Ratho Primary School

Additional Support for Learning Policy

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Additional Support for Learning Policy Overview

A child or young person has additional support needs 'where, for whatever reason, the child or young person is, or is likely to be, unable, without provision of additional support, to benefit from the school education provided or to be provided for the child or young person'. Education (Additional Support for Learning) (Scotland) Act 2004.

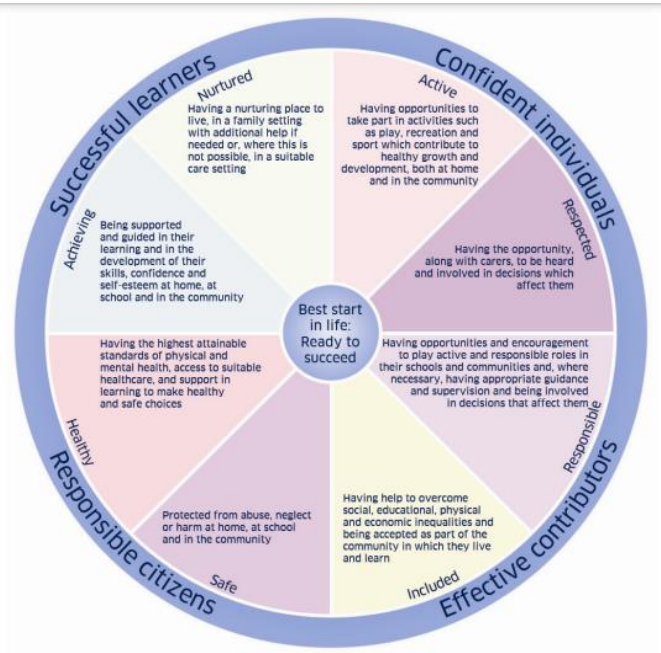
Various people have responsibility to identify a child with additional support needs these could be:

- Parent/carer
- Support for Learning Teacher
- Class Teacher
- Partner Services
- Pupils
- Pupil Support Assistants
- Pupil Support Officer
- Senior Leadership Team

Before a child's additional support needs are identified it may be appropriate for some form of assessment to be undertaken such as:

- focused observation
- formative
- summative – national assessment, screening, e.g. SWST/SWRT/YARC/PhAB2
- diagnostic – CEC Diagnostic Literacy Assessment
- Assessment by partner services e.g. Community Child Health (CCH), Child and Adolescent Mental Health Services (CAMHS)

Universal Supports Pupils' needs are met by the resources available to a class teacher within the classroom.	**Targeted Supports in School** Pupils' needs are met by the class teacher, supported by the wider resources available within the school, including the Support for Learning Teacher (SfL) and Senior Leadership Team (SLT).	**Targeted Supports with External Agencies** Pupils' needs are met within the school, with the help of partner services/ agencies.
• Differentiated small group work or 1to1 activities with class teacher • PSA in class support • Regular teacher check ins and scaffolding of activities • Open Dyslexia font used on smartboard • Displays kept plain and simple to remove 'visual noise' and support working memory • CEC Dyslexia Guidelines-Teacher completes checklist and implements strategies • Class Visual Timetable • Movement Breaks • Coloured Overlays • Coloured jotters • Wobble Chairs • Slanted Writing Boards • Pencil Grips to support handwriting • Restorative Behaviour Approaches • Concentration Stations • Talk Partners • Maths Buddy • Reading Buddy • Edinburgh City Sound Chart (Class and Individual) • Numeracy- concrete materials- number square etc.	• Small Group work with SfL/PSA in Literacy and Numeracy (Read, Write Inc, Fresh start SEAL, Edinburgh Literacy Programme, Spelling Tutor, Phonic Code Cracker) • 1to1 Activities with SfL Teacher/PSA in Literacy and Numeracy • Treehouse- Sensory Activities • Emotions Talk Group • Seasons for Growth • Treehouse Group (Nurture) • Lego Group • Talk and Move Group • 1to1 Ipad for identified children • Up and Up and Away (Nursery) • CIRCLE Document (Primary) • PSO- LIAM (Lets Introduce Anxiety Management) • Educational Psychologist (in an unnamed capacity for advice) • Speech and Language Group • Therapy Inclusion Programme (TIP) • Individual Visual Timetable • Safe Space • CEC Dyslexia Guidelines-Summary and Inclusions Report • Targeted Handwriting Activities (Teodorescu Perceptuo-Motor Programme) • Power of 2(Numeracy) Toe by Toe (Literacy) • ASL Services	• IEP (Individual Education Plan) • Additional Support for Learning (ASL) Services • Child Community Health • CAMHS • Occupational Therapy • Speech and Language • Education Welfare Officer (EWO) • Staff Training • Edinburgh Together • Educational Psychologist • English as an Additional Language (EAL) • 3rd Sector Support (withkids etc)



