



SEND Policy

Date of last review by Local Governing Body	September 2026
Review cycle	Annual
Policy due for review by Local Governing Body	September 2027

Introduction

At Estuary Academy North, we believe in valuing young people and treating them with respect. All pupils are supported to achieve their best possible outcomes, and to make personal progress, but a key focus for us is the support of children with SEND needs. We cannot diagnose, but we can help to identify needs which impact learning or engagement and ensure that there is support in place to help all of our children to overcome barriers, make progress and feel positive about themselves and their achievements.

We know that, with any change in school placement, there will be anxiety about how your child's needs will be met. Our team works hard to support student needs in school, with a broad and balanced curriculum, personalised work, supportive teaching strategies, 1:1/small group specialist interventions for a range of needs, and good communication to ensure that support is consistent for our pupils. We are keen to work with parents to prepare our students for their onward pathways and options in school and in life.



Above: Our Sensory Rooms (Zen Zone on the right is also used by our School Counsellor).

Below: Breathing Space, our calm SEMH support room (left), and our quiet SEND Space for 1:1 and small group intervention support (right).



This policy should be read in conjunction with the SEND Information Report

This policy should also be read in conjunction with the following school policies; Behaviour Policy, Equalities Policy, Safeguarding Policy and Complaints Policy.

This policy is written in line with the requirements of:-

Children and Families Act 2014

SE Code of Practice 2015

SI 2014 1530 Special Educational Needs and Disability Regulations 2014

Part 3 Duties on Schools – Special Educational Needs Co-ordinators

Schedule 1 regulation 51– Information to be included in the SEN information report

Schedule 2 regulation 53 – Information to be published by a local authority in its local offer

Equality Act 2010

Schools Admissions Code, DfE 1 Feb 2012

SI 2012 1124 The School Information (England) (Amendment) Regulations 2012

SI 2013 758 The School Information (England) (Amendment) Regulations 2013

Definition of SEN

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. *SEN Code of Practice (2015, p 15)*

Definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is'...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' *SEN Code of Practice (2015, p16)*

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About us

Estuary Academy North is a cross phase Alternative Provision which caters for pupils in Key Stage 3 and 4. KS3 and KS4 Pupils can be referred to us for a short, respite stay, though some KS4 can be referred to us for long term provision, where appropriate. We work closely with pupils' mainstream schools to support the transition process between provisions.

We recognise that many pupils join our school after periods of poor attendance, with significant gaps in their learning. Behaviour may have masked other underlying special needs such as speech and language difficulties, moderate learning difficulties and sometimes specific learning difficulties such as Autism, ADHD, Tourette's and hearing or vision issues.

Our school is committed to providing the highest quality education for all, which supports pupils to make successful transfers back to mainstream provision, onward routes to specialist provisions where appropriate or to achieve ambitious destinations. We are a learning and caring community, where all members - pupils, teachers, parents, staff and the management committee - play a key role in building this community. We recognise and celebrate the contributions made and we show respect for all. Working together in an inclusive manner, we are all striving to achieve our very best whilst acknowledging that that will look different for each of us.

1. The kinds of special educational need for which provision is made at the school

The admission arrangements for pupils without a statement of special educational needs or Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs. All pupils who join our school are considered to have special educational needs due to their Social, Emotional and Mental Health (SEMH) needs.

At Estuary Academy North, we can make provision for every kind of frequently occurring special educational need without a statement of special educational needs or EHCP, beyond the typical provision made for each and every child's SEMH needs. For instance, the service supports dyslexia, dyspraxia, speech and language needs, ASC, learning difficulties and behaviour difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can also be met within the SEND core standards as set out by the Code of Practice.

As set out by the PRU agreement (KCC), we are unable to provide admission and support for students with a finalised EHCP. However, we recognise that some pupils who are referred to us need the ongoing level of support which can only be achieved through the award of an EHCP. We work collaboratively with parents, students and mainstream school to decide if this is appropriate. We then fully support the process in the most appropriate way possible, including facilitating expert testing, providing in-house evidence of need, completing Appendix 2s, meeting with stakeholders and providing updates to Educational Psychologists.

