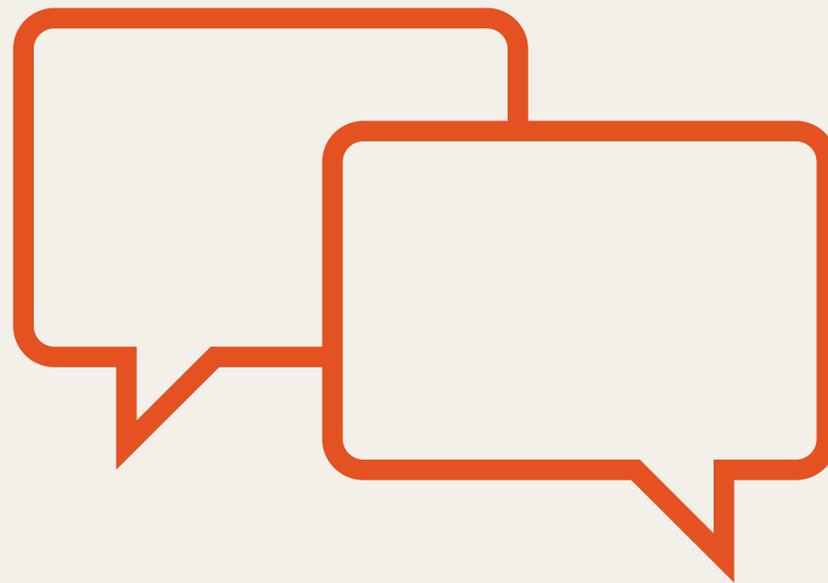


My child has a  
POP....

What is a POP?



# What does the SEN Code of Practice 2014 say about record keeping?

- + It is for schools to decide their own approach in record keeping for SEN pupils.
- + The provision made for SEN pupils should be recorded accurately and kept up to date.
- + OFSTED will expect to see evidence of pupil progress, what outcomes are expected and a well informed approach to the monitoring and evaluation of the SEN support provided.
- + Schools should record:
  - + Additional or different provision for the pupil
  - + Accurate information about the pupil's SEN
  - + The provision provided for the pupil including teaching strategies and the impact of this support
  - + Any involvement of specialists and when

**This information should be shared readily with parents and be accessible to them.**



# We record this information in a POP

+ A POP is short for **P**upil **O**verview of **P**rovision

+ It contains:

+ your child's information about their strengths and challenges,

+ the professionals involved in your child's care,

+ The support in place for your child:

+ In the classroom

+ In groups including interventions they take part in

+ On an individual basis

+ A review of the support in place for each term of the year by the adults in class, yourselves and your child

+ Your child's attendance will also be recorded on the document as well as their attainment through the year

+ The POP is a working document which means it is constantly changing throughout the year



# Your child's information on the POP

Name: John Smith				
ASSESSMENTS	Sum 20	Aut 20	Spr 21	Sum 21
Reading	3B	4B	5B	5W
Writing	3B	4B	5B	5B
Maths	3B	4B	4B	5B

DOB: 01/01/01	Year: 5	SEN status: SEN support
Important dates		
E of C: 1/1/1	Parents notified: by teacher on 1/1/1	
SEN Register: 2/1/1	CAF no: n/a	



# What strengths and challenges your child has

- + It is important that you add your thoughts as you know your child best
- + We need to always focus on what your child can do to help them with the things they find difficult
- + Strengths and challenges are discussed across the 4 areas of need as well as their independence and self-help skills. You can find more information about what the 4 areas of need are in the schools SEN information report

<p>...ecting upon what has been learnt</p> <p>...formulating and writing down ideas when steps have ...n broken down.</p>		<ul style="list-style-type: none"> <li>• Can find it difficult to follow instructions in lessons. This can involve repeating instructions in the classroom.</li> <li>• Can ignore simple instructions that are given. Sometimes interprets instructions wrong.</li> <li>• Can sometimes get overwhelmed by simple tasks that are explained numerous times.</li> </ul>
<p>...d</p>	<ul style="list-style-type: none"> <li>• Good at discussing learning in the classroom when engaged with teachers and other peers.</li> <li>• Good at contributing to class discussions when engaged by putting hand up. Can ask further questions about what has been learnt if interested and stimulated by learning.</li> <li>• Seen playing with others on the KS2 playground.</li> </ul>	<ul style="list-style-type: none"> <li>• Has a fear of loud noises.</li> <li>• Can worry if routine is broken in class and can ask further questions about what the day might entail.</li> </ul>
<p>...l, Emotional and ...ntal Health ...EMH)</p>	<ul style="list-style-type: none"> <li>• Can be very calm when set off with activities in class. This is usually when he knows what he is doing and when he knows that he can do these tasks independently.</li> <li>• Very happy with having a set routine in the class.</li> </ul>	<ul style="list-style-type: none"> <li>• Can become overwhelmed if there is a task or activity in class that he cannot understand.</li> </ul>
	<ul style="list-style-type: none"> <li>• Tries very hard in physical education. He enjoys participating in athletics.</li> </ul>	<ul style="list-style-type: none"> <li>• No worries or concerns here.</li> </ul>



	<b>Contact</b>	<b>Date</b>	<b>Evidence</b>
	<b>Which professionals are involved with your child</b>	1/1/1	<ul style="list-style-type: none"> <li>+ You can help school by making sure they have all the names of the professionals involved in the care of your child and any reports or letters not listed</li> </ul>
ge		1/1/1	Report with recommendations



# What support your child receives that is in addition or different to their peers

- + This is shown in 3 different columns for each term of the year
  - + Quality first teaching strategies that will support your child in the classroom
  - + Group work interventions that will support and develop your child. These could be in the classroom or delivered outside of the classroom and they could be delivered by the teacher, or a teaching assistant trained in delivering the intervention
  - + 1:1 support, which means any support your child receives by a teacher or teaching assistant on a one to one basis. It is important to develop the independent skills of your child, so we encourage children through scaffolding as much as possible.
- + This provision/support is then costed by the SENCo
- + Further information about the different types of provision/support the school provides is shown in our SEN Information Report



# Quality First Teaching

- + It is the support your child receives in class through adaptations based on what their needs are.
- + Quality first teaching strategies help to support your child and ensure your child is included within lessons to enable them to be the best that they can be.



# Targets

- + Your child will be set 2 or 3 targets each term which will help them move forward with their development.
- + These will be personal to your child and will be set in discussion with yourselves and your child.
- + Targets will be reviewed termly with the class teacher and yourselves.



# Review

- + It is really important that you share your views on the support your child has received over the term and the progress they have made. This is then recorded on the POP to ensure your views are taken into account.
- + The teacher or Teaching assistant will also ask your child what they feel has worked well this term and what they feel they would like support with in the coming term. This again will be recorded on the POP.



# Further Questions



+If you have any further questions or would like to discuss your child's POP, please speak to your child's class teacher as soon as you can.

