

Summary of SEND Documents

Record of Meeting with Parents/Carer

Agree to be involved in the child's learning journey

Agenda	Topic	Notes
Date of Meeting: _____	People Present: _____	Topic: _____
Reason for Meeting: _____		
What was discussed: _____		
Actions Agreed: _____		By Whom: _____
Signed by School/Practitioner: _____		
Signed by Parent: _____		

A Record of Meeting/ Carer

Can be used to summarise a meeting or discussion about a child's needs either with the child's parents/ carers and or with involved professionals. Circle the area of the graduated response (assess, plan, review) that relates to the process occurring during the meeting.

Summary of Observations

Child's Name: _____ DOB: _____ Age in Months: _____

Date: _____ People involved in completing this: _____

Reasons for gathering these observations: _____

What types of observations have been used? e.g. direct, indirect, etc. _____

How many observations have been undertaken before completing this summary? _____

What strengths and interests have been observed? _____

Do you have any concerns as a result of these observations? _____

Have any barriers to learning been identified? _____

What do you feel the child was communicating? (this may be through words, actions, etc.) _____

Any Other Comments (including input from parent/carer): _____

Next Actions: _____

B Summary of Observations

When initial concerns are identified observations will be key in developing an understanding of the child's needs. Depending on the child's needs different types of observations may be useful, this form will allow you to bring the information gathered from several observations to form a bigger picture of the child's needs.

Patterns of Behaviour

Child's Name: _____ DOB: _____ Age in Months: _____

Date: _____ People involved in completing this: _____

Reasons for gathering these observations: _____

What types of observations have been used? e.g. direct, indirect, etc. _____

How many observations have been undertaken before completing this summary? _____

What strengths and interests have been observed? _____

Do you have any concerns as a result of these observations? _____

Have any barriers to learning been identified? _____

What do you feel the child was communicating? (this may be through words, actions, etc.) _____

Any Other Comments (including input from parent/carer): _____

Next Actions: _____

C Patterns of Behaviour

To be used when there is any behaviour or activity that is causing a concern, this helps to establish a pattern to the behaviour. Practitioners can then implement appropriate support to allow child to succeed or take further actions.

Graduated Approach Cycle (Assess, Plan Do, Review)

Child's Name: _____ DOB: _____ Age in Months: _____

Date: _____ People involved in completing this: _____

Reasons for gathering these observations: _____

What types of observations have been used? e.g. direct, indirect, etc. _____

How many observations have been undertaken before completing this summary? _____

What strengths and interests have been observed? _____

Do you have any concerns as a result of these observations? _____

Have any barriers to learning been identified? _____

What do you feel the child was communicating? (this may be through words, actions, etc.) _____

Any Other Comments (including input from parent/carer): _____

Next Actions: _____

D Graduated Approach Cycle (Assess, Plan Do, Review)

To summarise what actions have occurred across a period of time to address the child's needs. This provides a pen picture for all involved. It is important to include what the setting is doing as well as advice from outside agencies.

Chronology - What support has been put in place?

Child's Name: _____ DOB: _____ Age in Months: _____

Date: _____ People involved in completing this: _____

Reasons for gathering these observations: _____

What types of observations have been used? e.g. direct, indirect, etc. _____

How many observations have been undertaken before completing this summary? _____

What strengths and interests have been observed? _____

Do you have any concerns as a result of these observations? _____

Have any barriers to learning been identified? _____

What do you feel the child was communicating? (this may be through words, actions, etc.) _____

Any Other Comments (including input from parent/carer): _____

Next Actions: _____

E Chronology

To use if you would find it helpful to record key points in the assessment and support of children with emerging needs and SEND, this could be used alongside or instead of the Graduated Approach Cycle.

Identifies the child's needs and support for the short term, in collaboration with parents and carers. Specific targets are set, and strategies that will be put in place to support the child daily are identified.

My Individual Child Plan Tracking Sheet		
Date:		
Child's Name:		
Target:		
Date achievement	What happened and if the outcome	Parent/one other



To be used to summarise the implementation of the targets on ICP. This is an aide memoir, and will support practitioners to make accurate assessment at the point of review.

Section and Support Plan		
Child's Name	Date of Birth	Name of Setting ("Childcare")
<p>Parental, Social and Educational Needs</p> <p>Support for Learning (provide any evidence to show how you have identified the need)</p> <p>What strategies should be used to reduce the barriers to learning?</p>		
<p>Communication and Language Needs</p> <p>Support for Learning (provide any evidence to show how you have identified the need)</p> <p>What strategies should be used to reduce the barriers to learning?</p>		

Key to supporting the child with emerging needs and SEND is the day to day enhanced support and strategies to support the child's access and development. This needs to be used alongside the Individual Child Plan and it will be useful in referring to Early Support or for and EHC Needs Assessment

Plan for Supporting Student Interactions			
Name of Child		Name of Adult	
Name of Setting/Coordinator		Date of Plan	
Name of Person Completing Form		Date of Review	
Parent/Caregiver Comments/Instructions			
<div style="text-align: center;">Notes</div>			
<div style="text-align: center;">Comments if Intervention is not Working</div>			
Key Observations/Notes (How often, context for observations and, where of behavior [Situational, reciprocal])			
Strategies already tried	Outcomes	Notes	


To be used once a Patterns of Behaviour observation has been completed. Summarises key assessments relating to the child's interactions. A plan is established to support the whole staff team to implement agreed strategies to support the child to engage positively and respond to behaviours causing a concern

Risk Assessment for Children with Complex Medical Needs and/or Complex Physical Needs

Child's Name	Date of Birth	Setting
<p>Area of disclosure, medical issue, or physical need</p> <p>What are the medical risks that are not met and/or monitoring</p>	<p>Medical</p> <p>What is the plan for ongoing monitoring and/or medical review or treatment that is currently needed</p> <p>professional</p>	<p>Risk of medical issue or physical need that is not met or at risk of ongoing medical treatment</p>
<p>What are the risks?</p> <p>What is the risk?</p> <p>Physical risks</p>	<p>How often? - Address the risk that is taken to reduce the risk</p> <p>from</p>	<p>How likely? How common is the risk of the physical condition? Is it considered acute?</p>
<p>Physical risks</p>	<p>from</p>	<p>How likely? How common is the risk of the physical condition? Is it considered acute?</p>
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Handling Required Date Completed



To record risks and actions to respond to a child's complex medical or physical needs