

Provision Map Guidance Document

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Introduction

This guidance document provides all of the information you need to access and successfully use Provision Map, our one stop shop for all of the SEND information and medical plans at NSG. This is a vital cog in our SEND developments to ensure we are meeting our statutory responsibilities, meeting the needs of students and communicating effectively.

There are 2 main parts to Provision Map: Plans and One Page Profiles (passports). However, we will also utilise this platform for round robins, reviews and meeting logs. In addition, Provision Map will also provide parents/carers with live access to their child's SEND information.

The majority of teaching and associate staff will only ever utilise the One Page Profiles (passports). Here, the aspects of the previously used Student Learning Plans (SLP) that were used to inform planning and delivery are collated into a one page, easy to read and sort format.

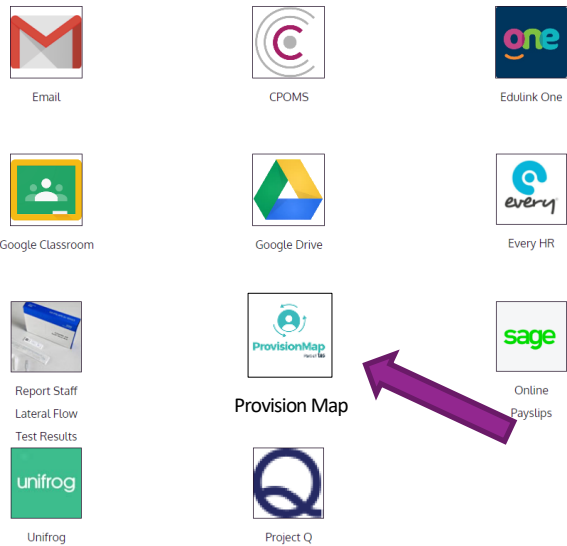
The plans will sit behind this and will be used and updated by the SEND, data, exams and inclusion teams as necessary to meet the needs of individual students.

We believe that Provision Map will provide a coherent, co-ordinated, easy to use platform that will enhance your ability to support our students and reduce workload. We will continue to review Provision Map and would welcome any feedback and suggestions as to how we can improve our processes.

Accessing provision map

The link to provision map can be found in the Staff Remote Links

STAFF REMOTE LINKS



Email

CPOMS

Edulink One

Google Classroom

Google Drive

Every HR

Report Staff
Lateral Flow
Test Results

Provision Map

Sage

Online
Payslips

Unifrog

Project Q

In This Section

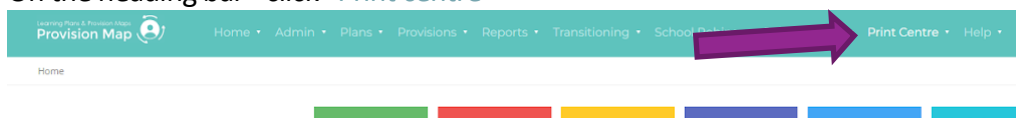
- VACANCIES
- STAFF REMOTE LINKS
- REMOTE WORKING SUPPORT
- PROFESSIONAL DEVELOPMENT @NSG
- NSG PEOPLE MAGAZINE
- TEACHING MATHS AT NSG
- WELLBEING RESOURCES
- EMPLOYEE ASSIST PROGRAMME
- STAFF INDUCTION

For your first log-in you should have received an email which allows you to set your own password.

Class Teachers and Tutors

Viewing One Page Profiles (passports) for a class:

- On the heading bar - click “Print centre”



- Click “Deselect all”
- Then tick “include passports” - *only include passports should now be ticked*

Recommended; Switch to “Combine all documents into one file”

The screenshot shows a blue header bar with the text 'Print multiple documents at once'. Below this, there are several options. On the left, there are two buttons: 'select all' and 'deselect all'. A purple arrow points from the left towards the 'select all' button. In the center, there are three checkboxes: 'Include plans', 'Include plan reviews', and 'Include provisions'. A purple arrow points from the right towards the 'Include provisions' checkbox. On the right, there are two checkboxes: 'Include meeting logs' and 'Include passports'. The 'Include passports' checkbox is checked. A purple arrow points from the right towards the 'Include passports' checkbox. At the bottom, there are two radio buttons: 'Produce one file per pupil' and 'Combine all documents into one file'. The 'Combine all documents into one file' radio button is selected. A purple arrow points from the right towards the 'Combine all documents into one file' radio button.