Planning to Meet Learner's Needs

- Support for Learning Flow Chart
- CIRCLE Documents
- Literacy Checklist
- Child Planning Meetings (CPMs)
- Supports and Strategies Sheet
- Support for Learning Profile
- ASN Class Folders
- Individualised Education Programmes (IEPs)
- Pupil Support Officer Referral
- Support for Learning Request
- Well being Concern form

Section 1 - Additional Support Needs and Development of this Policy

A child or young person has additional support needs 'where, for whatever reason, the child or young person is, or is likely to be, unable, without provision of additional support, to benefit from the school education provided or to be provided for the child or young person'.
Education (Additional Support for Learning) (Scotland) Act 2004.

Additional Support Needs

The following quote defines the term additional support needs. It is taken from the code of Practice and emphasizes the wide range of factors which may give rise to additional support needs.

The Additional Support for Learning Act introduces a new framework for supporting children and young people in their school education, and their families. This framework is based on the idea of additional support needs. A Children and young people may require additional support for a variety of reasons and may include those who:

- have motor or sensory impairments
- are being bullied
- are particularly able or talented
- have experienced a bereavement
- are Care Experienced
- have a learning difficulty
- *are living with parents/carers who are abusing substance*
- *are living with parents/carers who have mental health problems*
- have English as an additional language
- are not attending school regularly
- have emotional or social difficulties
- are on the child protection register
- are young carers

The above list is not exhaustive nor should it be assumed that inclusion in the list automatically implies that additional support will be necessary.

Aims of the Policy

- To ensure a consistent approach to supporting children with Additional Support Needs at Ratho Primary School.
- To identify how we plan, co-ordinate, record and review additional support.
- To ensure effective implementation of Education (Additional Support for Learning) (Scotland) Act Revised 2010
- To reflect 'Getting it Right' principles

Monitoring & Evaluation

This policy requires to be monitored & evaluated in school to ensure awareness of current practice and policy development. The policy will be regularly updated to reflect the holistic approach as embraced by the integrated Children & Families Department within the City of Edinburgh Council.

Section 2 - Gathering Information and assess to identify Additional Support Needs

Various people have responsibility to identify a child with additional support needs these could be:

- Parent/carer
- Support for Learning Teacher
- Class Teacher
- Partner Services
- Pupil Support Assistant
- Pupil Support Officer
- Senior Leadership Team

Before a child's additional support needs are identified it may be appropriate for some form of assessment to be undertaken such as:

• focused observation

• formative

• summative – national assessment, screening, e.g. SWST/SWRT/YARC/PhAB2

• diagnostic – CEC Diagnostic Literacy Assessment

• Assessment by partner services e.g. Community Child Health (CCH), Child and Adolescent Mental Health Services (CAMHS)

Section 3 - The Framework of Support and Support Approaches

Pathways of support

The City of Edinburgh Guidelines 'In On the Act' outlines the Framework of Support in which CEC schools will operate in meeting additional support needs. These are when additional support needs are met in

- class by the class teacher
- school with direct support from support for learning or pupil support
- school with support from partner services or agencies
- special schools or classes

