

_____ 's Learning Passport

What people like and admire about me.

Photo

What is important to me?
(Include long-term outcomes)

How best to support me.

My Long-Term Outcomes

Outcomes will usually set out what needs to be achieved by the end of a phase or stage of education in order to enable the child or young person to progress successfully to the next phase or stage. It should be specific, measurable, achievable, realistic and time bound (SMART).

Key Information

Full Name:	Date of Birth:
Parent/Carer Names:	Ethnicity:
Address:	Medical Information:

Area(s) of Concern:		High Needs Category:	
<input type="checkbox"/> Communication and Interaction	<input type="checkbox"/> Cognition and Learning	<input type="checkbox"/> Social, Emotional and Mental Health	<input type="checkbox"/> Sensory and/or Physical Needs

Key People:				
<input type="checkbox"/> Health Visitor:	<input type="checkbox"/> Paediatrician	<input type="checkbox"/> Area SENCO	<input type="checkbox"/> Portage Worker	<input type="checkbox"/> Family Support Worker
<input type="checkbox"/> Children's Social Care	<input type="checkbox"/> Family Focus	<input type="checkbox"/> Speech and Language Therapist	<input type="checkbox"/> Occupational Therapist	<input type="checkbox"/> Physiotherapist
<input type="checkbox"/> Physical Impairment and Medical Support	<input type="checkbox"/> Hearing/Vision Impairment Teacher	<input type="checkbox"/> Learning Support Service	<input type="checkbox"/> ASD Teacher	<input type="checkbox"/> PFSA
<input type="checkbox"/> PAT Worker	<input type="checkbox"/> CAMHS	<input type="checkbox"/> Counsellor:	<input type="checkbox"/> Therapist:	<input type="checkbox"/> EP

Assessments

	PSED			C&L			PD		L		M	
	SC&SA	MR	MF&B	L&A	U	S	M&H	H&SC	R	W	N	SSM
2 Yr Chk												
Nursery												
YR												

	Reading	Writing	Maths	Behaviour Category	Total Score	Phonics Check (out of 40)
Y1						
Y2						
Y3						
Y4						

Specific Assessments

Date	Teacher Assessment Tool	Results

Date	SENCO/Specialist Assessment Tool	Results

(See Assessment Continuum for examples.)

Support Planning

Date	Desired outcomes and expected impact	Additional/different provision required to address needs (inc. frequency, and learning at home)	Start Assessment	End Assessment and Review

(Note: for children with an Individual Behaviour Plan an electronic copy of this will be inserted on the next page.)

Provision Map

Area of Need	Wave 1	Wave 2	Wave 3 (SEN)
Communication and Interaction	Role play Stories and rhymes Letters and Sounds phonics programme Story making Differentiated questioning Modified teacher language STC environment Structured school and class routines Visual Timetable Learning presented through visual, auditory and kinaesthetic styles	Targeted small group S&L support Oro-Motor skills group STC Early Years IDP SLCN programme Social/language skills group Pre-tutoring of vocabulary Small group SEAL	School/Pre-school/Transition plan SALT programme (therapist provided/SENCO assessed) Talking Partners Individual Communication Profile (EYs) STC (signing/symbol support) Individual timetable Communication book Communication aid Adapted hardware and specialised software (Clicker 5, Communicate in Print, Choose it Maker)
Cognition and Learning	Skills/play-based curriculum Modified teacher language Learning presented through visual, auditory and kinaesthetic styles Differentiated teacher planning Differentiated learning objectives Letters and Sounds phonics programme/Support for Spelling Story making Visual Timetable Maths in Context Guided and individual reading Indoor/outdoor learning environment Range of ICT used daily to support learning	Personalised, differentiated learning Small group targeted Letters and Sounds Small group Numicon Wave 3 Maths programme ELS Max's Marvellous Maths Programme Additional Individual Reading Overcoming Barriers in Maths group (L1/2) Targeted small group intervention (e.g. reading comprehension group) Additional support access (e.g. coloured overlays, voice recorders)	School/Pre-school/Transition plan 1:1 tuition in reading/writing/ maths 1:1 Personalised Letters and Sounds programme 1:1 Numicon programme Highly differentiated 1:1/small group interventions (W3 maths/MMM) Individual programmes from EP/LSS/ASD teacher Individual workstation (TEACCH) ILI programme Specialised software (Clicker 5, Communicate in Print, Choose it Maker)
Social, Emotional and Mental Health	Warm relationship with child and family Consistent expectations and routines <i>Golden Rules</i> Golden Time Circle Time SEAL Celebration Assembly Non-judgemental approach Empathy Restorative approach Plentiful praise and recognition Positive individual attention	Team Teach approach Small group social/emotional skills PFSA (parent support) Social stories Small group SEAL Small group Circle Time	School/Pre-school/Transition plan 1:1 significant adult/keyworker Forest School Talkabout social skills programme PFSA (child support) Play therapy Theraplay Anger management group Counselling Individual Behaviour Plan Individual reward system Team Teach RPI plan CAMHS support PAT Worker Alternative timetable Nurture group Calm box
Sensory and/or Physical Needs	Pen Pals handwriting Pencil Grips Action songs Story making Physical development/PE sessions Learning presented through visual, auditory and kinaesthetic styles STC environment	Fine Motor Skills group Gross Motor Skills group General class/environment adaptations, e.g. writing slope, high visibility lines, carpet positioning	School/Pre-school/Transition plan Individual timetable OT programme Physiotherapist programme Additional access, e.g. wheelchair, transport Manual Handling plan/SSOW Additional playground/PE support Additional swimming sessions Specialist ICT, e.g. switches, aid Alternative recording using ICT 1:1 keyboard training Individual adapted resources to accommodate VI/HI needs Individual signing support

Highlight colours

Nursery	Reception	Year 1	Year 2	Year 3	Year 4
---------	-----------	--------	--------	--------	--------