Use “search by tutor group” or “search by lesson” to filter out any unneeded profiles.

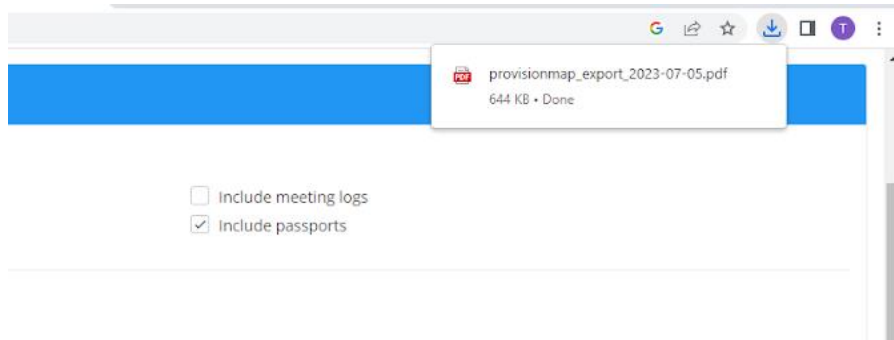
Click “select all” (lower right corner) to select every available profile for that class

Then click **print**

The top screenshot shows the 'Find Pupils' interface. On the left, there are search filters: 'Search by name:', 'Search by ID:', 'Search by year group:', 'Search by tutor group:', and 'Search by SEN stage:'. Each filter has a dropdown menu. A purple arrow points from the left towards the 'Search by tutor group:' dropdown. In the center, there is a table with columns: Name, Pupil ID, Year group, Tutor group, and SEN stage. The table contains several rows of pupil data. On the right side of the table, there are checkboxes for each row. A purple arrow points from the left towards the checkboxes. At the bottom right of the table, there are two links: 'select all' and 'deselect all'. A purple arrow points from the right towards the 'select all' link. Below the table, there is a 'Print' button.

The bottom screenshot shows the same 'Find Pupils' interface. The search filters are the same. The table now has some rows highlighted in light blue, indicating they are selected. The checkboxes for these rows are checked. A purple arrow points from the left towards the checkboxes. At the bottom right of the table, there are two links: 'select all' and 'deselect all'. A purple arrow points from the right towards the 'select all' link. Below the table, there is a 'Print' button.

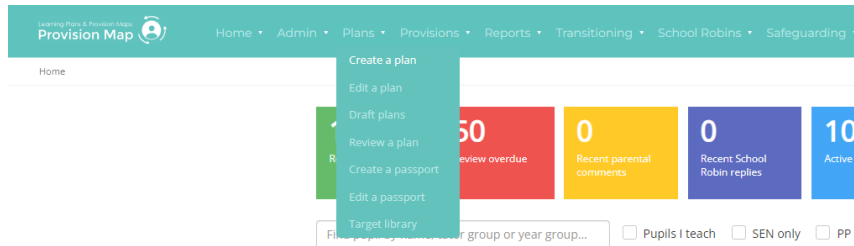
You'll find a downloaded pdf which contains the One Page Profile (OPP) for each student who has an additional need in your class, including information about them, their needs, and the strategies you should use to help them achieve their best results in your lessons.



SEND Team (SENCO/ LSAs/ HoAS)

Creating a Plan (SLP):

- Heading bar - hover over “Plans” - click “Create a plan”



- Find student by searching name or using any of the other filters

A screenshot of the 'Find Pupils' search form. It has a blue header with the text 'Find Pupils'. Below the header, there are five search criteria, each with a text input field and a 'Show all' dropdown menu: 'Search by name:', 'Search by ID:', 'Search by year group:', 'Search by tutor group:', and 'Search by SEN stage:'. To the right of these fields is a vertical scrollbar and a series of radio buttons.

- Select the student and a list of plan templates will be displayed under the students section.
- Pick the plan you'd like to make. For an SLP click “Create” next to “Student Learning Plan”.

A screenshot showing the plan creation options. At the top, it says 'Creating a new plan will archive the existing plan, making the new one active.' Below this, there are four plan types, each with a 'Create' button: 'Student Learning Plan', 'EAL Student Learning Plan', 'TEST - Student Learning Plan to test changes', and 'Medical 1'. A large purple arrow points to the 'Create' button for 'Student Learning Plan'.

