Tier 3



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

5	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		

CENICO

Assess

SENCO:	Student information:	SENCO:	Student information:
Provision map (Practical Toolkits	• One Page Profile (Practical	Provision map (Practical Toolkits	 Person Centred Learning Plan
7.2 and 7.3) shows if the student	Toolkits 5.1)	7.2 and 7.3)	(Practical Toolkits 6.4 and 6.5)
is having any intervention outside	 Person Centred Learning Plan 	Baseline	One Page Profile Update
the classroom, what progress is	(Practical Toolkits 6.4 and 6.5)	 Expected outcomes 	(Practical Toolkits 5.1)
shown on the whole school	 My Little Book of Progress 	Actual outcomes	
provision map?	(Practical Toolkits 8.7)	Analysis	
DI	Other: please state	Next steps	
Planents:	an <u>Teacher information:</u>	Parents:	lew <u>Teacher information:</u>
Parents views and experiences	Tests	Parents views and experiences	Tests
shared via the One Page Profile	 Observation 	shared via the One Page Profile	Observation
(Practical Toolkits 5.1) using the	Homework	(Practical Toolkits 5.1) using the	Homework
structured listening conversation.	 Questions answered in the 	structured listening conversation.	Confidence
What progress do the parents see	lesson	What progress do the parents see	Independence
in the students and why do they	 Classwork in books 	in the students and why do they	Progress
think this?	 Other: please state 	think this?	

Using the Student Progress Meeting principles and processes