Universal Supports (in Class) Pupils' needs are met by the resources available to a class teacher within the classroom.	**Targeted Supports (in school)** Pupils' needs are met by the class teacher, supported by the wider resources available within the school, including the Support for Learning Teacher (SfL) and Senior Leadership Team (SLT).	**Targeted Supports (with external agencies)** Pupils' needs are met within the school, with the help of partner services/ agencies.
• Differentiated small group work or 1to1 activities with class teacher • PSA in class support • Regular teacher check ins and scaffolding of activities • Open Dyslexia font used on smartboard • Displays kept plain and simple to remove 'visual noise' and support working memory • Circle Document – Teacher completes evaluation and implements strategies • CEC Dyslexia Guidelines- Teacher completes checklist and implements strategies • Class Visual Timetable • Movement Breaks • Coloured Overlays • Coloured jotters • Wobble Chairs • Slanted Writing Boards • Pencil Grips to support handwriting • Restorative Behaviour Approaches • Concentration Stations • Talk Partners • Maths Buddy • Reading Buddy • Edinburgh City Sound Chart (Class and Individual) • Numeracy- concrete materials- number square etc.	• Small Group work with SfL/PSA in Literacy and Numeracy (Read, Write Inc, Fresh Start, SEAL, Edinburgh Literacy Programme, Spelling Tutor, Phonic Code Cracker) • 1to1 Activities with SfL Teacher/PSA in Literacy and Numeracy • Treehouse- Sensory Activities • Emotions Talk Group • Seasons for Growth • Treehouse Group (Nurture) • Lego Group • Talk and Move Group • 1to1 Ipad for identified children • Up and Up and Away (Nursery) • CIRCLE Document (Primary) • PSO- LIAM (Lets Introduce Anxiety Management) • Educational Psychologist (in an unnamed capacity for advice) • Speech and Language Group • Therapy Inclusion Programme (TIP) • Individual Visual Timetable • Safe Space • CEC Dyslexia Guidelines-Summary and Inclusions Report • Targeted Handwriting Activities (Teodorescu Perceptuo-Motor Programme) • Power of 2(Numeracy) Toe by Toe (Literacy) • ASL Services • Music Therapy	• IEP (Individual Education Plan) • Additional Support for Learning (ASL) Services • Child Community Health • CAMHS • Occupational Therapy • Speech and Language • Education Welfare Officer (EWO) • Staff Training • Edinburgh Together • Educational Psychologist • English as an Additional Language (EAL) • 3rd Sector Support (withkids etc)

SfL Referral Flowchart

Parent/Carer/Teacher/PSA

Issue/Concerns Raised

If concern is HWB this should be recorded onto a Well-Being Concern Form and handed to HT

What are the barriers to Learning?

Teacher completes CIRCLE PARTCIPATION SCALE or Literacy Checklist

(See ASN Class folder)

Universal Supports identified and put in place.

Class Teacher evaluates Universal Supports

Universal Supports

Barriers to learning supported.

Universal to Targeted Support

Teacher completes SfL referral form with a copy of CIRCLE PARTCIPATION SCALE and/or Literacy Checklist

(See ASN Class Folders)

SFL referral and Summary discussed with class teacher and action agreed.

Targeted supports put in place and both a Supports and Strategies sheet and SfL Profile should be created and T&M, Pupil Support Tab updated.

Targeted Supports

Barriers to learning supported.

In School targeted support to External Agency support

Barriers to learning continue to cause concern.
AoN completed with teacher, parent and pupil input
Possible further actions-
CPM
IEP
Partner Agencies
ASL Involvement

Additional Support for Learning Team

All staff have a responsibility to ensure individual pupils work towards meeting their full potential. At Ratho Primary School the Depute Head Teacher and Support for Learning Teacher will co-ordinate support strategies for all children in school.

The school team is as follows:

- ASL team leader – Depute Head Teacher (DHT)
- Support for Learning (SfL) teacher
- Pupil Support Officer
- Pupil Support Assistants

The team meets on a regular basis.