You will now be in the **student learning plan editor**.

Pupil Information

First set the Teacher to the form tutor (initials should be written above) by using the dropdown box and search bar and set the start date to the current date or original start date of the SLP.

Learning Data

Set the SEN range from the [West Northants Council SEND Ranges document](#) (should be between 2 and 5) to the appropriate value

Area of SEND

- First four boxes are the four areas of SEN - use the dropdown box to select yes for the areas that are needed.
- For areas that are not needed please leave them blank (do not select 'No').

- Then list the needs in order of priority - starting with the most concerning need in "Primary need" then working your way through.

Its best to write “Severely Dyslexic” or “Severe Dyslexia” as “Dyslexia – Severe”, this way if looking at the spreadsheet version everyone with Dyslexia can be found together more easily

Needs / Strengths / Areas of Difficulty

This section will not appear on the print of the plan

However, the box under areas of difficulty will appear in provision map in the plans section where is says “areas of concern”, so you can use this box as a small description of the plan only if you want to.

Targets/Goals

- Add targets either by adding a pre-existing target from the library
- Different *Targets can be added to the library if they don’t already exist and are going to be used a lot by going to:*
 - *Heading bar - hover over “Plans” - click “Target library”), by choosing an area of concern then a sub-area of concern and searching for your target.*

- If the target you want is not there you can make a custom target just for this plan by clicking **‘add blank target’** then editing each section yourself.

Targets / Goals Plan				
Area of concern	Target	Success criteria	Strategies & Provisions	Key staff
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Select teacher... <input type="button" value="add"/>
save cancel	save cancel	save cancel	save cancel	
Related provisions				
Select provision <input type="button" value="add"/>				

- Remember to press **save** after editing a box.
- Each target can also be assigned to provisions and/or teachers by using the dropdown box. (provisions will only appear if the student is assigned to a provision already)
- Remember to press **add** after selecting the provision/teacher.

Targets are checked in reviews - so if you would like to set a deadline for the targets where you'll do a review, use the "review date" box in the **pupil information** section.

The reviews due number should signal on the home screen. In the **Reviews due soon/Reviews Overdue** box.

Creating a One Page Profile:

One Page Profile	
No One Page Profile created yet	
<input type="button" value="Create new One Page Profile"/>	

Again, first, set the Teacher to the form tutor (initials should be written above) by using the dropdown box and search bar.

Tutor group: 11COE	Year group: 11
Teacher: Mrs Carmelita Osborne	Date: 5/7/2023
<div> <div></div> <div> Mrs Cara Nicholson Mrs Claire Odell Mrs Carmelita Osborne Mrs Linda Osborne Mr Charlie Parker Mr Paul Parker </div> </div>	

All about me

Use this box to write a little about the pupil - their likes, and dislikes, goals, and hobbies. This may be something you get the pupil to do themselves or something you go through with them. Try to avoid adding information that would be repeated later i.e. needs, teaching preferences, teaching strategies.

All About Me 618 Characters left

Likes: Singing, Dancing, talking to friends

Dislikes: Writing lots, homework, struggles with maths

Hobbies: goes to tap classes

Goals: wants to perform at the west end

Example:

SEN Areas of need

List entry of SEN needs add one need per box, use the same information as plan - maybe add a small description if the need is likely to be unobvious to the teacher

SEN Area of Needs

✕ + Dyslexia

✕ + ASD

Type and press enter to add the list entry

Strengths/Needs

- Format by “**Strengths**” followed by bullet point list - it may be appropriate to ask their tutor to complete the ‘All About Me’ / ‘Strengths’ sections.
- Then “**Needs Summary**” followed by bullet point list

Strengths / Needs summary (SEN)

Strengths

- Good Listener
- Imaginative
-

Needs Summary

- Easily distracted
- Organisation
-

Strengths should include what they’re good at whether it’s:

- a skill - “Likes/Good at creative tasks”, “Good vocabulary”,
- a subject they like/wanting to improve in - “Wants to get better at maths”
- or just something about them that is positive to their overall character - for example: “Ready to ask for help”, “Sociable”, “Good / supportive friendship group”, “Thoughtful and kind”.

