

Name:									
Attendance	<input type="checkbox"/>	SEND	<input checked="" type="checkbox"/>	Behaviour	<input type="checkbox"/>	Emotional	<input type="checkbox"/>	Academic	<input type="checkbox"/>
Contextual Data									
Name	XXX XXXXX		Year	7		Tutor Group	97		
PP	<input checked="" type="checkbox"/>	FSM	Y	LAC	<input type="checkbox"/>	YC	<input type="checkbox"/>	EAL	<input type="checkbox"/>
Meeting Information									
Date	29/9	Present	K Lewis-Tuxford (SENDCo) HOY XXXXXXX (Parent) XXXXXXX (Student) XXXXX (SALT)	Review	Y	Annual Review			
SEND (Please state priority of SEND if appropriate from 1-4, 1 =highest)									
Code	K	Communication & Interaction (SLCN)	1	Cognition & Learning (MLD/SLD/SPLD)		Social, Emotional & Mental Health (SEMH)	2	Sensory and/or Physical needs (ASD/ADHD)	
Year to Date Data									
Att %	98%	% U		Lates		SI		HWK	
B2		B3		B4		Sus/Days		HP	98
What is the student's story, their interests and their aspirations?									
<p>"XXXXX has settled positively into Stoke Damerel Community College and staff describe him as polite, well-presented, and willing to engage with learning. He has been placed in a Read Write Inc intervention following a reading assessment and teachers already adapt reading materials, including providing a purple overlay. He attends a transition tutor group where differentiated homework and additional adult support are routinely provided. A TA extracts him weekly for supported reading and homework, and staff report this has had a beneficial impact on his confidence and participation. XXXXX has supervised social time available and will access this proactively or when directed, which provides a safe space when peer influences may become challenging. The SEN team have also offered homework support three evenings a week after school, and there is access to breakfast club, although he has recently stopped attending. His transition to secondary school is considered successful overall and staff do not currently raise significant concerns regarding behaviour in school.</p> <p>Youth work was previously offered but XXXXX was not ready to engage. School can progress MHST or internal counselling referrals should emerging emotional or behavioural need indicate this. XXXXX remains on the SALT waiting list.</p> <p>Staff note academic gaps, particularly in reading, and that homework completion is a continuing difficulty. However, teachers emphasise that he attempts homework when supported, participates well in class, and is forming appropriate peer relationships. At present, staff feedback is largely positive, identifying that the range of early interventions and adaptations in place appear to be meeting his current needs."</p>									
Education Needs – including strengths and any education needs									
<p>XXXXX presents with academic gaps and requires structured intervention to develop decoding and reading skills. He benefits from scaffolding, small-group provision and adjusted materials, and he is accessing these positively. Difficulty managing homework independently may limit consolidation of learning and could affect self-confidence. His occasional negative comments at home about school may indicate underlying anxieties or stressors that are not observed directly in school. XXXXX has come from a challenging primary school experience where he did not feel settled or engaged in Yr 5 & 6. Considering these challenges XXXXX has made a successful transition to SDCC but it is clear that he will require ongoing, targeted support. Awaiting his draft EHCP to come from the LA.</p>									
Health Needs – including strengths and any health needs									
None at present although XXXXX is reluctant to change in the PE changing rooms due to a previous issue.									

Care Needs – including strengths, family environment and social care support			
NA			
Summary of parent/student views			
<p>Parents feel that XXXX has transitioned well to Stoke Damerel Community College and reports that she does not really have any concerns, other than XXXX is struggling with his homework. Was coming to breakfast club but now has stopped. He leaves the house around 7.15am giving him time to come to get the support if needed. Parents have felt supported by the school which is important to them as they know there will be a lot of contact</p>			
Desired Outcome 1			
XXXXX to be school ready everyday before arriving			
How will we know if we have achieved this outcome?			
XXXX will have a positive approach to the day. He will share how the previous day has been and what is coming up on this day.			
Support to achieve this outcome. What will we do and how?	Who?	By When?	At Review: Was the outcome achieved?
Mum will help Harley to check he has all of his equipment before he leaves for school/the night before	Mum	8/10	
A full list of equipment that XXXX is expected to have daily to be provided to mum.	HOY	14/10	
If XXXX is missing any equipment he will seek support from student reception with the support of a trusted adult. SEND/Pastoral team to replace missing items.	XXXXX	Ongoing	
XXXXX to be in a good headspace and frame of mind supported well to be ready to learn - Mum to liaise with the pastoral and S/G team around if she feels additional support is needed. XXXX to be added to onsite counselling.	Mum & XXXX	Ongoing if needed	
First Review	Date	9/12	