



**Chadsmead Primary Academy**  
**Plan, Do, Assess, Review Cycle - SEND**  
**September 2021**



**Assess Plan for Support**

Teachers collate **evidence** of the work completed during the cycle

Teachers prepare for SEND Review meeting with SENCO

- Annotate Plan for Support from this cycle to show the outcomes
- Complete Tally Record Session Sheet including start data, sessions undertaken and end data record
- Complete SWST assessment
- Complete Salford Assessment
- Cornerstones Teacher Assessment outcomes
- Complete Review Proforma
- Consider further targets for the next PFS
- Draft next PFS and save on shared area.

**Review Plan for Support**

Teachers attend Review meeting with SENCO

- Bring **evidence**
- Discuss outcomes of the PFS cycle
- Review the provision map from this cycle
- Identify current needs for the pupil
- Update Review Proforma with SENCO
- Discuss further strategies required using **SEND Code of Practice;**  
**Staffordshire Graduated Response;**  
**Experience and knowledge;**  
A) Remove from register  
B) Agree new PFS targets  
C) External Agency involvement
- Amend and update agreed targets on new PFS
- Place new targets on new provision map

**Do**

- Teachers share PFS targets with children to raise awareness
- Teachers are responsible for ensuring PFS targets are addressed and evidence is recorded in **Green PFS books**
- Teachers ensure start data for each PFS target is produced and recorded.
- PFS work is undertaken within class through Quality First teaching and any additional TA support time that may be available under the teacher's direction
- Teachers to monitor the PFS work quality and quantity of work from the children
- SENCO to monitor the PFS work quality and quantity of work undertaken by the staff.
- SENCO to support staff and TA to address children's needs – open door policy – teachers are expected to discuss concerns and queries with the SENCO.
- Teachers to identify any further needs of children - follow "Identification of Need" Procedure at any time during the term.
- Teachers ensure end data for each PFS target is produced and recorded by the end of the cycle.
- Teachers ensure strategies from PFS are in place during QFT

**Plan**

- SENCO and Headteacher to review TA deployment when required
- Teachers arrange to meet parents/carers within two-week time frame
- Teachers record dates of parental /carer contact during two-week time frame
- Teachers share outcomes and new plan with parents/carers
- Teachers complete a contact form to record the conversation held with parents via phone or face to face.
- SENCO provides copy of Review Proforma and new PFS for parents/carers via MyEd with covering letters
  - Thank you for attending
  - You have not attended
  - Your child no longer needs SEND support
- Teachers return the paperwork back to SENCO by agreed deadline
- SENCO updates SIMS database
- SENCO files paperwork in SEND pupil files, updating the front cover overview
- SENCO creates Provision map.
- Phase leaders to discuss PFS support in PPA to ensure work is on track and support is in place.