



# Castle Newnham School

TRADITIONAL VALUES, BRIGHT FUTURES, ONE JOURNEY

## **Learning Plans (Primary)**

**INFORMATION FOR FAMILIES**

Proposed date of review:	November 2025
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## What is a Learning Plan at Castle Newnham School?

A Learning Plan captures all the important information about your child, showing under simple headings the following information:

- Strengths
- Teaching strategies/reasonable adjustments
- Assessments
- Targets
- Pupil comments
- Parent comments
- Teacher comments

## How can they help us to support your child better?

Learning Plans are deceptively simple, and in this simplicity lies their strength. They help us to support your child better by:

- Helping us build better relationships by truly understanding what really matters to your child in their life
- Providing a record that can move with your child as they transition from school to school/college
- Being regularly reviewed (termly) and updated to reflect your child's changing circumstances and aspirations

## How are they used?

- Learning Plans are written with your child and they are specific to your child's learning needs
- They may help your child academically or they may have targets that support your child's emotional development (which will then help them academically)
- A trusted member of staff will speak to your child and they will write some targets for your child. These are then reviewed by the SENDCo.
- Targets are always SMART.
- Targets are reviewed each term, to see if your child is making progress, and a new target written if one has been achieved.

**The graduated approach covers all ages and stages of education (nursery, school and post-16).**

## What is meant by Special Educational Needs and Disabilities (SEND)?

A child or young person has special educational needs/disability if they have a learning difficulty or disability which requires special educational provision to be made. This could be to do with behaviour or ability to play with other children, academic progress, ability to understand, ability to concentrate or perhaps their physical ability is affected in a way that makes it difficult for them to learn.

## What is SEN Support?

SEN Support is the system by which we assess the needs of our children, and then provide appropriate support. The system follows four stages, often referred to as a 'cycle': Assess, Plan,

## SMART GOALS

# S

### PECIFIC

WHAT DO YOU WANT TO ACCOMPLISH? WHO NEEDS TO BE INCLUDED? WHEN DO YOU WANT TO DO THIS? WHY IS THIS A GOAL?



# M

### EASUREABLE

THE SUCCESS TOWARD MEETING THE GOAL CAN BE MEASURED. ANSWERS THE QUESTION—HOW? HOW WILL YOU KNOW IF YOU'VE SUCCESSFULLY MET YOUR GOAL?



# A

### TTAINABLE

GOALS ARE REALISTIC AND CAN BE ACHIEVED IN A SPECIFIC AMOUNT OF TIME AND ARE REASONABLE. DO THEY HAVE THE SKILLS REQUIRED TO ACHIEVE THE GOAL?



# R

### ELEVANT

THE GOALS ARE ALIGNED WITH CURRENT OBJECTIVES THAT ARE ALIGNED IN A SPECIFIC AREA; INCLUDE THE EXPECTED RESULT. WHY AM I SETTING THIS GOAL NOW?



# T

### IME

GOALS HAVE A CLEARLY DEFINED TIME-FRAME INCLUDING A TARGET OR DEADLINE DATE. MAKE SURE THEY DON'T GO ON FOREVER.



Do, Review. After the Review, a second or third cycle might start, each helping us to improve the support for your child.

### 1) **Assess**

The class teacher, working with the SENDCo, discusses the child's needs and creates a baseline assessment by which progress will be measured. We also take seriously any concerns raised by parents. At Castle Newnham School, members of staff use a variety of sources to gain information about a child. For example: parent conversations, information from their teachers, feedback from colleagues from other agencies who may be involved with the child and previous settings if appropriate. These conversations, along with data and personalised assessments of the child, helps the Primary and Secondary SENDCOs and class teachers to determine the needs of pupils.

### 2) **Plan**

A plan of additional support is drawn up for your child, a record is kept and you, the parent or carer are informed (most commonly by email) - this is the Learning Plan.

### 3) **Do**

The pupil is given extra support, undertaken under the supervision of the class teacher and often with the aid of a Learning Support Assistant or sometimes in an intervention group.

### 4) **Review**

We review the Learning Plan termly, checking whether your child is making progress. The Learning Plan is reviewed with your child, yourselves and your child's teachers. You will be sent a copy of the new Learning Plan and you can add your comments.

## **The Graduated Response**

### **Who is involved?**

Your child, your child's teachers and Learning Support Assistants as well as the SENDCo are all involved in supporting your child. As a school we can also bring in specialists at any time to advise us on assessing SEND, especially in the early stages, and to offer advice on what support to give. We use the Educational Psychology Service and Bedford Borough SEND team most frequently but also use other outside agencies where necessary, such as Autism Spectrum Disorder Team, Speech & Language Therapy Team, Child and Adolescent Mental Health Service, Hearing Impaired Team and the Visual Impaired Team. This may or may not affect your child. If we do decide to involve outside agencies you, as parents/carers, will always be involved in any decision to involve specialists.

## **Waves of Intervention**

Local Authorities use a system known as 'Waves of Intervention'. Additional support for children with special educational needs is expected to be delivered through these successive levels or 'waves'.

**Wave 1** is the expectation of 'Quality First' teaching, where good quality teaching and suiting work to individual children means that every pupil is included. The needs of all children are taken into account, with high expectations for them. This is supported by whole-school policies - ie, it is part of the planning and beliefs of the school as a whole.

**Wave 2** is more targeted at pupils with SEND specifically. There could be access to specialist resources within the school, such as nurture groups, therapies, identified interventions and some 1:1 support. This can be for general 'catch-up' or the start of the graduated approach cycles of Assess, Plan, Do, Review.

**Wave 3** is usually where an external specialist may be asked to advise on more specialised support, generally where a student has not progressed as well as expected with the current additional support. This would form part of subsequent cycles of the graduated approach.

**Wave 4** is when a child is issued an Education, Health and Care Plan (EHCP). See the diagram for more detail of the Waves. Children can move up and down through the Waves, based on their level of need at any time.