- DHT and SfL teacher consult weekly and have termly formal review
- SfL teacher and class teachers meet twice a session or at other points if it is needed
- Senior Leadership/SfL/PSAs meet on the last Thursday of the month
- SfL teacher attends Tracking and Monitoring meetings with class teachers and SLT

Section 4 - Roles and Responsibilities in Supporting Learning

Everyone has a role in supporting a child with additional support needs. These include:-

Class Teacher

- to provide appropriate differentiated learning & teaching experiences
- to manage and support Pupil Support Assistants
- to ensure all children with Additional Support Needs are appropriately supported in class and universal supports are implemented and evaluated
- to complete CIRCLE documents or Literacy Checklist for any learner that they may have any concern about
- to update and implement Universal Supports and Strategies sheets for any learner receiving additional support in the classroom
- to complete a Support for Learning Request or Pupil Support Officer Referral if the class teacher feels that Targeted Supports may be required
- For learners with IEPs the class teacher should ensure that the learners are working towards IEP targets and liaising with PSAs. They should also review and evaluate these in consultation with SfL teacher and parents.

ASL team leader – the Depute Head Teacher

- to overview additional support needs in the school
- liaise with others eg. partner support services and agencies regarding agreed action
- to support staff in ensuring ongoing Additional Support Needs records are maintained
- enable liaison with appropriate staff and partner support services and agencies
- to disseminate current legislation
- plan strategy to liaise with parents
- To ensure all staff have training opportunities in intervention resources and strategies
- Ensure relevant staff are aware of updates from CPMs
- To organise Assessment of Need meetings and Child Planning Meetings
- To update CPM Overview
- To update Support for Learning Profiles
- To update SfL tab of Cohort Tracking and Monitoring Spreadsheets

Pupil Support Assistants

- to be fully aware of appropriate strategies for relevant children in their care
- to consistently implement the agreed appropriate strategies
- to liaise with appropriate staff & partner support services and agencies
- to consult with Additional Support for Learning team on individual programmes/SCERTS/IEPs for individual pupils

Pupil Support Officer

Our Pupil Support Officer plays a key role in supporting the assessment, planning and direct support of children, young people and their families in relation to relationships and emotional health and wellbeing. They will:

- Promote better relationships, better learning and better behaviour through liaising and promoting understanding between school, children, young people and families.
- Support the development of positive relationships and emotional wellbeing of children and young people using evidence based interventions with individual learners and groups.
- Build links with families to promote participation in their children's learning and remove barriers to their and their children's involvement in school life.

• Effectively link families with, and support their attendance at, local authority evidence based parenting groups.
• Make links with relevant organisations in the community to develop networks of support and opportunity to complement school-based and partner services and agencies support.
• Support strengths based, solution focussed individual planning and review.
• Support planning and delivery of whole school /individual plans for example; behaviour, family engagement, risk management and child or young people's plans with the involvement of all key parties including parents/carers and school partners.

Parents/Carers

• to share all relevant information and to engage in their child's Additional Support Needs effective partnerships and liaison with school/partner support services and agencies to ensure clear understanding of the child's additional needs eg attend parent meetings, reviews and Child Planning Meetings (CPMs).
• to be fully aware of agreed appropriate strategies for their child
• to consistently implement agreed appropriate strategies
• to review the Support for Learning Profiles and Supports and Strategies Sheets annually along with their child's Progress Point Report every June
• to attend SfL family consultations with SfL teacher, if their child has Targeted Supports

Pupils

• to engage with staff and partner support services and agencies to discuss additional support and target strategies (age/ability appropriate)
• to be aware of agreed targets set
• to strive to achieve their set targets

Support for Learning teacher

Our Support for Learning Teacher has 5 main roles in supporting staff, parents and pupils regarding additional support needs
1. Direct Teaching and Co-operative Teaching
2. Assessment
3. Consultancy
4. Staff Development
5. Collaborative Working – Getting it Right

The balance of the five roles will reflect the pattern of needs of pupils and the expertise of the staff involved, which may change from year to year. The five roles are inter-related and complementary.

1. Direct teaching and co-operative teaching
The SfL teacher works cooperatively with class teachers and PSAs to ensure each child reaches his or her potential.

