

Code of Practice 6.54		The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents.				
<p>Reviewing outcomes using a person centred approach</p> <p>(Refer to Person Centred Toolkit for further guidance on choosing appropriate person-centred tools to help gather the information needed.)</p> <p>The SEND Code of Practice suggests that the progress towards meeting planned outcomes should be tracked and reviewed regularly, at least termly.</p>	<ul style="list-style-type: none"> • What does good support look like? • What is 'reasonable' in terms of a balance between individual/small group and whole class access? • Take each outcome:- <ul style="list-style-type: none"> – What has specifically been done in relation to the outcome? i.e. smaller hopefully SMARTER outcome – Baseline - this could be a behaviour, a feeling or a skill – Intervention – Evaluation – Next outcome 					
	Outcome	Specific target	Baseline	Intervention	Evaluation	Next steps
	Billy will develop at least 1 strategy to plan his work, in order to make expected progress in all areas of his learning.	Billy's factual writing will have an appropriate structure for the type of writing being undertaken (list types)	At the beginning of the year Billy was able to write but his narrative lacked structure. His factual reports contained much of the information require but lacked a logical structure.	Specific teaching of how to use a writing frame to structure work. Initially started with 2 progressing to 3 and then 4. Initially to be supported with selection and completion but moving to independence as appropriate. Can be used in science, humanities and some English tasks as a minimum	Billy can consistently use the following writing frames x, y, z. He has begun to generalise some of these skills to factual writing activities.	To develop more structure in his creative writing
		<p>Billy will make progress with literacy skills</p> <p>Billy's word reading will increase by at least 18 months in the next academic year from 8:9 yrs to 11:3 years Spelling skills increased from 7:10 to 9:4</p>	RA of 8:9 SA of 7:10	X3 Precision teaching of Yr 3/4 words-sight and spelling. Selection of word based on baseline assessment. Reading fluency addressed through paired reading. Access to clicker 7 in class to support reading	On the same assessment has r.a of 10:00 and spelling age of 9:2. This is good progress but not quite achieved target.	To develop functional literacy – RA of 11+
		To make progression toward meeting differentiated learning outcomes	Billy struggles to retain concepts taught from lesson to lesson.	Clear planning in relation to appropriate learning outcomes for Billy. Opportunities for pre-tutoring subject specific vocab. Use of visual aids to support learning – mind maps etc Opportunities to revisit and revise previous learning. Clear success criteria identified by which learning can be evaluated.	End of section assessments indicated that Billy had retained and was able to demonstrated knowledge of learning outcomes with 75% success rate. Assessment of these results indicates Billy finds it easier to retain and recall information that is more concrete in nature and where learning has been supported with visual aids	To maintain progress on identified learning outcomes
Billy will develop at least 1 emotional regulation strategy, so that he is able to manage his emotions more successfully and interact appropriately with peers.	Billy will use the 3,4,5 breath technique when he recognises he is getting anxious or frustrated with his work	Billy is beginning to recognise when he is getting anxious or frustrated but is not yet have a strategy to effectively manage these emotions.	Specifically teach the breathing exercise so that Billy is familiar with it. Once familiar and confident, adults to support Billy to notice when he is getting anxious and or frustrated and support him to use the exercise	Billy enjoyed the relaxation exercises and will use the technique in class with the support of an adult. This skill is not yet at mastery level as he still needs some adult support to implement the strategy	To spontaneously use the calming technique in stressful situation independent of adult direction.	