Should an EHCP be awarded to a student during their time with us, appropriate and timely transition plans are put in place to support them in moving to the best provision to meet their needs, either named on the EHCP or identified in conjunction with their parents and mainstream school. In rare situations where an EHCP is awarded near the end of a student's time at our school, or at a point in their KS4 where transferring schools would negatively impact their GCSEs, we may decide to continue to work with that student until the natural

point of moving, working collaboratively to ensure the most appropriate destination is secured and transition work is undertaken.

At Estuary Academy North, we endeavour to achieve maximum inclusion of all pupils (including vulnerable learners) whilst meeting their individual needs. This means we ensure all pupils have full access to an appropriate broad and balanced curriculum. We are clear that whilst SEND might be an explanation for delayed or slower progress it is not an excuse, meaning we strive to narrow the gap in attainment between vulnerable groups of learners and others.

It is also worth noting that English as an Additional Language (EAL) is not considered a Special Educational Need. However, we recognise that to support EAL learners they will require differentiated work and individual learning opportunities which form part of our provision for vulnerable learners.

We recognise that to support the progress of our vulnerable learners, one of the aspects we must focus on most heavily is the promotion of 'children's self-esteem and emotional well-being' helping them to 'form and maintain worthwhile relationships based on respect for themselves and others.' (National Curriculum, 2000).

Furthermore, we recognise that students with Special Educational Needs are more vulnerable to abuse and exploitation and we must therefore be mindful of this in our dealings with pupils and be proactive in our approach (please see our Child Protection and Safeguarding Policy for more information).

2. Information about the policy for identification and assessment of pupils with SEN

At Estuary Academy North, we assess pupils on entry as well as monitoring the progress of all pupils throughout the year to review their academic progress. We also use a range of assessments with all the pupils at various points including

- The GL Assessment suite, including assessments for Literacy, Numeracy, Spelling, CATS testing (for KS4) and PASS. We also have access to the GL Dyslexia and Dyscalculia screeners, for any students who may require this.
- RSCA/BYI – The Resiliency Scales and Beck Youth Inventories are completed in a student's initial session with our School Counsellor, and provide an indicator of their current mental health, areas of concern, vulnerabilities and possible barriers to learning or support. These help us to tailor support options or interventions.
- Language link – speech and language skills screening and follow up as needed.
- Boxall – on entry, mid-point and return for respite students, three times per year for long-stay students. This helps us to both identify needs and potential targets for students to work towards to improve their social communication and school/workplace skills, but also enables us to show progress clearly against a range of indicators
- Past papers – some of our core subjects use past papers to create a baseline for KS4 students, to quickly identify knowledge gaps and personalise learning plans.

Additionally, where it is noted that a student has particularly low scores, or is struggling to work independently on class tasks, exam access arrangement testing may also be undertaken (long-stay KS4 students only). These are completed separately by our SENDCO, Dawn Johnson, who is a qualified assessor.

Where needs are identified or a student is making insufficient progress, our school has a full spectrum of interventions which can be deployed at different levels to ensure every student has the support they need to reach their full potential. The SEND team are fully trained and supported to deliver a specific set of interventions, to ensure the highest quality of support possible. These follow the 'Assess, Plan, Do, Review' cycle and are regularly monitored through SEND team meetings, SENDCO observations and department audits.

The interventions offered include, but are not limited to:

- Reading – reading for meaning, comprehension, speed and fluency, inference and deduction, literature deep-dives, writing masterclasses;
- Handwriting and fine motor skills;
- Numeracy – working in collaboration with the Maths department, and using a range of visual, sensory and tactile resources, including Numicon;
- Sensory Circuits;
- SEMH interventions including Drawing and Talking, Lego Therapy and anxiety support,
- Sensory room use (see Sensory Room Policy);
- Counselling;
- Daily settling strategies, 3 Good Things and check-ins;
- Mentoring;
- Speech, language and communication programmes, such as language link.