The general aims of co-operative teaching are to:
 Plan and evaluate, in collaboration with class teachers
 Teach in co-operation with class teachers e.g. to develop spelling practice/ pupil spelling strategies
 Work with a group of children from the class e.g. to develop vocabulary knowledge

Direct teaching - the SfL teacher may undertake the following:
• teach in class/groups/individuals
• teach in the SfL room/out with the classroom e.g. RWInc
• teach specific skills e.g. Mind Mapping group
• teach intensive programmes to attain specific outcomes
• short-term support e.g. children who have missed school

2. Assessment
The SfL teacher uses a wide range of assessment information to identify and meet the additional support needs of all pupils. She assesses and collates information on individual pupils for further investigation. e.g. Standardised reading and spelling assessments, assessment of literacy difficulties/ dyslexia

3. Consultancy
The particular skills and knowledge of the Support for Learning Teacher are a specialist resource for all staff. Consultation between class teachers and the SfL teacher is a process of sharing and working together as joint partners. Time is given to enable staff to collaborate with the SfL teacher to set targets, share ideas, strategies and resources, and discuss assessment. The SfL teacher contributes to decisions on:

- Differentiation within Curriculum for Excellence, to include pupils with Additional Support Needs within the national guidelines
- Prioritisation of groups or individual pupils for support and co-ordinating school support
- Effective use of PSAs
- Suitable resources, approaches & learning environments methods to support effective learning
- Identification and assessment of pupils experiencing difficulties
- Annual Additional Support Needs audit
- Updating Class Support for Learning Tracking and Monitoring Spreadsheet
- Post assessment meetings with parents and class teachers to discuss results and appropriate interventions
- SfL teacher also consults with parents/ carers and partner services and agencies as needs arise throughout the school session
- Ensuring regular monitoring of ongoing and new referrals/plans

4. Staff Development
The SfL teacher contributes to staff development by:

- Sharing insight and experience
- Leading discussion groups on SfL issues
- Identifying and leading CPD training opportunities for all staff
- Participating in curricular and policy planning and developments
- Offering guidance on materials, equipment and approaches
- Disseminating information from seminars and courses attended in CAT time
- Timetabling, organising, training, liaising with and supporting Pupil Support Assistants to undertake programmes of work and effective classroom support for pupils with additional support needs

5. Collaborative Working – Getting it Right
Working alongside SLT and class teachers, the SfL teacher works closely with a wide range of Partnership Services and Agencies to meet the needs of all pupils.
The SfL teacher, in collaboration with the class teacher, parent/carers, the pupil and any relevant outside agencies or specialists, supports in assessment and review of additional support needs, and writes and reviews

