|  |  |  |
| --- | --- | --- |
| **Have you used the method or data below?** | **Yes** | **No** |
| Feedback from diagnosis? |  |  |
| Views and experiences of parents using Person Centred Approaches |  |  |
| Teachers views and experiences using Person Centred Approaches and data |  |  |
| Guidance Team input and data |  |  |
| Behaviour/Discipline, Master/Mistress input and data |  |  |
| Curriculum Leader input and data |  |  |

6.

3

**SENCO:**

Provision map *(Practical Toolkits 7.2 and 7.3)* shows if the student is having any intervention outside the classroom, what progress is shown on the whole school provision map?

**Parents:**

Parents views and experiences shared via the One Page Profile *(Practical Toolkits 5.1)* using the structured listening conversation.

What progress do the parents see in the students and why do they think this?

* Tests
* Observation
* Homework
* Questions answered in the lesson
* Classwork in books
* Other: please state

**Student information:**

* One Page Profile *(Practical Toolkits 5.1)*
* Person Centred Learning Plan *(Practical Toolkits 6.4 and 6.5)*
* My Little Book of Progress

*(Practical Toolkits 8.7)*

* Other: please state

**Plan**

**Teacher information:**

**SENCO:**

Provision map *(Practical Toolkits 7.2 and 7.3)*

* Baseline
* Expected outcomes
* Actual outcomes
* Analysis
* Next steps

**Parents:**

Parents views and experiences shared via the One Page Profile *(Practical Toolkits 5.1)* using the structured listening conversation.

What progress do the parents see in the students and why do they think this?

* Tests
* Observation
* Homework
* Confidence
* Independence
* Progress

**Student information:**

* Person Centred Learning Plan *(Practical Toolkits 6.4 and 6.5)*
* One Page Profile Update

*(Practical Toolkits 5.1)*

**Review**

**Teacher information:**

**Do**

SENCO coordinates an initial planning meeting to consider impact on learning and SEMH as an outcome of new information from diagnosis

**Assess**

Tier 3

Using the Student Progress Meeting principles and processes

**Diagnosis**