Some pupils may still struggle to make progress, despite high-quality teaching targeted at their areas of complex need. For these pupils, and in consultation with parents, we will use a range assessment tools to determine the cause of the learning difficulty. We have access to dyslexia and dyscalculia screeners, as well as screening for visual stress, and have access to external advisors who are able to suggest alternative assessment tools to provide additional information, where needed – often as part of a larger investigation of need, such as the EHCNA process or assessment for a Neurodivergent condition via CYPMHS (CAMHS) or Psicon.

We will ensure that all teachers and support staff who work with the pupil are aware of the support which is needed and the teaching approaches to be used. Arbor software is creatively used to ensure a timely flow of updated information between teachers, pastoral team and the SEND team through a range of documents, including Pupil Passports, Teacher Passport and test score data. Detailed test results, referral sheets for school intervention and EHCP/ND assessment tracker documents are available to all staff through our Sharepoint space to ensure that relevant and up-to-date pupil information is always available to the staff team. All members of staff have the appropriate, secure access to Arbor and Sharepoint, ensuring they are able to fully understand and support each student's needs.

To understand this process further please see the SEND provision flowchart which forms part of the SEND Information Report.

3. Information about the school's policies for making provision for pupils with special educational needs whether or not they have EHC Plans, including

3a. How the school evaluates the effectiveness of its provision for such pupils

Each review of student needs will be informed by the views of the pupil, parents, subject teachers and SEND Mentors, as well as the assessment information from the SEND team and teachers - which will show whether adequate progress is being made.

The SEN Code of Practice (2015, 6.17) describes inadequate progress thus:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between rate of progress
- Widens the attainment gap

For pupils with an Education, Health and Care Plan, there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision, as well as interim reviews throughout the year. The collation of all annual review evaluations of effectiveness will be reported to the management committee. Please note, that in the majority of cases, we are unable to admit students with EHCPs due to the PRU agreement (KCC).

Our commitment to ensuring the effectiveness of provision relies on our secure monitoring and evaluation processes for the interventions and support we offer in an open and honest way. We carry this out in the following ways:

- Classroom observations
- Work sampling
- Teacher discussions with SENDCO
- SEND focus learning walks
- Informal feedback from staff, pupils and parents
- SEND team meeting discussions
- Team Around the Child and Team Around the School meeting discussions
- Alongside data monitoring and whole school assessment approaches

3b. The school's arrangements for assessing and reviewing the progress of pupils with special educational needs

Every pupil in the school has their academic progress tracked three times per year. In addition to this, pupils with special educational needs may have more frequent assessments as appropriate to their needs. Using these assessments, it will be possible to see if pupils are improving their level of skills in key areas.

If these assessments do not show adequate progress is being made the support for the pupil will be reviewed and adjusted.

ISP - Additionally, every student works with their form tutor and family to create an ISP document, outlining their skills, interests, aspirations and their potential support needs and strategies to help them. This document is designed to be used and updated by all staff through the year, where relevant, to provide a supportive overview of the student, their needs, their interventions and support and their progress. It is designed to ensure that each pupil receives the most appropriate and tailored support and guidance during their placement with us, to ensure the best possible outcomes. An example of the ISP paperwork is included at the end of this document, in Appendix 1.

3c. The school's approach to teaching pupils with special educational needs

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. As stated *'Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered'* SEN Code of Practice (2015, 6.37)

At Estuary Academy North, the quality of teaching has been judged to be Good, according to our last Ofsted inspection, and the school is working closely with all stakeholders to improve this further.