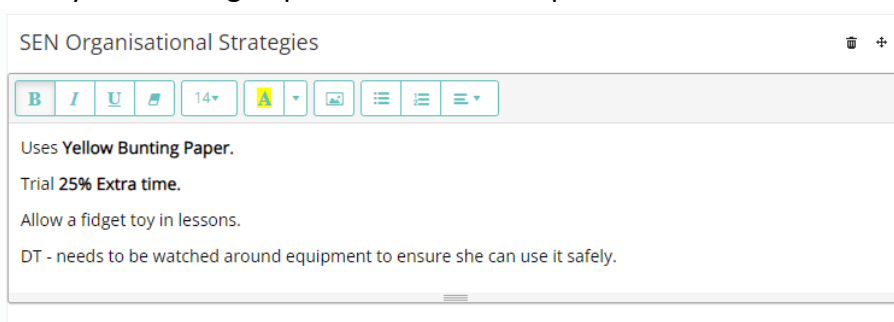
Needs should cover what they struggle with:

- How does their need actually affect their learning ability?
- Are there particular places they need to work on?

Organisational strategies

Any wider, whole school strategies:

- Specific seating plan / check in: Where should they sit? Do they need priority check in?
- Is the room bright enough? Too bright?
- EAA - do they need paper modifications, extra time etc - this will be needed here so teachers can gather evidence (it would probably be good to say if evidence needs to be gathered).
- Passes - fidget toys, timeout pass etc
- Laptop
- Any out of lesson sessions - interventions in reading/numeracy/literacy
- Do they have small group work or are LSAs required



SEN Organisational Strategies

Uses **Yellow Bunting Paper**.

Trial **25% Extra time**.

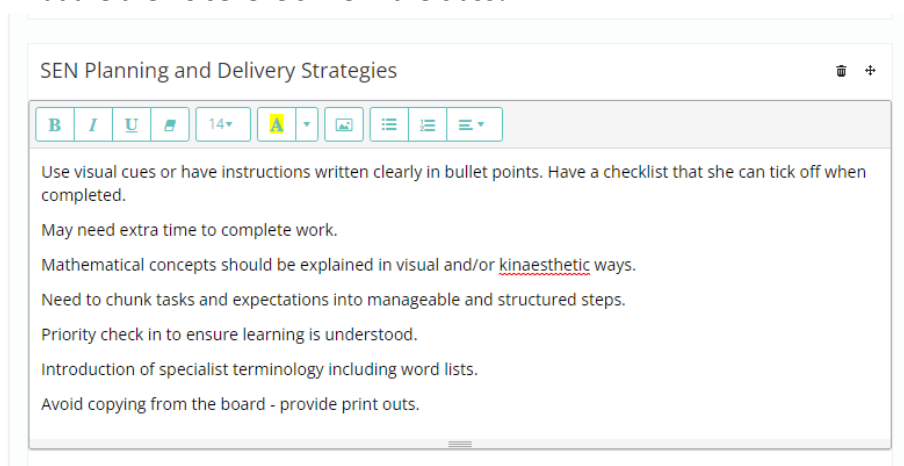
Allow a fidget toy in lessons.

DT - needs to be watched around equipment to ensure she can use it safely.

Planning and delivery strategies

For in lessons and when planning lessons:

- Should any extra printing be done before the lesson?
- How should instruction be given to them?
- Do they need anything changing specifically for them - sheets/handouts etc?
- What are the noise levels like in the class?



SEN Planning and Delivery Strategies

Use visual cues or have instructions written clearly in bullet points. Have a checklist that she can tick off when completed.

May need extra time to complete work.

Mathematical concepts should be explained in visual and/or kinaesthetic ways.

Need to chunk tasks and expectations into manageable and structured steps.

Priority check in to ensure learning is understood.

Introduction of specialist terminology including word lists.

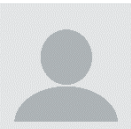
Avoid copying from the board - provide print outs.

