



St Augustine's  
Catholic Voluntary Academy

**Hello! I'm**

**This is me summary**

**Class**

**My trusted adults in school:**

**Things that upset me: (triggers)**

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**Please don't:**

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**What are the signs:**

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**What can it look like**

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**How can you help:**

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**What should you do:**

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**Things I like:**

**Things I want you to know:**

**Overview of need:**

<b>Area of Need</b>	<b>My Smart Targets:</b>	<b>How will I achieve my target?</b>	<b>Who will help me?</b>	<b>What will I use? Evidence based intervention</b>	<b>When will I work on this?</b>	<b>How will I know I have been successful?</b>

## My Needs Profile

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

### 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**

<b><i>In assessments I need...</i></b>	<b><i>Provision Map</i></b>								
<i>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.</i>	Intervention	Start	Baseline Data	Finish	Exit Data	Impact / Success	First Quality Teach Strategy	Start	Finish
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<b><i>In transition to my next class I need...</i></b>									
1:1 project work with the new teacher in July to build relationships and 'get to know'									
New teacher to observe the child in current class setting.									
New teacher to teach the class that the child is currently in or team teach.									
New class teacher to start to build a relationship with the child prior to class transition week by popping in, doing a special job, or project.									
Transition PSP meeting with current class teacher, new class teacher and other adults, parents and in some cases, child									
Extra visits to school in September INSET to meet new teacher and see classroom and become familiar with environment, rules and routines									
Additional visits to secondary school with current supporting adults to meet key support staff and become familiar with routines and environment									
Secondary school Pastoral or SEN Team to observe child in current setting and start to build relationships									
Passport will be started by the child with the current class teacher, detailing information about the child, then to be taken home with details in about the new class teacher, rules, routines, narrative to build a picture of the new teacher. Passport to come back to school for new teacher to complete with the child.									
'We're looking forward to seeing you' postcard to be sent in the last week of the holidays.									
A week-long transition period for all children with their new class teacher, to build good, strong relationships prior to the summer holidays.									
New teacher to introduce themselves to the children the morning of transition, prior to all children being told.									
Child remains in their current classroom setting, and the new teacher comes to them, introduces themselves and then leads them to their new classroom setting.									

<b><i>Signatures</i></b>	
<b><i>Child</i></b>	
<b><i>Parent</i></b>	
<b><i>Teacher</i></b>	

