The Loriners MAT
SEND: ASSESS, PLAN, DO and REVIEW cycle Academic Year 2024-2025

Cycle 1 – October 2024
Cycle 2 – January 2025
Cycle 3 – April 2025

1. ASSESS - information completed

- What level of SEND?
- Which cycle?
- Attendance (found on SIMS under pupil basic details)
- Current attainment across Reading, Writing, Maths and Science
- Any important additional notes (i.e. long illness) ☐ Teacher view completed?
- Child view completed – speak to YGL to arrange cover across year group for this

2. PLAN – creation of SMART targets set for next cycle

- Targets should not be continued onto the next cycle so if the target is unachieved/not completed how can this be adapted in some way?
- What does the child need?
- Do they have an area of difficulty?
- Are they already part of an intervention? Is this included in their targets? (for example Lego therapy)
- Do they have external targets set for example from Speech and Language team? These need to be included as one of child's targets.

All targets must be SMART –

S – Simple/specific
M – Measurable or observable
A – Attainable
R – Relevant
T – Timed

Examples below demonstrate targets which follow SMART steps;

Please do not use examples such as below	SMART targets would be…
To read with fluency.	To read 3 pages of Reading scheme book Stage 5 with fluency and expression for speech.
To improve spelling.	To spell 4 letter words with 'sh' or 'ch' eg shop, chin.
To improve concentration in the classroom.	To sit and listen to a story for 3 minutes.
To raise self-esteem.	To record his achievements at the end of the day/week in his special book.
To improve recall of multiplication tables.	To recall the multiplication facts for the 4 times table up to 12x4.
To increase sight vocabulary.	To recognise 'what, was, went, want' in and out of context.
To improve his handwriting.	Will write with the cursive style on the line 80% of the time.

3. DO –

- Ensure that any targets put in place are acted on.
- You are setting targets that will continue with the next class teacher in cycle 3– is this something that is realistic?
- For example if you've said that a child needs weekly times table testing or intervention to help them learn x4 times table are they getting it?
- Remember provision should be 'additional to/and or different from' not just the normal diet in class.

4. REVIEW - Evaluation of current targets – how have they got on?

- Has the target been met? (You may need to liaise with other staff in your team/previous class teacher) ☐ Any progress/improvement?
- Add commentary – trying to include any success. If the target has not been met – why not?

    As children are new to your class – have you read through their previous targets, documents and correspondence in the SEND folder?

Q Does the child need to stay at the SEND response level?

Remember the SEND register is for children who are receiving 'additional to/and or different from provision' as outlined in the 2014 SEN Code of Practice. If children are receiving the 'whole class diet' that everyone gets on a daily basis then they no long need to be on the register.

For example was at Enhanced School Based Support level and progress improved so now could move to school based support?