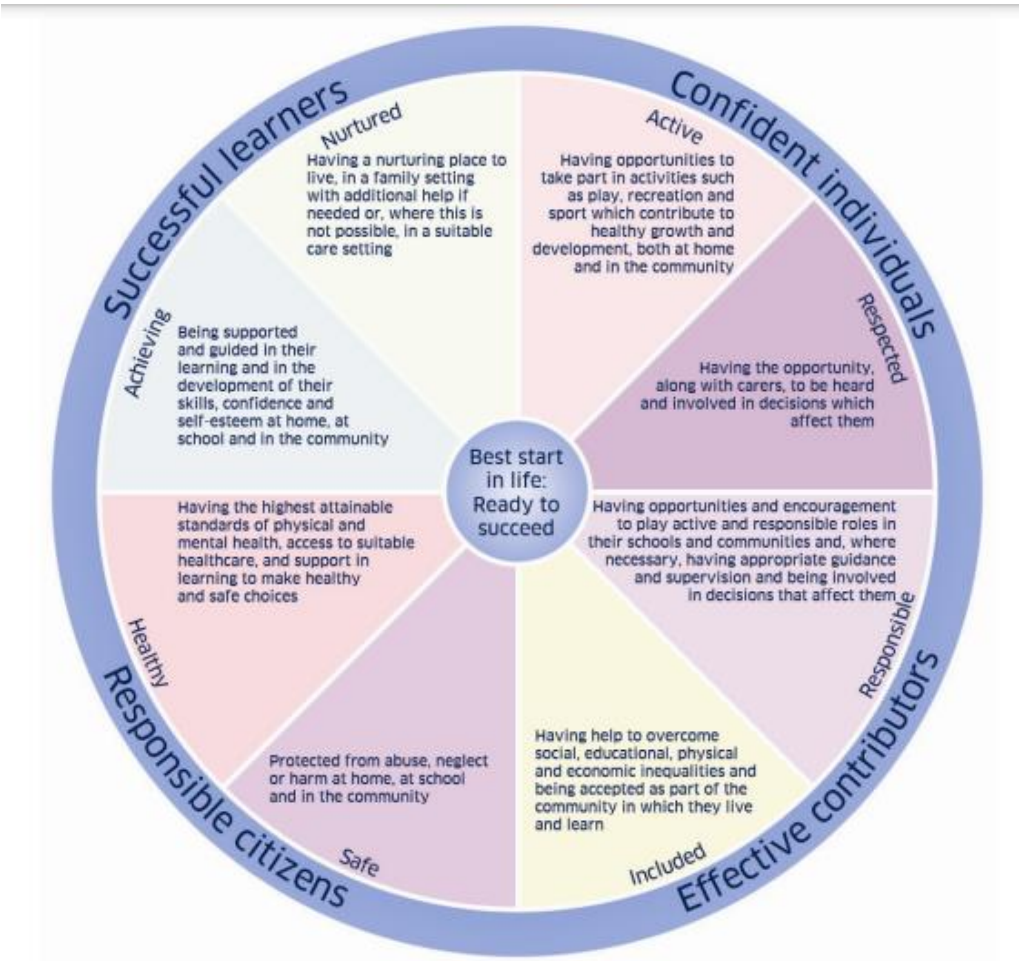
- Child's Plans
- Create Support and Strategies Sheets
- To update learner's Support for Learning Profiles when any interventions are implemented or changed
- To update SfL tab of Cohort Tracking and Monitoring Spreadsheets
- Individualised Educational Programmes (IEPs)
- Creating and updating Dyslexia Assessment Reports

'Getting it right for every child in Edinburgh'

'*Getting it right for every child in Edinburgh* threads through all existing policy, practice, strategy and legislation affecting children, young people and families. The purpose of *Getting it right for every child in Edinburgh* is to support a common coordinated approach across all agencies. This is to enable the delivery of appropriate, proportionate and timely help to any child or young person, as and when they need it.' (CEC Guidance on the Education (Additional Support for Learning) (Scotland) In on the Act 2009.

Section 5 - Planning to meet individual needs at Ratho Primary School

At Ratho Primary School, we will support individual pupils using the most appropriate level of planning to meet the specific needs of the child applying the principles of 'Getting it right.'



Child Planning Meetings

Child Planning Meetings will be recorded using the 'Getting it right' toolkit and will also make reference to the 'Team around the cluster'
Incident and Contact sheets are used to develop an overview of a child's needs.
Planning will include:-

- Forward plans (e.g. class teacher, Support for Learning and EAL etc)
- Pupil Support Assistant/Officer programmes of work
- Strategies and Supports Records
- Support for Learning Profiles
- Individualised Education Programmes
- Coordinated Support Plans

Child Planning targets will be reviewed regularly to reflect any changes in support. All Child Planning targets will be reviewed and an additional meeting will take place before transition to high school.
The Senior Leadership Team will keep a whole school list of pupils with additional support needs and Child Planning Targets and will have an overview of this process.

Strategies and Support Sheet

Where a pupil receives Targeted Supports they will have a Strategies and Support Sheet. This outlines the nature of the pupil's additional support needs, the factors affecting learning and the Strategies and Supports in place to support the learner in their current class. This record will be available to cover and NCCT teachers for referral and will be updated each year and shared with parents.

