



Altrincham Preparatory School

SEND Policy

2025-2026

Author:	Mrs Holly Finnie – Deputy Head and Learning Support Coordinator
Responsible Person:	Mr Nick Vernon – Headmaster
Date of last review:	June 2025 – Mrs Holly Finnie
Summary of changes:	Change of Learning Support Staff Reorganisation of Policy structure Addition of School Action Profiles Inclusion of EYFS
Date of next review:	August 2026

This policy applies to Altrincham Preparatory School, including the EYFS. This policy is available upon request to parents and prospective parents and is published to parents and prospective parents on the School's website.

This policy details how we manage Special Educational Needs and Disability (SEND) at Altrincham Preparatory School. It has been drawn up in accordance with the SEND Code of Practice (September 2014).

1. Definition

Special educational needs and disabilities (SEND): A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. In accordance with the Children and Families Act 2014 a child of compulsory school age has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, and/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.

Children will not be regarded as having SEN or 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. Our support for those children whose first language is not English is set out in our English as an Additional Language (EAL) Policy.

Special educational provision: provision which is additional to, or otherwise different from, the educational provision made for the majority of children of the same age in schools maintained by the LEA.

A disabled person: A disability under the Equality Act 2010 is 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

Not all children with disabilities have SEN and not all children with SEN have a disability.

2. Policy Aims

We aim to provide a broad, balanced, relevant and differentiated curriculum that enables all boys to reach their full potential.

3. Policy Objectives

This policy works towards eliminating disadvantages, and removing barriers to learning, for pupils with SEN and disabilities by:

- Enabling all pupils to get the support needed to fully access our educational provision.
- Ensure that pupils with SEN and disabilities engage as fully as possible in the activities of the school alongside pupils who do not have SEND or disabilities.
- Making reasonable adjustments so that disabled pupils are not put at a substantial disadvantage in matters of admission, education, or accessibility.
- Working with parents in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and providing regular feedback on their child's provision, progress, and achievements.
- Working in partnership with outside agencies when the pupil's needs cannot be met by the school alone to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

3. Inclusion at APS

We believe in inclusion and seek to provide a broad, balanced and differentiated curriculum that provides equal opportunities for all regardless of race, colour, creed or disability. Our ethos is that each boy is valued as an individual and is able to make a positive contribution to school life so that they grow in confidence and develop a positive self-image. We welcome every boy who can make the most of the opportunities that we offer and can flourish in the caring environment of Altrincham Preparatory School (APS). Treating every child as an individual is important to us and we welcome pupils with special educational needs, as long as our Learning Support Department can provide them with the support they require. We do not however have the facilities to offer highly specialised and intensive intervention.

4. Learning Support Department – Staff Responsibilities

Deputy Headteacher and Learning Support Coordinator Mrs Holly Finnie BA (Hons), PGCE, MA

Assistant Learning Support Coordinators:

Reception – Year 2: Mrs N Cooper

Years 3 – 6: Mrs E Knighton

Support Staff:

Miss Elle Donoghue

5. Facilities and Equipment

To comply with the Disabilities Discrimination Act, the School provides for boys with disabilities in the following ways.

- Lift, ramps and shower facility (Prep)
- Two disabled toilets (Prep) and 1 disabled toilet and shower facility in EYFS (Bank Place)
- The school can purchase aids that may be required (e.g. voice enhancement equipment, laptops, magnifying equipment, etc).

6. Identification of Special Needs

If a class teacher has a concern about a boy in their class, whom they feel may have an additional need, they will speak with the relevant Assistant Learning Support Coordinator about their concern and complete a Pupil Referral Form. This concern can arise as a result of the teacher's own observations, from information transferred from the previous Class Teacher and other teachers, or from dialogue with parents.

6.1 Pupil Referral

When a Class Teacher completes a pupil referral form for a child with potential SEND, the relevant Learning Support Co-ordinator will first work with the Class Teacher to ensure that they are providing a Quality First Teaching experience, relevant to the identified needs of the child - an audit and review of inclusive classroom practice must be carried out. Within the School's QFT toolkit (found on the OneDrive) there are strategies to support children with the following difficulties...

