

Area of need to addressed: <b>Choose</b>	Cognition & Learning/Communication & Interaction /Social, Emotional & Mental Health/Sensory & Physical
Entrance Assessment (Why on Support Plan?)	E.g. cognition - limited progress/ assessment. A Support plan is needed only if the child is at SEN Support/Statement
Exit Assessment (Why removing?)	E.g. progress being made - updated results

**Assess Plan Do Review** (See also Individual Provision Map/Child's Target sheet)

Autumn: Date	Spring: Date	Summer: Date
<p><b>Target/s/Success Criteria (Size 10)</b></p> <p>1. To read (<b>Name them</b>) of the remaining RWInc sounds at speed 3 times and spell at least 5 words with each sound independently.</p> <p>Children may have 3 to 4 targets. The targets may be from the difference aspects of SEND e.g. Cognition and learning /Physical</p>	<p><b>Target/s/Success Criteria</b></p> <p>New targets are written and explained to parents at review.</p>	<p><b>Target/s/Success Criteria</b></p>
<p><b>Review of Targets</b></p> <p>1. Katie could read 75% of sounds and 50% or more of the examples given.</p> <p>Continue ✓ Remove</p>	<p><b>Review of Targets</b></p> <p>Continue Remove</p>	<p><b>Review of Targets</b></p> <p>Continue Remove</p>
<p><b>Parents Meeting Discussion: Both parents attended</b> Katie Partially achieved target 1. Parents agreed to practise at home. I am happy with the progress to date.</p> <p>Signature: Parents sign after review Date: Date</p>	<p><b>Parents Meeting Discussion</b></p> <p>Signature: Date:</p>	<p><b>Parents Meeting Discussion</b></p> <p>Signature: Date:</p>

SEND Support Plan (Targets/Tracking) Name:Katie

Status: SEN Support

Class:

Teacher:

Year:

SAMPLE