



# DANES HILL SCHOOL

## Special Educational Needs and Disabilities (SEND) Policy

*This policy applies to the Prep School and Pre-Prep School*

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## **1. Legal Framework and Other Policies**

1.1 This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Children Act 1989
- Education Act 1996 and 2002
- Equality Act 2002
- The Equality Act 2010 (Disability) Regulations 2010
- Children and Families Act 2014
- The Special Educational Needs and disability (Amendment) Regulations 2015
- The UK General Data Protection Regulations (GDPR)
- Data Protection Act 2018
- Health and Care Act 2022
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2023) 'Working Together to Safeguard Children'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'
- DfE (2025) 'Keeping children safe in education 2025'
- Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled pupils'

1.2 This policy operates in conjunction with the following school policies:

- Inclusive Education and Equal Opportunities Policy
- Admissions Policy
- Overarching Data Protection Policy
- Safeguarding and Child Protection Policy and Procedure
- Careers Policy
- Behaviour, Rewards and Sanctions Policy
- Pupil Mental Health and Wellbeing Policy
- Complaints Policy
- Accessibility Plan

## **2. Introduction**

2.1 Danes Hill School is committed to providing equal access for all pupils to a broad and balanced curriculum and reflects the ethos of the Equality Act 2010 and the SEND Code of Practice (2015).

2.2 The school values and respects the personal qualities and needs of individual pupils and endeavours to provide a secure but challenging learning environment where they can thrive regardless of their special educational needs and disabilities (SEND).

2.3 Pupils benefit from a whole school approach to supporting pupils with special educational needs, where teachers take collective responsibility for the support of all pupils through high quality in-class differentiation.

2.4 When, despite quality-first teaching, children are not making expected progress, teachers refer the child to the Learning Support Centre (LSC) and seek advice from the school SENDCo. In adherence to the current SEND Code of Practice (2015), children's SEND is identified in partnership with the child, parents, and external agencies where applicable.

### 3. Definitions

#### 3.1 Special Educational Needs

3.1.1 A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

3.1.2 A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

3.1.3 In the Early Years Foundation Stage (EYFS), a child under compulsory school age has SEND if she or he:

- Is likely to have a learning difficulty or disability when they reach compulsory school age or would do so if special educational provision was not made for them.

#### 3.2 Disability

3.2.1 Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

3.2.2 Danes Hill School addresses its legal duty to ensure that everyone in the school successfully carries out the statutory duties outlined with the Equality Act 2010.

3.2.3 The Equality Act identifies disability as: *when a person has a 'physical or mental **impairment** which has a **substantial** and **long-term** adverse effect on that person's ability to carry out normal day to day activities.*

- **Substantial** means more than minor or trivial;
- **Impairment** covers, for example, a physical condition such as asthma and diabetes, a mental impairment includes mental conditions such as bipolar disorder or depression.
- **Long-term** means for longer than 12 months.

### 3.3 The 4 areas of need:

3.1 The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

3.2 Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

- **Communication and interaction**, *including young people with ASD.*
- **Cognition and learning needs**, *including specific learning difficulties such as dyslexia or dyspraxia.*
- **Social, emotional and mental health difficulties**, *including attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.*
- **Sensory and/or physical needs**, *including vision impairment, hearing impairment or a multi-sensory impairment.*

## 4. Roles and Responsibilities

### 4.1 The SENCo

#### 4.1.1 The SENCo will:

- Inform any parents that their child may have SEND and then liaise with them about the pupil's needs and any provision made.
- Work with the Head and governing body to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support and differentiated teaching methods appropriate for individual pupils.
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided.
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned.
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEND and the provision for them are sent to the appropriate authority, school or institution in a timely manner.
- Work with the Head and school Governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Make sure the school keeps its records of all pupils with SEND up to date and accurate.
- With the Senior Leadership Team (SLT), monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development.

- With SLT, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.

#### 4.1.2 Qualifications

SENDCOs who have already completed the National Award for SEN Co-ordination (NASENCO) qualification, do not need to complete the National Professional Qualification for SENDCOs (NPQ).