Extra notes

- If you run out of character when writing - new tiles can be added - click “add text tile”
- If it is for a longer needs summary just name it “needs summary” and move it to after “strengths/needs”
- If it is for more strategies: name it “strategies continued” and move it so it’s just after the strategies box it is continuing from
- To move the tiles, click and drag the move icon at the top of the box

You can check to see how the profile will look by pressing “print” in the top right corner

Once you’re done click publish and go back to the plan (it might have opened another tab or if it hasn’t you can just press back)

 Year group: 11 Tutor group: 11COE House: Elm	All About Me Likes: Singing, Dancing, talking to friends Dislikes: Writing lots, homework, struggles with maths Hobbies: goes to tap classes Goals: Wants to perform at the west end	SEN Area of Needs <ul style="list-style-type: none">• Dyslexia• ASD	
	Strengths / Needs summary (SEN) Strengths <ul style="list-style-type: none">• Good listener• Imaginative Needs Summary <ul style="list-style-type: none">• Easily Distracted• Organisation	SEN Organisational Strategies <p>Uses Yellow Bunting Paper</p> <p>Trial 25% extra time</p> <p>Allow a fidget toy in lessons</p> <p>DT - needs to be watched around equipment to ensure she can use it safely</p>	SEN Planning and Delivery Strategies <p>Use visual cues or have instructions written clearly in bullet points. Have a checklist that she can tick off when completed.</p> <p>May need extra time to complete work.</p> <p>Mathematical concepts should be explained in visual and/or kinesthetic ways.</p> <p>Need to chunk tasks and expectations into manageable and structured steps.</p> <p>Priority Check in to ensure learning is understood.</p> <p>Introduction of specialist terminology including words lists.</p> <p>Avoid copying from the board - provide print outs.</p>

Assessments

The inclusion teams for literacy and numeracy will be responsible for completing the reading age assessments part of the Plan.

Reading age - Has prefilled dates.

- Backfill in the latest tests if they’ve done any already
- After each series of retest / updates – ensure that Provision Map is updated.

Assessments:					
Reading Age					
	Date	Age at date	Reading Age	GAP	Change in gap
⋮	Baseline	11.04	9.09	-1.07	-
⋮	Yr7 Term1	11.06	10.09	-0.09	0.10
⋮	Yr7 Term2	11.09	10.00	-1.09	-1.00
⋮	Yr7 Term3	12.01	11.05	-0.08	1.01
⋮	Yr8 Start	12.04	11.11	-0.05	0.03
⋮	Yr8 Term1	12.06	12.06	0.00	0.05
⋮	Yr8 Term2	12.09	13.00	0.03	0.03
⋮	Yr8 Term3	13.01	13.01	0.00	-0.03

Exact and recall - If they've already done an exact and recall assessment add marks in here click new row to add any new results if they do a retest

GL Assessment Exact and Recall							
Exact							
	Test Date	Word recognition	Reading accuracy	Reading speed	Spelling	Typing speed	Handwriting speed
⋮	5/7/2023	74	81	78	68	74	66
	<button>Add row</button>						
Recall							
	Test Date	Word: Phonological loop	Pattern: Visuo-Spatial	Counting Recall: Executive function	Composite - Memory	Processing Speed - Memory	
⋮	5/7/2023	75	79	71	71	83	
	<button>Add row</button>						

Exam Access Arrangements

This is the information that is required to be completed on the Form 8 to ensure we have collated sufficient evidence.

- Historical difficulties can be added on arrival from primary school and updated throughout KS3.
- Current difficulties should be added from round robin information and updated as necessary to provide the current picture.
- Normal way of working should include the strategies from the OPP as well as any EAA that are being trialled.

Exam Access Arrangements:
 For Form 8 Part 1

Historical Difficulties and Needs <div style="border: 1px solid #ccc; height: 40px; margin-top: 5px;"></div>	Current Difficulties in the classroom , tests and examinations <div style="border: 1px solid #ccc; height: 40px; margin-top: 5px;"></div>	Normal Way of Working <div style="border: 1px solid #ccc; height: 40px; margin-top: 5px;"></div>
---	--	---

Set yes for each EAA that is needed.

