style="list-style-type: none"> <li>• Medical diagnosis of ASD.</li> <li>• The child has difficulties with communication, social interaction and flexible thinking which cause barriers to learning and the development of positive social relationships despite the provision of differentiated learning opportunities.</li> <li>• The difficulties may include: inappropriate obsessive rigid and/or ritualistic behaviours; receptive and expressive language difficulties; hyper/hypo sensitivity to sensory input; and significant anxiety and self-esteem issues.</li> <li>• The child may have difficulty in recognising and/or understanding emotions.</li> <li>• Children diagnosed with high functioning autism are included in the autistic spectrum. Such children often function within or above the normal range of ability but may display any of the above behavioural characteristics. From 2014 the term ‘Asperger syndrome’ has been replaced with the descriptor of ‘high functioning autism’.</li> <li>• PLP to have targets based on the ‘triad of impairment’ (social communication, social imagination/understanding, social interaction).</li> </ul>

	<ul style="list-style-type: none"> <li>• Regular advice and input from external agencies or outreach teams.</li> </ul>
<b>VI (Visual Impairment)</b>	<ul style="list-style-type: none"> <li>• The child will have a diagnosed visual impairment/condition which results in reduced visual acuity.</li> <li>• Additional problems such as visual field loss, monocular vision, visual perception difficulties and degenerative eye conditions may exist alongside reduced visual acuity.</li> <li>• The visual impairment may cause difficulty in seeing learning materials presented from a distance eg board work.</li> <li>• They may require some text enlargement.</li> <li>• They may have difficulty judging speed and distance. They may need additional support for PE or school visits. They may be hesitant in unfamiliar environments.</li> <li>• They will usually be able to record their own work by handwriting but may need touch typing as an alternative on some occasions.</li> <li>• They may be socially/emotionally immature and have difficulties in the areas of social/emotional well being.</li> <li>• Advice given to school by STA for VI with possible on-going assessments from STA.</li> </ul>
<b>HI (Hearing Impairment)</b>	<ul style="list-style-type: none"> <li>• The child will have a hearing loss diagnosed by Health.</li> <li>• They may have been issued with a hearing aid.</li> <li>• They will have difficulties listening, particularly in adverse listening environments.</li> <li>• They may have delayed or disordered speech/articulation.</li> <li>• They may have delayed or disordered language.</li> <li>• They may have a poor auditory memory.</li> <li>• They may have difficulties with emotional well-being and self-esteem.</li> <li>• They may require additional specialist equipment.</li> <li>• Advice given to school from STA for HI with possible on-going assessments from STA.</li> </ul>
<b>PD (Physical Disability)</b>	<ul style="list-style-type: none"> <li>• The child has an identified physical disability that causes barriers to learning. This may also affect the development of emotional well-being and self-esteem.</li> <li>• They will need additional adult support to overcome barriers to learning, personal care and transfers between specialist equipment.</li> <li>• They may require: specialist equipment relating to their disability and advice from the STA Service; and adult support to access the curriculum, manage their condition and personal care, and move safely within the environment.</li> <li>• They will be subject to regular review including a range of external professionals who may help to monitor their curriculum plan.</li> </ul>

### **Education Health and Care Plan – For all categories**

- School is unable to meet the child's needs without significant TA support or specific interventions.
- Support over time/current support and interventions have had little or no effect.
- The child needs more than 12 hours support a week in order for the school to meet their SEN.
- School advised to apply by an outside agency.

## Appendix B – Personal Learning Plan (PLP)

Name:



Mill Rythe Junior School  
Personal Learning Plan

Photo:

Name of Child:	Date of Birth:
Category of need:	Level of support:
Eligible for Pupil Premium?	



Areas of Strength:	Details of Child's Needs:	Adaptations to the environment:
Memory:	VAK:	Organisational skills:
Self-esteem:	Education history:	Interests:

Name:

### Progress over Key Stage 2

Reading and spelling

	Year 3	Year 4	Year 5	Year 6
Reading Age				
Reading SS				
Reading comprehension				
Reading comprehension				
Spelling Age				
Spelling SS				

National curriculum assessment

	End of				
Reading					
Writing					
Maths					

Long Term Objectives / Outcomes for the end of Key Stage 2:

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Name:

Year 3

In class adaptations:

Term	Intervention	Target	Review