

## SEND Target Planning and Review Meeting Agenda Guidance

**Child's Name:**

**Date:**

**Meeting led by:**

**People attending:**

You will need to allow sufficient time in the meeting to explore the parents' views and to plan effectively. The following headings can be used as a guide but do not have to be used at every meeting if not appropriate.

- **Parent comments and updates**  
Opportunity for parents to let you know about any medical appointments, changes at home or anything else that is relevant.
- **Aspirations for your child**  
The parent's hopes for their child-now and in the future.
- **Child's view**  
You could complete or update a 1 page profile in consultation with parents before the meeting. You could consider your knowledge of the child and recent observations.
- **What has been happening? What is working well?**  
Updates, support and strategies implemented and the child's response.
- **Expected learning outcomes - a year ahead or at the point of the next transition**  
Consider the child's primary area of need - Communication/interaction, Cognitive and Learning, Social, Emotional and Mental Health, Sensory and or Physical needs.

Consider information from other involved professionals.  
Refer to The Early Years Outcomes document and other examples of outcomes.

Example outcome: 'Molly will be able to select her choice of activities from the range available'.

- **Areas to target for the next term**  
Consider an activity or a way of working that will begin to work towards the outcomes that you have planned.  
  
Consider information from other involved professionals - you may have targets from the speech therapist or physiotherapist.  
  
Example target towards outcome above might be 'Molly will make a choice of activity when two options are offered together'.
- **What can be done at home to help?**  
Discuss and agree how parents can support the targets at home. You might introduce a home setting liaison book.
- **Action to be taken by setting staff and other professionals**  
You may have agreed to make a referral or contact other involved professionals on the parent's behalf.  
  
You may have agreed to go on a joint visit with a parent - school, medical appointment.  
  
Following the meeting the Senco/Keyworker will need to inform all of the appropriate staff of the outcomes, agreed targets and action points from the meeting as well as updating the child's records.  
  
Provide copies of the minutes and target sheet to parents.

#### **Taken from the SEND Code of Practice: 0-25 years - June 2014**

- 5.40** The practitioner and the SENCO should agree, in consultation with the parent, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. Plans should take into account the views of the child. The support and intervention provided should be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge. Any related staff development needs should be identified and addressed.
- 5.41** Parents should be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.
- 5.43** The effectiveness of the support and its impact on the child's progress should be reviewed in line with the agreed date. The impact and quality of the support should be evaluated by the practitioner and the SENCO working with the child's parents and taking into account the child's views. They should agree any changes to the outcomes and support for the child in light of the child's progress and development. Parents should have clear information about the impact of the support provided and be involved in planning next steps.

**5.29** A delay in learning and development in the early years may or may not indicate that a child has SEN, that is, that they have a learning difficulty or disability that calls for special educational provision. Equally, difficult or withdrawn behaviour does not necessarily mean that a child has SEN. However, where there are concerns, there should be an assessment to determine whether there are any causal factors such as an underlying learning or communication difficulty. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour, a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, should be adopted.