Leave blank for EAAs that are not needed

Centre Delegated
 File note required

Examination Reading Pen	Prompter	Read Aloud	Separate / Smaller Room	Supervised Rest Breaks	Word Processor (Centre Delegated)
<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>	<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>	<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>	<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>	<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>	<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>

Requiring Approval
 Form 8 required

25% Extra Time	Bilingual Dictionary with 10% Extra Time	Extra Time over 50% (Exceptional Circumstances)	Extra Time up to 50% (Substantial Difficulties)	Language Modifier	Modified Papers
<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>	<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>	<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>	<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>	<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>	<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>
Paper Modification	Practical Assistant	Reader / Computer Reader	Scribe / Speech recognition technology	Word Processor / Laptop (scribe alternative)	
<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>	<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>	<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>	<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>	<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>	

For students pre-yr10 use trial in the drop down for 25% extra time

If any EAAs are selected set each of the evidence boxes to no for the forms that are needed *it'll say in the sections above which forms are actually needed* (this includes when 25% is on trial)

Exam Access Arrangements Evidence					
File Note Complete <input type="text"/>	Form 8 Part 1 Complete <input type="text" value="Yes"/>	Form 8 Part 2 Complete <input type="text" value="Yes"/>	Form 8 Part 3 Complete <input type="text" value="Yes"/>	AAO/PAAO Complete <input type="text" value="Yes - Level 2"/>	Renewal Date <input type="text" value="6/11/2024"/>

Provisions

Interventions should be added from the provisions side - if you're adding students to pre-existing provisions go to the provisions section and edit the provision you need to add the pupils. If the provision is set up with them in it, the provision should automatically appear on their plan.

Review

Count SLP creation as a review add first box to table and fill in latest review. For future reviews see completing a review section.

Review:		
Latest Review Date <input type="text" value="5/7/2023"/>	Latest Review Completed by: <input type="text" value="DT"/>	
SLP Review		
Date	Completed by:	Notes
<input type="text" value="5/7/2023"/>	<input type="text" value="DT"/>	<input type="text" value="SLP was made for dyslexia and an ASD referral"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="button" value="Add row"/>		

Files

Upload any extra files here

Editing a Plan

After any editing, please update the box in the reviews section to contain what the update included and when it was

Completing a review

A review on provision map looks at the targets set in the plan and what the outcome from them has been.

Review date: 5/7/2023	Reviewed by: Select teacher...
--------------------------	-----------------------------------

Area of concern	Target	Success criteria	Strategies & Provisions	Outcome	Notes
				0 — As e	
Set outcome for all targets to:					

Review summary	Parental comments	<input type="checkbox"/> Allow parent contribution	Pupil comments

Logging Meetings

- Any contact with parents - phone, email, in-person - (Currently only parents of pupils with SEN) should be recorded in the meeting log
- Admin → Meeting logs → Add new log**

Outputting to Excel

- Heading bar - hover over “Reports” - click “Full provisions”

The screenshot shows the Provision Map interface. The top navigation bar includes links for Home, Admin, Plans, Provisions, Reports, Transitioning, School Robins, Safeguarding, Print Centre, and Help. The 'Reports' dropdown menu is open, showing options: Costs, Time allocation, Provisions outcome, Provisions summary, Full provisions (highlighted), Pupil summary, Plan outcome, and Outcome trends. The main dashboard displays several statistics: 172 Review due soon, 50 Review due soon, 0 Recent School Robin replies, 10 Active provisions, and 260 Active learning plans. There is also a search bar for 'Find pupil by name, tutor group' and filters for 'Pupils I teach' (SEN only, PP only, With plan only).

- Tick “include custom fields” then click “Export to Excel”

Download full provisions report

Provisions started after: 1/8/2022
Provisions started before: 1/8/2023

☒ Include custom fields
☐ Include archived provisions
☐ Include confidential provisions
☐ Only include pupils who are on at least one provision
☐ Only include selected pupils in the report
☐ Include pre-admissions pupils

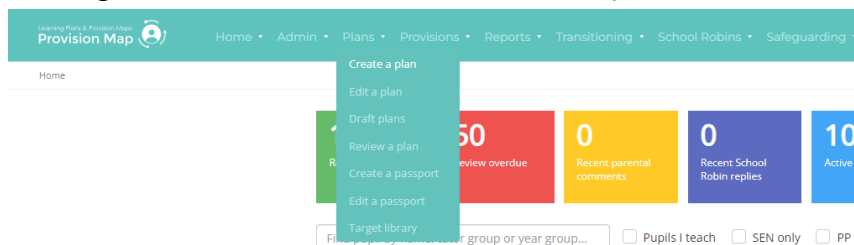
Export to Excel

- In the excel spreadsheet you can sort/filter by almost any of the boxes that have been filled out in the **plan** including: year, SEN stage, area of SEN, primary need, etc.