- ✓ Cognition and learning
- ✓ Social, emotional and mental health
- ✓ Sensory and/or physical need
- ✓ Communication and interaction

These criteria help the teacher ensure they are providing the right elements to meet the child's needs. A review of the impact of the Class Teacher's QFT strategies will allow the relevant Learning Support Coordinator to identify the appropriate next steps for the child. For some children with additional needs, use of effective QFT strategies alone are sufficient in removing barriers to access, and therefore no further intervention is needed.

However, following a review of the Class Teacher's QFT strategies, the following criteria would trigger further intervention/assessment by the SEND department, and/or external SEND specialists:

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- Shows signs of difficulty in developing English and Mathematical skills which result in poor attainment in some curriculum areas
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum
- Shows relative strengths when assessed against the InCAS test scoring yet still appears to be under achieving/performing

The Class Teacher will then ask permission from the parents for the relevant Assistant Learning Support Coordinator to carry out the appropriate observations and, if necessary, assessments, to feedback to the Class Teacher and the Learning Support Coordinator (Deputy Head (Academic)). The parents will then be invited to discuss the feedback with the relevant Assistant Learning Support Coordinator, the Class Teacher and the Learning Support Coordinator (where necessary) to determine the best course of action in supporting the needs of their son. The School cannot diagnose SEND; however, the School is able to discuss Local Authority pathways, and/or provide a list of recommended private assessors/external specialists, for parents to arrange a formal assessment (at parents' expense).

6.1.2 Identification of SEND in the Early Years

All children from Nursery to Reception are assessed using GL's WellComm screener, to identify speech and language needs and, in turn, opportunities for early intervention.

When an early years' practitioner, who works day-to-day with the child, or the Assistant Learning Support Coordinator, identifies an EYFS child with potential SEND or Speech and Language needs, they should devise interventions that are *additional to* or *different from* those provided as part of the setting's usual curriculum offer and strategies.

The triggers for intervention in the Early Years could be the result of a practitioner's or parent's concern about a child, who, despite receiving appropriate early education, experiences:

- Makes little or no progress even when the teaching approaches are particularly targeted to improve the child's identified area of weakness
- Continues working at levels significantly below those expected for children of a similar age in certain areas
- Presents persistent emotional and/or behavioural difficulties, which are not improved by the behaviour management techniques usually deployed in the classroom or school
- Has sensory or physical problems, and continues to make little or no progress despite the provision of personal aids and equipment
- Has communication and/or interaction difficulties, and requires specific individual interventions in order to access learning.

Evidence for intervention may include:

- Evidence of limited progress towards/against Early Learning Goals
- Evidence of rate of progress within school
- Outcome of WellComm assessments
- Outcome of Read Write Inc. Phonics assessments
- Information from parents
- Information and records from Playgroup, Nursery or similar establishment

6.2 The SEND Register

The School's SEND Register is divided into three categories:

School Action – boys identified as needing additional support, without external intervention and/or diagnosis; boys in the referral process/pathway for a specialist assessment (awaiting assessment).

School Action Plus – boys with a diagnosis and/or using external providers for additional support

EHCP – For those boys with current EHCPs

NB – QFT is an integral part of the support provided to all boys on the SEND register, and should dovetail with further targeted and specialist intervention, if required.

6.2.1 Provision Maps – Appendix A

For any child who receives additional support from an external specialist or has a formal diagnosis, the relevant Assistant Learning Support Coordinator will prepare a Provision Map with the help of the Class Teacher. The Provision Map will be reviewed at least once every term, and will be signed and dated by Learning Support Staff and Parents.

At this point it may be appropriate to consider the whole academic programme to which the boy is exposed. It may be that limiting its extent as well as suitably adjusting our expectation and demands may be a propitious course of action. Parents would need to know how this will affect their, and their son's, choice of secondary school should this course of action be taken.

6.2.2 School Action Profiles – Appendix B

For any child who receives additional support, without external intervention and/or diagnosis, or is in the process of a referral for a specialist assessment/SEND pathway, the relevant Assistant Learning Support Coordinator will prepare a School Action Profile, with the help of the Class Teacher. The Provision Map will be reviewed twice each academic year, in September and February, and shared with parents and the wider academic staff.