We follow the Mainstream Core Standards (<https://www.kelsi.org.uk/special-education-needs/inclusion/the-mainstream-core-standards>) advice developed by Kent County Council to ensure that our teaching conforms to best practice. In meeting the Mainstream Core Standards, the school employs some additional teaching approaches, as advised by internal and external precision teaching, small group teaching, use of ICT software learning packages and assistive technology, as well as vocational subject teaching. These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'

3d. How the school adapts the curriculum and learning environment for pupils with special educational needs

At Estuary Academy North, we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in statements of special educational needs or Education, Health and Care Plans.

It is our intention to ensure continuously that the curriculum and learning environment are appropriate for all children. We have the following in place:

Buildings

- Disabled toilet facilities and zero-step access routes to site
- Vocational subject specific provision
- Intervention rooms with space for SEMH support
- Counselling specific rooms
- Sensory rooms

Curriculum

- Respite SEMH specific curriculum
- Curriculum design reflecting need for engagement and pupil destinations
- Literacy and Numeracy interventions, which draw on a range of resources and schemes
- Language link

Staff training

- INSET training for all staff on SEND
- SEND Mentors responsible for specific interventions with ongoing training and support
- SEND Mentors developing areas of expertise

We will continue to develop:

- Curriculum enrichment and deepening of pupils' understanding
- SEND knowledge and expertise amongst staff
- Teaching of comprehension skills and the love of reading and learning
- SEND systems and monitoring

3e. Additional support for learning that is available to pupils with special educational needs

As part of our budget we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and personalised teaching for pupils requiring SEN support. The amount of support required for each pupil to make good progress will be different in each case and a full list of the interventions we can offer is available on our website and in our staff information areas. In very few cases, a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resource for pupils with high needs, and above that amount the Local Authority should provide top up to the school through Higher Needs Funding. Due to the funding arrangements at our school, we are unable to apply for Higher Needs Funding however, we are committed to providing the same level of support as set out through Higher Needs Funding.

3f. How the school enables pupils with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs

All clubs, trips and activities offered to pupils at our school are available to pupils with special educational needs either with or without a statement of special educational needs or Education, Health and Care Plan. Where it is necessary, the school will use the resources available to provide additional adult support to enable the safe participation of the pupil in the activity.

3g. Support that is available for improving the emotional and social development of pupils with special educational needs

At Estuary Academy North, we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching, for instance tutor time and SMSC events, and indirectly with every conversation that adults have with pupils throughout the day.

For some pupils with the most need for help in this area, we can also provide the following: access to counsellor, a range of SEMH intervention options, access to sensory rooms, mentor time with a member of the senior leadership team, external referral to CYPMHS (CAHMS) and intervention space for the pupil to use when necessary. Further provision is regularly added to reflect the needs of our pupils.

Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support.

4. The name and contact details of the SEN Co-ordinator

4a. The SENDCO at Estuary Academy North is Dawn Johnson, who is a qualified teacher and SENDCO, with a decade of experience working in our AP. She works closely with our SEND Mentors, teachers and SLT.

Dawn can be contacted on the main school number: **01474 332897**, or email

djohnson@estuaryacademy.co.uk / SENDNorth@estuaryacademy.co.uk

Dawn's Line Manager, Lucy Mullan, and our Headteacher, Zoe Martyndale-Howard can be contacted via the main school email/phone number if you are unable to reach Dawn via the methods listed above and require urgent contact. (**01474 332897** / officenorth@estuaryacademy.co.uk)

4b. Responsibilities as set out in the SEND Code of Practice 2015

In line with the recommendations in the SEND Code of Practice 2015, we clearly set out the responsibilities of all parties for the success and achievement of pupils with SEND.

Internal and external monitoring of our SEM provision comes from our head teacher and SLT governors our trust and external providers These take the former visits observations data scrutiny and other monitoring actions.

The Headteacher, SLT and MLT provide strategic overview and input for SEND provision in our school.

The SENDCO runs the SEND provision within our school and liaises with outside agencies and families.

Supporting pupils to achieve their potential, feel cared for and be emotionally stable is at the heart of everything we do.

The SEND Mentors provide targeted interventions and personalized support.

Our whole staff team share information and maintain awareness of each pupil's needs and challenges, and liaise with the SEND team regularly.

We strive to create a constant flow of information to ensure all parties are aware of the challenges for each pupil and the strategies that enable the students to achieve their potential This means we nurture and create clever relationships with parents, mainstream schools and external agencies.

It is also worth noting the responsibilities of all staff to support students' SEND needs ensuring their have opportunity to meet their full potential. Therefore all staff are expected to:

- Be responsible for the progress and development of each pupil with whom they work
- Work closely as a team to plan and assess the impact of support and additional provision making clear, relevant and contextual links to main classroom teaching
- Work with the SENDCO to review each pupil's progress and development
- Follow this SEND policy and refer any pupils where there is a cause for concern

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured

All teachers, wider staff and SEND Mentors have regular training as appropriate. A full record of staff training can be requested from the school office.

Where a training need is identified beyond this, we will find a provider who is able to deliver it. Training providers we can approach are Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Physiotherapists, Dyslexia specialists etc. The cost of training is covered by the notional SEN funding.

6. Information about how equipment and facilities to support children and young people with special educational needs will be secured

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEN funding, or seek it by loan. For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

7. The arrangements for consulting parents of children with special educational needs about, and involving them in, their education

All parents of pupils at our school are invited to discuss the progress of their children on three occasions a year and receive a written report once per year. In addition, we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need. All such provision will be recorded, tracked and evaluated on their Arbor profile.

If following this, normal provision improvements in progress are not seen then we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better.

In addition to this, parents of pupils with a statement of SEN / Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible, will also include other agencies involved with the pupil. Information will be made accessible for parents. At Estuary Academy North, we use Arbor to record all SEND provision. We regularly seek feedback from parents to ask how we can improve our offer and to ensure that we understand the challenges they face.

We also offer a range of SEND parent events or meetings to support parents with key processes, such as applying for an EHCP or applying for DLA/PIP. These are either provided by our school staff or external experts as appropriate.

8. The arrangements for consulting young people with special educational needs about, and involving them in, their education

When a pupil has been identified as having special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning – this happens through the Pupil Passport document as well as at the start of interventions.

9. The arrangements made by the Management Committee relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school

The normal arrangements for the treatment of complaints at Estuary Academy North are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the SENDCO or Headteacher to resolve the issue before making a formal complaint to the Chair of Governors.

If the complaint is not resolved after it has been considered by the Governors, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have a Statement of SEN or EHCP, where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

10. How the school and the Management Committee involves other bodies, including health and social services bodies, local authority support services and voluntary organisations in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

The school and the Governors have engaged with the following bodies:-

- Free membership of LIFT for access to specialist teaching and learning service
- Access to Educational Psychology service through the pupils' home schools
- Link to Disabled Children's Service for support to families for some pupils with high needs
- Access to the local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirements for direct therapy or advice
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team, etc
- Membership of professional networks for SENDCO eg NAS, SENDCO forum, NASEN etc

11. The contact details of support services for the parents of pupils with special educational needs and disabilities and children and young people with SEND up to age 25 (Code of Practice 2015, 6.39)

Information Advice and Support Kent (IASK) provides a free and confidential information, advice and support service for parents of a disabled child or child with special educational

needs and to children and young people up to age 25 who have a special educational need or disability.

Trained staff can provide impartial legally based information and support on educational matters relating to special educational needs and disabilities, including health and social care. The aim is to empower parents, children and young people to fully participate in discussions and make informed choices and decisions; also, to feel confident to express their views and wishes about education and future aspirations.

They can be contacted on

HELPLINE: 03000 41 3000

Office: 03000 412412

E-mail: iask@kent.gov.uk

www.kent.gov.uk/iask

12. The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

At Estuary Academy North, we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. The SENDCO and wider staff team have strong communication channels and ensure all information is transferred and, where possible, transfer meetings are held to share information first hand. Pre-admission meetings are led by our Programme Coordinator, and are often attended by the senior member of staff in charge of that phase. They include time with the SEND Assessment Mentor to ensure that every opportunity is taken to support the flow of information.

We also contribute information to a pupil's onward destination by providing information to the next setting. Each pupil leaves with either a Reintegration Pack (for respite pupils) or a Transition File (for long-stay KS4 who are moving on to Post-16 placements), detailing key information and contacts if anything further is needed.

13. Information on where the local authority's local offer is published.

The local authority's local offer is published on

<https://www.kent.gov.uk/education-and-children/special-educational-needs-and-disabilities/about-the-send-local-offer> and parents without internet access should make an appointment with the SENDCO for support to gain the information they require.

Parents and Carers may also find it useful to use

<https://www.kent.gov.uk/education-and-children/special-educational-needs/what-to-do-if-you-think-your-child-has-send/explore-your-options-for-sen-support> to determine what actions they might find useful moving forward.

If you have any questions about the contents of this policy or SEND provision at Estuary Academy North, please do not hesitate to contact our SENDCO, Dawn Johnson, using the contact details listed on page 12.

Appendix 1 - ISP

Individual Support Plan

Student Name:		Year Group:	
Tutor Group:		Vocational options:	
PSP ☐ Y ☐ N	If so, agreed hours:		
PP ☐ Y ☐ N	SEN: ☐ EHCP ☐ EHCP IN PROGRESS ☐ ASD ☐ ADHD ☐ SEMH ☐ PDA		
SAFEGUARDING: ☐ Early Help ☐ CIN ☐ CP ☐ CAMHS ☐ CIOC ☐ Young Carer ☐ DOLS			KNOWN ACES NUMBER _____
Attendance on Entry:	Autumn Attendance:	Spring Attendance:	Summer Attendance:
Medical Needs: ☐ Y ☐ N _____		Health Care Plan attached: ☐ Y ☐ N	

Assessment Data:			
Date of initial assessment:		Date of review assessment:	
PT English:	NGRT:	PT English:	NGRT:
PT Maths:	NGST:	PT Maths:	NGST:
PASS:		PASS:	

Parent/Carer Views:

Student views:

Any additional information:

People who support me/ my safe people:

Places or things that make me feel safe:

My precipitating factors and triggers:

--

When I am anxious, I:	You can support me by:
When I am defensive, I:	You can direct me by:
When I am showing risk behaviours, I:	You can keep me safe by:
When I am at tension reduction, I:	You can support me by:

What doesn't work for me:

Target 1			
How will I achieve this?	Who will help me to achieve this?	How will I know I am making progress?	How will I know I have met my target?
Review Date:		Target met: ☐ Y ☐ N	

Target 2			
How will I achieve this?	Who will help me to achieve this?	How will I know I am making progress?	How will I know I have met my target?

Review Date:		Target met: ☐ Y ☐ N	

Log of Interventions and Support			
Intervention:		Date Commenced:	
Assigned Staff:		Engagement:	
Intervention:		Date Commenced:	
Assigned Staff:		Engagement:	
Intervention:		Date Commenced:	
Assigned Staff:		Engagement:	
Intervention:		Date Commenced:	

Assigned Staff:		Engagement:	
Intervention:		Date Commenced:	
Assigned Staff:		Engagement:	
Intervention:		Date Commenced:	
Assigned Staff:		Engagement:	

risk assessment to go here

ISP completed by:		Designation:	
Date of initial ISP:			
Review 1 Date:		Review completed:	☐ Y ☐ N
Review 2 Date:		Review completed:	☐ Y ☐ N
Contributors:			
Student:	Signature:	Staff member:	Signature:
_____	_____	_____	_____
Parent/Carer:	Signature:	Parent/Carer:	Signature:
_____	_____	_____	_____
Home school:	Signature:	Other agency:	Signature:
_____	_____	_____	_____