From September 2024, all SENCOs and aspiring SENCOs will need to:

- take the National Professional Qualification for Special Needs Co-ordinator if they haven't already completed the National Award for Special Needs Co-ordination
- complete training within 3 years of appointment - schools and SENCOs must make sure they enrol on training that will meet this requirement.

SENCOs appointed before 1 September 2009 are not required to take the NPQ, but will be expected to ensure compliance with the regulations.

## 4.2 The Head and SLT:

### 4.2.1 The Head and SLT will:

- Work with the SENCo and governing body to determine the strategic development of the SEND policy and provision within the school.
- Work with the SENCo and governing body to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress.
- Make sure that the SENCo has enough time to carry out their duties.
- Have an overview of the needs of the current cohort of pupils on the SEND register.
- With the SENCo, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development.
- With the SENCo, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.
- With the SENCo and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching.

## 4.3 Class teachers

### 4.3.1 Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach.

- The progress and development of every pupil in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and consider how they can be linked to classroom teaching.
- Working with the SENCo to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.
- Communicating with parents regularly to:
  - Set clear outcomes and review progress towards them.
  - Discuss the activities and support that will help achieve the set outcomes.
  - Identify the responsibilities of the parent, the pupil, and the school.
  - Listen to the parents' concerns and agree their aspirations for the pupil.

#### **4.4 Parents or carers**

4.4.1 Parents or carers should inform the school if they have any concerns about their child's progress or development.

4.4.2 Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to regular meetings with their class teacher, and/or SENCo to review the provision that is in place for their child.
- Asked to provide information about the impact of SEND support outside school and any changes in the pupil's needs.
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil.
- Given a regular report on the pupil's progress.
- The school will take into account the views of the parent or carer in any decisions made about the pupil.

#### **4.5 The pupil**

4.5.1 Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are.
- Contributing to setting targets or outcomes.
- Attending review meetings.
- Giving feedback on the effectiveness of interventions.

4.5.2 The pupil's views will be considered in making decisions that affect them, whenever possible.

## **5. Our Approach to SEND Support**

## **5.1 Quality First Teaching**

5.1.2 At Danes Hill, class teachers are responsible for the progress of pupils with SEND. Staff at Danes Hill are committed to meeting the needs of all children in the classroom. This begins with the expectation of high-quality in-class differentiation.

## **5.2 Identifying pupils with SEND and assessing their needs**

5.2.1 We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

5.2.2 Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Has significantly changed when compared to their previous rate of progress.

5.2.3 This may include progress in areas other than attainment, for example, wider development or social needs.

5.2.4 When teachers identify an area where a pupil is making slower than expected progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise a concern with the SENCo to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

5.2.5 Slower progress and lower attainment will not automatically mean a pupil is recorded as having SEND. Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEND for pupils whose first language is not English.

5.2.6 When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.2.7 If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEND.
- They are known to external agencies.
- They have an Education, Health Care Plan (EHCP).

5.2.8 Then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.



### **5.3 The graduated approach to SEND support**

5.3.1 Once a pupil has been identified as having SEND, we will take action to remove any barriers to learning and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach (Appendix 1).

5.3.2 Throughout this process, parents and relevant staff are consulted to understand the pupil's key areas of need and what adjustments are required to support them in the classroom.

5.3.4 In most cases, the additional educational provision will not require specialist intervention and can be met from within the classroom. These identified needs and support strategies (including access arrangements for examinations) will be documented and tracked on the year group Provision Map (Appendix 2). Pupils requiring more individualised or specialist support may also be supported through a Pupil Passport (Appendix 3) or a Learning Support Individual Education Plan (IEP) (Appendix 4).