6.2.3 Education and Health Care Plans

Pupils with Education and Health Care Plans from their local authorities, who are suited to the School's educational offer, are welcome. If a pupil with an EHCP requires dedicated 1:1 support in School, for example, to assist with personal care, writing, etc., this can be accommodated provided that the local authority agrees to provide the necessary funding, and that individual providing the support has an enhanced DBS check arranged by the school and complies with the child protection regulations in force at the time. The school would require the support teacher (similar to a new member of staff) to sign a written agreement undertaking to comply with the School's child protection policies and to attend the child protection induction briefing that is given to all new members of staff before working unsupervised on site.

7. Admission

Applications from all who have the ability and aptitude to access an academic curriculum are welcome. We ask all parents to be open and frank when completing admission documents, giving details of each child's background and any previous intervention or support received. We advise parents of boys with special educational needs to discuss their son's requirements with the Admissions Registrar before he attends our assessment day, so that we can make adequate provision for him. It is essential that parents provide a copy of any relevant professional reports, including educational psychologist's reports or medical reports. With the necessary information, we can discuss with parents, before the boy comes to school, how best we can address any existing needs.

Before an offer of a place is made, we will assess whether we are able to cater for and meet any SEN and disabilities (if known) through discussion and meeting with the parents, consideration of any professional reports and references from previous settings or schools, and assessment of the child at a taster day, as appropriate. An offer of a place may not be made if we determine, following the consultation with parents, that we are unable to meet and provide for a pupil's needs. The School will always consider its obligations under the Equality Act 2010.

8. Withdrawal

Where, after all reasonable adjustments have been made or considered, parents may be asked to withdraw their son from school without being charged fees in lieu of notice if, in the opinion of the Headmaster, the school cannot provide adequately for their son's special educational needs.

9. Curriculum Access

Class teachers are responsible for differentiating work, thus enabling all boys, including those with special needs, to access the curriculum. A variety of teaching styles is used to take into account boys' differing learning styles. If any boy experiences difficulty and cannot access an activity, the staff involved will ask the advice of the relevant Assistant Learning Support Coordinator.

Some boys are withdrawn in order to receive specific individual/group intervention. This work is detailed on the boy's Provision Map or School Action Profile where necessary. Usually this will take place during assembly or before school; however, if he is removed from other areas of the curriculum every effort will be made to ensure that he does not miss the same subject each week. If withdrawal is necessary to support the child in a certain way, then this should be handled carefully and sensitively so that the child or children do not feel 'different'. A suitable working area for that child or group of children should be sought. The decision to withdraw children from the classroom for intervention should be carefully considered, as it should make the child feel valued. Any decision to withdraw a child should be done in consultation with the Deputy Headteacher.

9.1 Allocation of Resources

- Children with SEND should be integrated into the classroom organisation as far as possible, and where children need extra support from the Assistant Learning Support Coordinator or member of Learning Support staff, whenever possible, this should be done in the classroom situation.
- The school has separate classrooms for small groups/individuals to use, if necessary
- Allocation of additional support from the Learning Support Assistant and other specialists will be done on a needs basis following consultation between Assistant Learning Support Coordinators, the Deputy Head and Class Teacher.
- Additional physical resources to support children with SEND are available in School and the School allocates funds each year to extend this provision.

Support teaching at APS is directed towards those boys who have specific learning difficulties, e.g. dyslexia, or who require specialist input or intervention in order to overcome a particular barrier to learning that they may be experiencing.

9.2 The first and the last week of each term

During this time, the Assistant Learning Support Coordinators will not always be expected to teach or support in-class. During this time, they will assess any boys directed to them (if additional time is needed arrangements will be made to ensure that it is given) and prepare any reports, as well as carry out any reviews deemed necessary. Once the reports are compiled, the meetings which need to follow will take place as soon as possible, so that the teaching can commence, and the boy's needs be addressed. During this time, Provision Maps and School action Profiles will be reviewed and updated, in conjunction with the Class Teacher.

The Assistant Learning Support Coordinators' timetables are drawn up so that all boys receive appropriate time (given the constraints imposed by numbers, availability and time missed from class), based on individual needs.

10 Liaising with Parents

Communication and working in partnership is vital, along with parental involvement and responsibility.