In terms of identifying a pupil for whom a supports and strategies sheet would be appropriate the following considerations are taken into account:

- Pupil needs individually adapted strategies and resources to fully access the curriculum

Pupil has been identified with dyslexia

- Pupil may have/had input from partnership agencies

Support for Learning Profile

This document provides a chronological record of any pupil who has had additional support for learning and gives a yearly summary of significant input, adaptations, medical diagnosis and assessments. This is updated by class teachers, SfI teacher, DHT and parents on an annual basis to reflect accurately the child ASN journey through primary education.

Individualised Educational Programmes

An IEP is a non-statutory document used to plan for pupils who require individualised learning targets in Literacy, Numeracy and Health and Wellbeing. An IEP contains the targets to be achieved by the child. Where appropriate, information from CPMs, supports and strategies sheets, supporting for learning profiles or health care plan can inform and complement the targets and information in the IEP.

Parents/carers are consulted on IEP targets and these are regularly reviewed and evaluated over each school session.

Relevant IEP targets are also shared with learners to help them understand their learning targets where appropriate.

Appendices

Ratho Primary School

Pupil Support Officer Referral Form

Child's name	Child's Class:
Your name:	Date:
Area of concern (please tick): o Friendships o Anxiety o Home Life o Emotional Regulation o Bereavement	
Other Information:	

Ratho Primary School

Support for Learning Request

Complete this form and give to SfL Teacher.

Name of child	Class	Name of referrer	Date

Note strengths and motivations. Highlight areas of concern that apply and comment on main concerns.

	Strengths and motivations of the child
Concerns	**Comments**
Safe	
Healthy	
Achieving	
Nurtured	
Active	
Respected	
Responsible	
Included	

*Please attach a copy of *Circle Participation Scale/ Support and Strategies planning page* and/or Literacy *Checklist* indicating strategies implemented to date.

Anticipated outcome of referral	
Has there been discussion with parent/carer about this referral?	**Yes** **Date:**
ASL Team Action	
Date	

Ratho Primary School

Support for Learning Profile

Name of Child	Date of Birth

Stage	Class Teacher/s
Primary 5	
Primary 6	
Primary 7	

Profile:

Factors giving rise to Additional Support Needs
-

Impact on learning	Date
-	

Date	Strategies and Supports (specific to this learner)	Evaluation/ Next steps/ Comments
	-	

Parent/ Carer and Learner Views	Date

Last Reviewed	
Name	**Date**
Fiona Shivas, Sfl teacher	
Lynne Smith, Deputy Head	
, Class Teacher	

Ratho Primary School

Dyslexia Assessment Report

Pupil:			**Designation**
Date assessment started: session 2022/2023	**Report completed by:**		SfL teacher
Age at testing:	**Completed in consultation with:**		DHT
Class and teacher:	❑ **Shared with parents?**	❑ **Shared with class teacher?**	❑ **Shared with pupil?**

Dyslexia is evident when accurate and fluent word reading and/or spelling develops very incompletely or with great difficulty. This focuses on literacy learning at the 'word level' and implies that the problem is severe and persistent despite appropriate learning opportunities.

Relevant background information (teacher, parent and child's view)	**Access to appropriate learning opportunities and additional support from SFL records**	**Other associated difficulties / history of dyslexia in family?**
Pupil A	P3 –	❑ Has a hearing assessment been done? ❑ Has visual stress been assessed for?

Standardised Literacy Assessment Results	Pupil's Strengths	Main areas of difficulty noted by class teacher/SFL
(<85 = below average, 86 – 89 = low average, 90 – 115 average, >115 = above average) **SWST:** **SWRT:** **YARC Accuracy:** **Reading Rate:** **Comprehension:** **PHAB2** **Phonological Processing** **Alliteration:** **Phoneme Deletion:** **Phoneme Substitution:** **Phonological Production** **Fluency (rhyme and alliteration):** **Naming Speed (pictures):** **Naming Speed (digits):** **Non-word reading:** **Phonological working memory:** **Fluency (Semantic):** **(Categories)** **Free writing assessment:**	**Pupil A**	**<u>Spelling</u>** **<u>Listening and Talking/working memory</u>** **<u>Reading</u>** **<u>Writing</u>** **See free writing assessment. Add anything else which bis relevant….** **<u>Maths</u>** **<u>Memory/processing</u>**

Conclusions: Given all the aforementioned and the overall picture provided by his teacher and parents, and with reference to the definition, Pupil A presents with Dyslexia.