5.3.5 Support available in school:

- Individual Learning Support Lessons (at an additional cost to parents)
- SEND Screening Services
- Booster Groups run by teachers and Learning Support Department.
- Computer-run interventions
- Older pupils (Year 7 and 8) may drop a second modern language and continue with one. They attend small group lessons targeted to improve their literacy levels (Extra English).
- Provision for exceptionally able pupils is made individually or in small groups and encompasses following areas of expertise and specific interest such as additional languages, science extension work and art/DT.
- In addition to the use of classroom strategies, differentiated to address the learning styles and needs of SEN pupils, specialist equipment may be used such as laptops and spellcheckers.
- Small group provision in Pre-Prep and KS1 for phonics, reading, handwriting and numeracy.

5.3.6 An Education, Health and Care Plan (EHCP) may be sought for any pupil who, despite a prolonged period of intervention and involvement of outside agencies, fails to make expected progress.

## **6. Communication and Information Sharing**

6.1 Where a pupil is receiving SEND support, or is classified as having SEND, all staff are informed through meetings with the learning support department, and the distribution of Year Group Provision Maps, Pupil Passports and IEPs.

6.3 Provision Maps are school-wide documents (Appendix 2), drawn up by the SENCo and in consultation with the Head of Year, parents and (where appropriate) individual pupils. This

document lists all pupils on the SEND register within the year group, specifying their individual needs, provision and adjustments required to support them and any access arrangements required for examinations.

6.2 Pupil Passports (Appendix 3) are drawn up by the SENCo and form tutors in consultation with parents and pupils. This document highlights any specialised and highly individualised support required. These are regularly updated throughout the year.

6.3 Individual Education Plans (IEPs) are drawn up by Learning Support staff who are assigned to work with a pupil in liaison with the SENCo and curriculum staff (Appendix 3). The LS staff monitor progress and give advice on any differentiation needed in lessons. LSC staff liaise with classroom and departmental staff to discuss progress after each set of exams, and whether the period of support should cease, or a new IEP will be needed to encompass new targets.

6.4 In the Early Years Foundation Stage, a STAR Targets Form (Appendix 5) is completed and reviewed by form teachers every half term. The class teacher will meet with parents to review their successes and identify next steps on a half termly basis.

## **7. Links with External Professional Agencies**

7.1 Some pupils are seen by outside agencies and in some instances, their staff may come into school to see pupils. The agencies most frequently involved include:

- Educational Psychologists
- Speech and language therapists
- Occupational therapists, physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

## **8. Education, Health and Care Plans**

8.1 The School will respond to the needs of any pupils with an EHC plan, will implement recommendations in consultation with the Local Authority (LA) and organise and host the Annual Review of the pupil plan. For this purpose, Form tutors and subject teachers are expected to report on the progress made by the pupil. It is the responsibility of the SENCo to collate this information into a school report that is presented formally at the Annual Review meeting to parents and a representative of the appropriate LA.

## **9. Safeguarding Pupils with Learning Support Needs**

9.1 The School recognises that pupils with SEND may be more vulnerable. To ensure that all pupils receive equal protection, we give special consideration and attention to any pupil who is disabled

or has specific educational needs. Monitoring is carried out through the pastoral systems of the school. The form tutor, in conjunction with the pupils' Head of Year, monitors these pupils closely. Where necessary, pupils with specific needs may be discussed at the weekly Pastoral Meeting.

## **10. Learning Support Staffing**

10.1 The LSC departments consists of a SENCo, and assistant SENCo and 3 specialist teachers. LSC staff working with pupils for individual lessons use an eclectic approach encompassing established and updated programmes of intervention designed for the needs of the pupil's undertaking support sessions. They aim to build on pupil strengths and develop their confidence and enjoyment of their learning as they tackle the areas that they find difficult.

## **11. Admissions Arrangements**

11.1 Pupils entering the school are assessed as set out in the Admissions Policy. The Deputy Head Academic may undertake further assessment and ask parents and feeder schools for reports on any pupils presenting with SEND to verify that the school can meet their needs and offer the appropriate provision. The SENCo advises staff and parents working with an incoming pupil with identified SEND.

