**SEND Target Planning and Review Meeting Agenda**

**Child’s Name:**

**Date:**

**Meeting led by:**

**People attending:**

* **Parent comments and updates**
* **Aspirations for your child**
* **Child's view**
* **What has been happening? What is working well?**



* **Expected learning outcomes** - a year ahead or at the point of the next transition

* **Areas to target** for the next term
* **What can be done at home to help?**
* **Action to be taken by setting staff and other professionals**

**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 pract**i**tioner 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 Equally, difficult or withdrawn behaviour does not necessarily mean that a child has SEN.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.