10.1 Communication between Class Teacher and Assistant Learning Support Coordinators

The Class Teachers and Assistant Learning Support Coordinators will meet regularly to discuss an individual boy's progress, and also at the end of each academic year to discuss the transition from one class to the next. The Assistant Learning Support Coordinators will be available to advise classroom assistants, when necessary, on how best to support children with SEND in the classroom.

10.2 SEND Review Discussions/Meetings

Based on the level of support a child on the SEND register receives (School Action or School Action Plus), the relevant Assistant Learning Support Coordinator will contact the boy's parents during any formal review process of School Action Profiles or Provision Maps. Parents will be asked to review and agree the draft School Action Profile or Provision Map, for the relevant Assistant Learning Support Coordinator to finalise and share with relevant Teaching Staff.

10.3 Parents' Evenings

At Pre-Prep and Prep, there are also two formal parents' evenings and four written reports per year, when parents will be able to discuss their son's academic and pastoral progress with their son's Class Teacher.

In the EYFS, there are two formal parents' evenings and at least two written reports per year (dependent on their age and stage), when parents will be able to discuss their son's academic and pastoral progress with their son's Class Teacher.

10.4 Throughout the Year

Outside of the scheduled SEND Review Discussions/Meetings and Parents' Evenings, parents are also welcome to discuss their son's individual needs with their son's Class Teacher, the relevant Assistant Learning Support Coordinator or Deputy Head – in such a case, parents should request a formal appointment. Similarly, the Class Teacher will consult with parents if she/he feels there is a problem that needs addressing and will not wait for a formal parents' evening.

11. Staff Training

At least once an academic year, all staff (including teaching and support staff) are given training on working with SEND by the Assistant Learning Support Coordinators and Deputy Headteacher. This training focuses on helping each child to reach their maximum potential, by making appropriate adjustments that can give full access to the curriculum and make use of School's facilities to the greatest extent possible.

The School trains its teachers to use Quality First Teaching (QFT) methods to differentiate within the curriculum and to take into account pupils' barriers to learning (as well as the needs of the Most Able and Talented pupils). The Assistant Learning Support Coordinators liaise with the teaching staff about the most appropriate means of meeting the needs of pupils with SEND and learning difficulties. The Assistant Learning Support Coordinators have an important role in ensuring consistency of approach by all teachers in providing, for example, access to learning materials that are easier to read and understand, or extra time in exams.

12. School Behaviour and Discipline

The School takes pride in its well-developed system of pastoral care for social interaction amongst pupils. All pupils, [from the youngest in the nursery upwards] are taught that victimisation and bullying is prohibited and will not be tolerated. The School's objective is to ensure that a pupil with SEN or other protected characteristic does not suffer less favourable treatment as a result of discrimination. Pupils are taught through the curriculum and other activities the importance of respecting each other and behaving towards each other with courtesy and consideration. The School's behaviour policies/School rules make clear the seriousness of bullying, victimisation and harassment in all its pernicious forms, including racial, religious, cultural, sexual, sexist, gender-related, sexual orientated homophobic, disabled and cyber, in causing serious psychological damage and even suicide. Considerable teacher time is expended in preventing bullying, victimisation and harassment and in dealing with it when it occurs. All pupils understand that the School has a zero tolerance policy on bullying and that bullies can expect strong sanctions to be applied to them.

13. School Examinations and Access Arrangements

For some pupils, it may be appropriate to seek the services of an external specialist to assess and provide an independent and full assessment to better facilitate access arrangements in the Year 6 external examinations. It should be noted that, for external examinations, a professional report will need to be obtained and submitted to the School for individual review and consideration – not all diagnoses or professional reports will result in access arrangements being granted.

If a professional report recommends that an individual receives access arrangements, APS will facilitate the recommendations and these adjustments will become the child's 'normal way of working'.

14. Assessment

All pupils are assessed annually using InCAS assessments so that strategies may be put in place to support any boys with low scores. Some boys will be reassessed in the Spring Term of Year 5 in order to determine if they meet the criteria for extra time in the entrance exams for secondary schools held the following Autumn and Spring Terms.

The Prep (Years 3-6) Assistant Learning Support Coordinator will be responsible for passing on to secondary schools any relevant records and will be available for meetings with Learning Support Coordinators from these schools.