11.2 In line with the Special Educational Needs and Disability Act, we seek to ensure that those with special educational needs are not treated less favourably or put at a substantial disadvantage in matters of admission. The School will take all reasonable measures to support a child and will make reasonable adjustments to ensure accessibility to the curriculum where required. Danes Hill does not have the expertise on the staff team to provide for the needs of pupils with moderate or severe learning difficulties. However, the School does have a Learning Support Department which works in conjunction with the teaching staff and the parents to support, in certain cases, a range of mild difficulties. The Head has the right to refuse admission of a pupil, if in their professional judgement, the School cannot provide adequately for a pupil's special educational needs.

## **12. Timetabling**

12.1 For pupils that attend individual learning support lessons, they are withdrawn from lessons to attend the LSC. These lessons are at an extra cost to parents, and more details are shared when arrangements are made with parents. One or two lessons weekly, are timetabled. Pupils in need of a significant level of support may attend more frequently and a flexible approach is used. The priority when timetabling pupils is to ensure that they have access to a broad-based curriculum and that core subjects are not missed. A pupil's individual strengths and weaknesses are considered in addition to the advice of staff and parental requests. LSC staff are timetabled by the SENCo. The Learning Support Department will do all they can to catch-up any missed lessons, however in weeks with internal assessment and trips, some lessons will not be able to be caught up.

12.2 On the occasions where the Learning Support Department is at full capacity for support, this will be discussed with parents and an appropriate waiting list arrangement will be established. The SENCo and Deputy Head Academic reserve the right to withdraw learning support lessons if sufficient progress is made.

### **13. Examination Procedures**

13.1 Danes Hill School recognises that pupils need to show what they know in assessment situations, therefore, access arrangements are made to meet the needs of pupils with SEND in the form of for example, additional time or the use of a scribe, reader or prompter. Current JCQ guidelines are used, and the access arrangements are drawn from formal assessments and recommendations therein.

13.2 The SENCo draws up a list of pupils entitled to access arrangements such as an additional time allowance or other specialist provision for both internal and external assessment situations, and keeps staff informed.

13.3 Staff are encouraged to write all test materials considering the reading ages of their pupils in order that no pupil is discriminated against on grounds of difficulty in accessing the papers set.

### **14. Arrangements for Training and Development of All Staff in SEND**

14.1 The Deputy Head Academic and SENCo organise regular INSETs exploring aspects of SEND and individual provision for pupils with additional needs. In addition, a termly SEND CPD schedule is arranged to support the development of the inclusive classroom for all children. This helps focus staff attention on innovative ideas and ways of working with all pupils and not only those with current LS provision.

### **15. Criteria for Evaluating the Success of the SEND Policy**

15.1 Danes Hill is committed to continuously develop SEND practice within the school, and has an annual action plan, as well as frequent meetings with parents and staff, both formal and informal to review/revise provision and celebrate success. The LS staff hold regular meetings, and the SENCo meets members of SLT frequently to discuss pupils and provision in addition to other initiatives, which will enhance the pupils' educational experience.

### **16. Complaints About SEND Provision**

16.1 Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the SENCo. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

