

My Needs Profile

Number		Year Group		Term	
Standard Profile		Pastoral Support Program		Adopted From Care / Special Guardianship	
Name Of Child		D.O.B.		Start Of Plan Date	
Class/Teacher		Teaching Assistant		Other Adults	
Meeting Date		Present At Meeting		Review Date	

Meeting Overview / Aims

Welcome & Introductions. The purpose of this meeting is to discuss the behaviour of the child. It is important that we consider the education and wellbeing of the child whilst also remaining mindful of the right of the other children at the school to learn, be safe and happy, and the right for adults at the school to do their job. For the success of this meeting, I would expect all views to be listened to and everyone to be respectful so we can work together in the best interests of the child and everyone else at the school. If I feel this is not the case, the meeting will have to be stopped.

Overview of Child

Write a brief synopsis of the child's reasons for being on the register, and the story of their support and achievement so far throughout their education at the school.

Professionals that help and support me think...



Update this section with any new information from outside professionals such as Community Paediatrician, STT, WTT, Social Care, Adoptive Services including the date.

Name of professional	Service	Date	Info and advice

The school thinks...



The school's view on the child's difficulties should be made explicit in this section, along with a view on impact of support from school, home and the engagement from the child.

My attainment & learning...



Please detail which year group expectations are relevant for each assessed area, including phonics, times tables and spellings :

My parents think...



The parents' view on the child's difficulties should be made explicit in this section, along with a view from on impact of support from school, home and the engagement from the child. Parents should rate the effectiveness of the provision.

Review Of School Provision & Support

How happy are you with the provision that is in place for your child? Please give details.

Please rate this between 1-10, where 10 is 'excellent, the provision and support offered by the school could not be better', and 1 is 'poor, the provision and support offered by the school is not helping at all'.

Other views and comments about home life and difficulties

In assessments I need...



Add details of any adjustments to be made to assessments, including weekly spellings and tables, phonics, ongoing mini-assessment tests and end of term/year assessment tests.

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Provision Map



Intervention	Start	Baseline Data	Finish	Exit Data	Impact / Success	First Quality Teach Strategy	Start	Finish

In transition to my next class I need...

Targets/Outcome

Things that help me...



Who helps me...

Review of things that help My new targets will be...



Write a smart target, which should reflect the small step needed next based on assessments, be achievable by the next review, time-related and measurable. The child may not have a target in each box.

Write the strategies used to support the class with this target. There could be a range of support strategies used including:

First Quality Teach strategies that are small adjustments made to the day to day teaching, like position in class, repeating instructions, overlays, alphabet arc, number tiles, concrete resources, time related marks, sticker charts, anger management plan, behaviour strategies etc.

Specific Targeted Intervention including the entry and ongoing assessment information, for programs such as Catch-Up and Nessy, Anxiety Gremlin or Anger Stop Cards, tailored support from services and providers outside of school..

Enhanced Support For Profound Needs would be rare in a mainstream setting, but would include the need for significant intensive 1:1 support for a child with complex and profound physical, cognitive and mental difficulties.

Universal: What would you do for everyone in the classroom

Targeted: Additional to and different from

Who helps, when and for how long, for each strategy listed.

Detail how much this provision will cost where applicable.

*A review of the success of the target, Has this been achieved.
A review of the strategies used. What has been successful? Include and ask for views on each strategy in the meeting from the child (in blue), the parents (in green) and the school (in red).
Write new target which will be copied straight into Target section of new profile*

<i>Cognition and learning target</i>	<u>Target 1</u>	<u>Universal</u>		
		<u>Targeted</u>		
	<u>Target 2</u>	<u>Universal</u>		
		<u>Targeted</u>		
<i>Sensory and Physical</i>	<u>Target 1</u>	<u>Universal</u>		
		<u>Targeted</u>		
	<u>Target 2</u>	<u>Universal</u>		
		<u>Targeted</u>		
<i>SEMH (social and emotional mental health)</i>	<u>Target 1</u>	<u>Target</u>		
		<u>Universal</u>		
	<u>Target 2</u>	<u>Target</u>		
		<u>Universal</u>		
<i>Communication and interaction</i>	<u>Target 1</u>	<u>Target</u>		
		<u>Universal</u>		
	<u>Target 2</u>	<u>Target</u>		
		<u>Universal</u>		

Signatures



Child	
Parent	

Teacher