Agreed actions (school)	Supports and strategies (home)
• use overlay for all reading activities and tinted paper/drywipe board from writing if visual stress is diagnosed. If not, a reading ruler may be beneficial to aid tracking reading • **Pupil A** will have a Supports & Strategies sheet which will contain all supports to be put in place. This will be shared with parents and the class teacher, and updated each year by both the class teachers and SfL teachers • use a phonic spellchecker in P5 and explore touch typing • progress in literacy will be monitored by both the school and the CEC Dyslexia Service • Dyslexia Information Leaflet issued to parents	• Listen to Audiobooks to support a love of books and reading: Overdrive from Edinburgh library (free) and EPIC app for variety of online books (subscription). Library service also has dyslexia friendly books available. • Use technology to support spelling and writing – speech to text (available on ipads and laptops), Spelling City (free), Nessy phonics (subscription) • Use the RWI method of marking graphemes in spelling words (not common words) • Use a multisensory approach to learning common words (spelling booklet) • Use an Edinburgh Sounds chart (provided by school)/phonic spell checker at home to support any writing activities • learn keyboarding skills using free programs such as Doorway online and BBC Dancemat or Nessy Fingers (subscription) • Limit the amount of time spent on homework – chunk into manageable time slots. • Learn as much as you can about dyslexia, look at: Dyslexia Scotland website (parents); Dyslexia Unwrapped website (for children); books, such as The Illustrated Guide to Dyslexia and Its Amazing People.

Individualised Educational Plan

Pupil Name

Class

Ratho Primary School

20..-20..

Profile

Factors giving rise to additional support needs

-

Approaches

-

Health and Well Being

Long Term Outcome		
Learning Outcome/Success Criteria	**Evaluation/Next Steps**	**Timescale/Achieved**
		From date **To Date** **Achieved:**

Short Term Outcomes			
Learning Outcome/Success Criteria	**Who/What/How?**	**Evaluation/Next Steps**	**Timescale/Achieved**
			From date **To Date** **Achieved:**

Communication – Literacy – Writing - spelling

Long Term Outcome		
Learning Outcome/Success Criteria	**Evaluation/Next Steps**	**Timescale/Achieved**
		From Date **To Date** **Achieved:**

Short Term Outcomes			
Learning Outcome/Success Criteria	**Who/What/How?**	**Evaluation/Next Steps**	**Timescale/Achieved**
		.	From Date To Date Achieved: Date:
			From Date To Date Achieved: Date
			From Date To Date Achieved: Date

Communication – Literacy – Writing

Long Term Outcome		
Learning Outcome/Success Criteria	**Evaluation/Next Steps**	**Timescale/Achieved**
		From Date **To Date** **Achieved:** **Date:**

Short Term Outcomes			
Learning Outcome/Success Criteria	**Who/What/How?**	**Evaluation/Next Steps**	**Timescale/Achieved**
			From Date **To Date** **Achieved:**

Communication – Literacy – Reading

Long Term Outcome		
Learning Outcome/Success Criteria	**Evaluation/Next Steps**	**Timescale/Achieved**
		From Date **To Date** **Achieved:**

Short Term Outcomes			
Learning Outcome/Success Criteria	**Who/What/How?**	**Evaluation/Next Steps**	**Timescale/Achieved**
			From Date **To Date** **Achieved:** **Date:**
			From Date **To Date** **Achieved:** **Date:**

Numeracy - Numbers

Long Term Outcome

Learning Outcome/Success Criteria	Evaluation/Next Steps	Timescale/Achieved
	.	From Date To Date Achieved: Date:

Short Term Outcomes			
Learning Outcome/Success Criteria	**Who/What/How?**	**Evaluation/Next Steps**	**Timescale/Achieved**
			From Date To Date Achieved: Date: