

Offwell CofE Primary School – My Plan

Welcome to your child's 'My Plan'

What is a 'My Plan' and what is it for?

The 'My Plan' is a form of IEP (Individualised Education Plan) which is designed to support a **Graduated Response** to meeting your child's needs. This is the process of:

Assessing any needs which your child has, **planning** a set of targets designed to help them, outlining what we will **do**, (i.e. the provision which will be put in place to help them achieve the targets) and then **reviewing** and monitoring those targets.

When targets are met, they can be removed. If they are not met but the provision on offer is not having the desired effect, the support can be refined or changed for something different. This is recorded using a RAG rating system.



This is called the cycle of 'Assess, Plan, Do, Review'.

How are the targets set?

The targets will be set based on knowledge from the following sources:

- Termly in-class assessments
- Specialist assessments carried out by a member of staff
- Specialists from outside agencies if this has been requested (with your full knowledge)
- The day-to-day knowledge about your child from your child's class teaching team
- Any concerns which you raise about your child's progress or needs
- Any information received from your child's previous setting

How will the plan set out the provision available to your child to help them meet their targets?

Provision will be outlined in two places in the plan:

1. In the column which describes the provision put in place to help your child meet a specific SMART target
2. The non-target specific Provision Map on page 2 of the plan. This outlines adaptive, in-class teaching and targeted resources which will be in place to meet your child's needs as they access the whole curriculum rather than for specific targets.

Please be assured that the best place for your child to be in terms of thriving at school is in class, with their peers and their teacher. A lot of the provision described may pertain to the adaptive teaching strategies in the classroom which is in line with current advice.

How often are the targets reviewed?

The targets will be reviewed with you three times per year at about the mid-point of each term. They may also be reviewed more regularly if they have been met already or if new targets need to be added/amended based on advice from specialist agencies or if you would like to bring a review date back or forwards.

Who will review your child's targets?

The targets and provision will be reviewed with your class teacher and the SENDCo if you wish to request this. Everyone working with your child will have a copy of your child's My Plan and be aware of their targets.

How will my child know what their targets are?

The targets will be outlined in a separate booklet for your child. They will be adapted to make sure they are clear and understandable and that your child feels invested in the process of setting them, enjoys tracking them and knows when they have met them. Ensuring that they are confident and engaged as learners will allow them to make progress.



Name _____
Class _____
Year _____
24/25

**This is
My Plan**



My 'talking mats'

How I feel about different areas of my learning



What practical things helps me to learn



This is what it is like being me in the classroom



My Targets

If you get a red sticker - don't worry - it just means we have to find a different way to help you meet your target!

Area of learning	My Target	Autumn	Spring	Summer



How you can help?

- Read the My Plan carefully and please let us know if you have any queries or concerns. We want you and your child to be happy with the plan to enable the best possible progress to be made.
- Please work towards targets at home or support your child with any resources which come home aimed at supporting their targets.
- Please come and talk to your child's teacher or the SENDCo if you have any concerns.

What is Parent and Pupil Voice and how will it be collected?

Your and your child's views are hugely important in this process. After all, you both know your child best. The process will start with finding out what works well for your child in their learning environment. For example, if they feel anxious about standing up and speaking in front of the class but readily share ideas and opinions in a small group, this knowledge will be built into their plan. We will do this at the start of the year and revisit it as necessary to check whether anything has changed.

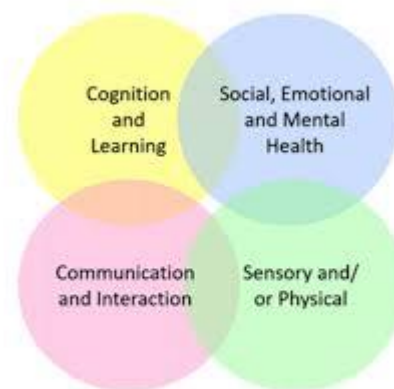
The SEND Register

You will already know from meeting with your child's teacher that having a 'My Plan' will mean that your child is receiving some support which is deemed to be 'additional to' or 'different from' the main class Adaptive Teaching. This means that they will be on the School's SEND register for the duration that the plan is in place. This does not have to mean that there are any concerns for your child academically and can pertain to any of the four areas of SEND outlined below.

Some Useful Terms used throughout the Plan

The four areas of SEND:

1. C&I Communication and Interaction
2. S&P Sensory and Physical
3. C&L Cognition and Learning
4. SEMH Social, Emotional and Mental Health



SMART Target: A target which is:

- Specific
- Measurable
- Achievable
- Relevant
- Time-bound

Adaptive Teaching: Teaching which is adapted to meet the needs of learners within their classroom setting.

Precision Teaching: Specific, highly structured teaching of measurable skills e.g. High Frequency word recognition, number bonds to ten.

Pre-teaching: A strategy that involves the teaching of key concepts or skills prior to the lesson to aid confidence and context.

RAG Rating: RED/AMBER/GREEN system to show when a target has been met/partially met/not met within the current cycle of support.

Non-target specific Provision Map: On the second page of the plan you will see lists of teaching strategies and resources which, following discussion, will be in place to support your child. They are the general provision which will help your child across the curriculum and cannot be linked to specific targets.

My Plan Template

OFFWELL SCHOOL MY PLAN

This My Plan belongs to:

Class:

Date of Birth:

Year Group:

Date and academic year: 24/25

Parent Voice What is working well: What my main concerns are:	Needs Profile Main area of need profile: e.g. C&I, S&P, SEMH, C&L Strengths which will relate to teaching and learning strategies: Needs:
Outcomes I would like for my child in the next year:	Other Plans/Advice in place which may inform your child's 'My Plan' ☐ Relational Plan ☐ EHCP ☐ Advice from specialist services e.g. SALT ☐ ☐ ☐

OFFWELL SCHOOL MY PLAN

Date target set	Area of need	SMART Target	Provision to include whether classroom strategy/intervention/precision teach/specific resources etc.	Home Support (to include advice/guidance for strategies or resources)	RAG rating Mid - Spring	RAG Rating Mid - Summer	RAG Rating Mid - Autumn
Autumn 24							
Autumn 24							
Autumn 24							

At each review:

1. Keep only 2 or 3 targets going at any one time
2. Green out entire row when met to show that we are no longer working on this target
3. Add new row for an additional target if necessary
4. Add in any new or different provision or home support for targets still in place
5. Following the Mid-Autumn term review, a new My Plan will be started for the next academic year

Review notes with parent and child (add in any additional rows for additional meetings):

Date	Notes:
Spring	xxx
Summer	xxx
Autumn	xxx

At the Autumn Term Review:

1. Start a new Proforma, copying any targets and provision being taken forward i.e. anything AMBER or RED
2. Redo pupil voice using Talking Mats and reflecting on the last year's targets and support

Please note that there are also pages which outline non-target specific provision and your child's views and experience of learning.