All children from Nursery to Reception are assessed using GL's WellComm screener, to identify speech and language needs and, in turn, opportunities for early intervention.

All boys in Year 2 are also assessed using the GL Dyslexia Screener in the Spring Term, to identify any further intervention needs.

In Reception and KS1, Phonics assessments, using the RWI Programme, are undertaken every half term. In Pre-School, Phonics assessments are undertaken in the Summer term. In Year 3, phonics assessments continue to take place every half term for boys still accessing the RWI programme. At this stage, boys still accessing the programme may need further phonics intervention, provided by the Learning Support Department.

15. Physical Accessibility

We recognise that some children with special educational needs may also have physical disabilities. Parents and prospective parents of disabled children can obtain copies of the School's Accessibility Plan from the website. This

shows the ways in which we plan to make our buildings progressively more accessible to disabled pupils, parents, staff and visitors.

15. Other Adjustments

If deemed necessary, parents may be asked to provide a laptop or other appropriate device to support their son's learning in School.

16. Charging Policy

Whether or not it is appropriate to levy any further fees for additional support for individual pupils will be considered case-by-case, based on what is reasonable.

17. Evaluation of the SEND Provision

The policy is reviewed annually.

18. The Role of Parents

Parents are encouraged to support their son's learning and to contact the class teacher if they have any concerns or issues. Class teachers will inform parents if they feel their son needs extra support to help him access the curriculum (see Identification of Special Needs).

19. Complaints

The school naturally hopes that a parent will not feel that they have cause to complain. Any complaints about the provision of SEND support should initially be addressed to the Class Teacher. The Learning Support Coordinator may then be consulted and should this fail to resolve the situation the complaint will be referred to the Deputy Headteacher and finally the Headmaster.

Additionally, all parents of children with SEND have the legal right to seek redress from the First Tier Tribunal (Special Needs and Disability) if they believe that their son has been discriminated against.

Appendices

Provision Maps (Appendix A)

What is a Provision map?

- The Provision Map is a planning, teaching and reviewing tool
- It underpins the process of planning intervention for a child with diagnosed SEND, or for a child who receives intervention from an external specialist
- It is a working document
- It must be accessible and understandable to all concerned

What should it do? How should it be laid out?

- Raise achievement of children with SEND
- Use a simple format
- Detail provision additional to and/or different from that generally available to all children, including bespoke interventions
- Detail targets which are extra or different from those of most children
- Be jargon free
- Be comprehensible to all staff and parents
- Be distributed to all staff as necessary
- Promote effective planning
- Result in achievement of specific learning goals for children with SEND

How is it managed?

- By the Learning Support Coordinator, Assistant Learning Support Coordinators and Class Teacher
- In consultation with the child, parents and outside professionals if necessary

When are they reviewed and by whom?

- Every Provision Map should be reviewed as a minimum once each term by the Class Teacher and Assistant Learning Support Coordinator, with support from the Learning Support Coordinator if required, meeting/liasing with parents (and child if age/understanding appropriate).



Provision Map –

School Name: APS

Pupil Name: _____

Year Group: _____

Main Area of Need: _____

Target (What needs to be achieved?)	How will this be done? (this is a breakdown of exactly how the target will be achieved), interventions being used	How often?	Nature of support (Who will do this?)	Start and finish date	Group size/ ratio	SEND Pupil spend (please give exact breakdown of spend for the term)	How will we know it is achieved (quantitative measure of success where possible)	Review

For academic year: |

Term: |

Completed by: |

School Action Profiles (Appendix B)

What is a School Action Profile?

- The School Action Profile is a planning, teaching and reviewing tool
- It underpins the process of planning intervention for a child identified as needing additional support, without external intervention and/or diagnosis
- It is a one-page, working document
- It must be accessible and understandable to all concerned

What should it do? How should it be laid out?

- Raise achievement of children with additional needs and potential SEND
- Use a simple format
- Detail provision additional to and/or different from that generally available to all children, including bespoke interventions
- Detail targets which are extra or different from those of most children
- Be jargon free
- Be comprehensible to all staff and parents
- Be distributed to all staff as necessary
- Promote effective planning
- Include the pupil's voice

How is it managed?

- By the Learning Support Coordinator, Assistant Learning Support Coordinators and Class Teacher
- In consultation with the child and parents

When are they reviewed and by whom?