16.2 Complaints will be handled in line with the school's Complaints Policy, available on the school's website.

## Appendix 1: Stages of SEND Support

Stage	Provision required	Support and provision	Assessment, recording and monitoring systems	Monitored by
1	Universal provision	<ul style="list-style-type: none"> <li>High quality inclusive teaching</li> <li>Personalised learning targets</li> <li>Carefully planned differentiation</li> <li>Assessment for learning</li> <li>Setting for core subjects</li> </ul>	<ul style="list-style-type: none"> <li>Reviewed at Pupil Progress with HoY/Section Lead</li> <li>Progress data</li> <li>Monitoring including observation and book scrutiny</li> </ul>	Form Teacher Head of Year Head of Section
2	Early intervention support	In addition to Stage 1: <ul style="list-style-type: none"> <li>Support within class through small groups and individual support e.g focus groups in class, use of individual/ group in class resources</li> </ul>	<ul style="list-style-type: none"> <li>Reviewed at Pupil Progress HoY/Section Lead</li> <li>Progress data</li> <li>Monitoring including observation and book scrutiny</li> <li>Reviewed at Pupil Progress meetings with SENCo</li> </ul>	Form Teacher Head of Year Head of Section SENCo
3	Targeted, additional support	In addition to Stages 1 - 2: <ul style="list-style-type: none"> <li>Additional group or individual programmes</li> <li>Evidence based interventions e.g Precision teaching, Target readers, Nessy</li> <li>Provision Planning meeting with SENCo and HoY</li> <li>Form teacher to keep parent informed</li> </ul>	<ul style="list-style-type: none"> <li>SENCo made aware</li> <li>Reviewed at Pupil Progress meetings with SENCo</li> <li>Interventions on Provision map monitored by SENCo</li> </ul>	Form Teacher Head of Year Head of Section SENCo
4	Specialist/Individualised additional support	In addition to Stages 1 – 3: <ul style="list-style-type: none"> <li>Multi-professional support</li> <li>1:1 Learning Support sessions</li> <li>Individual Education Plan</li> <li>SENCO input with parents</li> </ul> <hr/> Consider request for EHC Plan.	<ul style="list-style-type: none"> <li>SEN Register</li> <li>Pupil Passport/Individual Education Plan</li> <li>SENCo monitoring provision</li> <li>Termly review of individual education plan</li> <li>Input from outside agencies documented</li> </ul>	Form Teacher Head of Year Head of Section LSC Teacher SENCo SLT
5	Provision over and above Stage 4	In addition to Stages 1 – 4: <ul style="list-style-type: none"> <li>Education, Health and Care Plan (EHCP) reviewed annually</li> <li>Multi-professional support</li> <li>Individual Education Plan</li> <li>Identified on school provision map</li> </ul>	<ul style="list-style-type: none"> <li>EHCP</li> <li>Annual Review Meeting and Report</li> <li>Pupil Passport</li> <li>Individual Education Plan</li> <li>SENCo monitoring provision</li> <li>Termly review of IEP</li> <li>SENCo in regular contact with parent</li> </ul>	Form Teacher Head of Year Head of Section SENCo SLT


## Appendix 2: Year Group Provision Map

### Year X – Spring 202X Provision Map



Year 4 Context 2024-25					
Medical needs			EAL register		SEND register
Name	Form	SEND stage	Area of Need	Provision/Support Strategies	Additional notes & Access Arrangements
Notes					

### Appendix 3: Pupil Passport Template

SEND Pupil Passport			
Name	Strengths and interests:		
Form	<ul style="list-style-type: none"> <li></li> </ul>		
Identified additional needs	General support strategies/adjustments	Date Updated:	
<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	Primary area of need:	
		Exam Access Arrangements:	
		Any additional information:	

Area of need	Class target	Targeted support strategies/adjustments	Review

## Appendix 4: IEP Template



Danes Hill School

**Individual Education Plan:** .....(provision type)

Main area(s) of concern:

Pupil:

Plan started:

English NC level:

Year group:

Review date:

Maths NC level:

Class/Teacher:

Baseline:

Target (What)	Strategies/Resources (How)	Support (Who/When)	Success criteria	Outcome

Parent/Carer involvement:

Pupil involvement:

Person(s) writing this IEP:

Signatures:



## Appendix 5: STAR Targets – Pre School (Bevendean)



Danes Hill Pre-Prep – Bevendean  
STAR Targets - Teachers

<div style="border: 1px solid blue; width: 100px; height: 100px; margin: 0 auto;"></div>		Pupil Strengths:		Pupil Areas for Support:	
Pupil Name:					
Class:					
DOB:					
Autumn 1			Autumn 2		
School Targets:		How to Support at Home:		School Targets:	
Autumn Term 1 Review:			Autumn Term 2 Review:		

Spring 1		Spring 2	
School Targets:	How to Support at Home:	School Targets:	How to Support at Home:
Spring Term 1 Review:		Spring Term 2 Review:	

Summer 1		Summer 2	
School Targets:	How to Support at Home:	School Targets:	How to Support at Home:
Summer Term 1 Review:		Summer Term 2 Review:	