- Every School Action Profile should be reviewed twice each academic year, in September and February. The School Action Profile will be reviewed by the relevant Assistant Learning Support Coordinator, with support from the Learning Support Coordinator, if required, and will be discussed with parents (and child if age/understanding appropriate).

Date:		Signatures			
<i>Insert pupil photo</i>		Pupil		Learning Support Coordinator	
		Parent/Carer		Class Teacher	
About Me					
Name:		D.O.B.		Class/Form:	
Broad Area of Need:		Medical Need (if any):		Other:	
What helps me with my learning? [Relating specifically to my Broad Area of Need, within School]			What makes me happy? What do I like? [A chance for me to share my personal interests, hobbies etc.]		
I think these things help me learn... I learn best when... I think I achieve when...			I am happy when... I like... Other people admire me because...		
What do I do find challenging? [Barriers/difficulties that I face as a result of my need.]			How do I want to be helped? [Things that would help me in school.]		
I am challenged when... I don't like it when... Things that make my learning difficult are...			I want... It would be helpful if... People who help me are...		
What does my teacher and parent(s) say about me? [A chance for adults who know me to share their views and additional information about me.]					
Targets					
Targets [These should be SMART – Specific, Measurable, Achievable, Relevant, Time-Bound]		Steps to success How can I reach my targets?		Review date	How am I doing? [A = Achieved, N = Nearly there, K = Keep going]

Date:		Signatures			
<i>Insert pupil photo</i>		Pupil		Learning Support Coordinator	
		Parent/Carer		Class Teacher	
About Me					
Name:	Joe	D.O.B.	11/12/13	Class/Form:	5X
Broad Area of Need: Cognition and Learning (Dyslexia)		Medical Need (if any):		Other:	
What helps me with my learning? [Relating specifically to my Broad Area of Need, within School]			What makes me happy? What do I like? [A chance for me to share my personal interests, hobbies etc.]		
I think these things help me learn... I have reminder cards and word mats in my tray. Things on the board and classroom walls help me know what to do. I learn best when... I get to work with my friends and they can help me spell or read. I think I achieve when... I finish a piece of work and my teacher tells me I did well.			I am happy when... I play sports – especially football and cricket. I get to sit with my friends in class. Miss reads us the story at the end of the day. I like... When I get to help my dad fix things. Stuffed crust pizza and cookie dough ice cream! Other people admire me because... I'm kind to other people when they get hurt or are sad.		
What do I do find challenging? [Barriers/difficulties that I face as a result of my need.]			How do I want to be helped? [Things that would help me in school.]		
I am challenged when... I have to follow instructions because I forget what I need to do; I'm writing because I find it hard to get started; I have to remember how to spell something. I don't like it when... I find things hard; people laugh at me when I get things wrong. Things that make my learning difficult are... I panic when I see my friends working and I don't know what to do.			I want... my teacher or friends to help me when I get stuck; adults to give me small steps (instructions) so I don't forget; sentence starters to help me when I'm writing; spellings I need help with to be up on the wall. It would be helpful if... I had a computer to help me with my writing. People who help me are... My teacher and the teaching assistant; my friends.		
What does my teacher and parent(s) say about me? [A chance for adults who know me to share their views and additional information about me.]					
Joe struggles with his working memory. He needs regular reminders of instructions/expectations. Joe can become anxious when he is unsure or needs help. Mum and Dad say that Joe tires easily and gets frustrated if he gets something wrong. Mum and Dad say that Joe has been taking an interest in the news and finding out about other countries at home.					
Targets					
Targets [These should be SMART – Specific, Measurable, Achievable, Relevant, Time-Bound]	Steps to success How can I reach my targets?	Review date	How am I doing? [A = Achieved, N = Nearly there, K = Keep going]		
To practise sight recognition of HFW to help me with my reading and writing.	My focus words: said, was, what, there, some, were, when, come, your, here I will use flashcards to practise every day - say it, write it.	February 2025	K		

To attend 5 reading intervention sessions and complete the follow-up learning tasks..	I will go to a reading group with Miss X and take part. I will try to complete the tasks I am given. I will ask for help when I find work tricky.	February 2025	N
---	---	---------------	---