Medical Needs Team

Creating a plan (Medical 1)

- Heading bar - hover over “Plans” - click “Create a plan”



- Find student by searching name or using any of the other filters

A screenshot of the 'Find Pupils' search form. The form has a blue header with the text 'Find Pupils'. Below the header, there are five search criteria, each with a text input field and a dropdown menu: 'Search by name:', 'Search by ID:', 'Search by year group:', 'Search by tutor group:', and 'Search by SEN stage:'. Each dropdown menu currently shows 'Show all'. To the right of the search criteria, there is a vertical scrollbar and a series of radio buttons, with the second one from the top being selected.

- Select the student and a list of plan templates will be displayed under the Find Pupils section.
- Pick the plan you'd like to make. For an SLP click “Create” next to “Medical 1”.

A screenshot of the plan creation options. At the top, it says 'Creating a new plan will archive the existing plan, making the new one active.' Below this, there are four plan templates, each with a 'Create' button: 'Student Learning Plan', 'EAL Student Learning Plan', 'TEST - Student Learning Plan to test changes', and 'Medical 1'. A large purple arrow points to the 'Create' button for 'Medical 1'.

Pupil Information

First set the Teacher to the form tutor (initials should be written above) by using the dropdown box and search bar.

Tutor group

08SML

Teacher

Mr Simon Mitchell

Medical diagnoses or conditions

Add their medical 1 condition (e.g. EpiPen - Nut allergy or Diabetes - Type 1) and any other medical condition they have in the box below.

Do they have any daily care requirements?

Do they have any equipment and/or medication?

Medical diagnoses or conditions

Medical 1 Condition

Other Medical Conditions

Daily Care Requirements

Information on Equipment/Medication

About medical condition

This section contains some general information about the medical need.

Firstly, what is the need (so could be “Anaphylaxis & EpiPen Carrier” or “Diabetes (Type 1)”) For many needs there will be a pre-written description of the need, common symptoms and general treatments. These should be added and then edited to suit the specific student as and when possible.

About Medical Condition

Medical diagnoses or condition

Description of medical needs:

Symptoms, triggers and signs

Treatments

Who is responsible for providing emergency support in school:

Emergencies

Emergencies

Emergency Guide

What constitutes an emergency?

Action to take...

Add row

Planning and Training

Who has developed the medical 1 plan goes into the “plan developed with:” box. This is likely to be Student/Parent/SENCO/Emergency support/Dr _____ (add doctors name)

Which staff has undertaken any training related to this. Are there staff with specific training to this need? Could first aiders be needed in an emergency for this need?

Planning and Training	
Plan Developed with:	Staff training needed/undertaken
<div></div>	<div></div>

Creating a one page profile

One Page Profile
No One Page Profile created yet
Create new One Page Profile

Firstly, click add text tile (in the lower left corner) to make the medical tiles

Pupil passport tiles	
<div>All About Me</div> <div><div>B I U 14+ [icon] [icon] [icon] [icon]</div><div>SEN use</div></div>	<div>SEN Area of Needs</div> <div><div>Type and press enter to add the list entry</div></div>
<div>Strengths / Needs summary</div> <div><div>B I U 14+ [icon] [icon] [icon] [icon]</div><div>SEN use</div></div>	<div>Organisational Strategies</div> <div><div>B I U 14+ [icon] [icon] [icon] [icon]</div><div>SEN use</div></div>
<div>Planning and Delivery Strategies</div> <div><div>B I U 14+ [icon] [icon] [icon] [icon]</div><div>SEN use</div></div>	
<div>add text tile add list tile</div>	

Five will need to be made each named:

- Medical 1
- Description of medical needs
- Medical Symptoms
- Medical Strategies
- IN A MEDICAL EMERGENCY

If the student only has a medical 1 plan the boxes can be left in the order above and the rest of the SEN boxes can be filled with “N/a” or deleted (This isn’t recommended as its best if they remain editable as they will still appear on some types of print even if deleted)


If the student also has a SEN need the boxes should be moved by dragging the move tool icon so it is set out in the following order (recommended):

1. All about me
2. Medical 1
3. SEN Areas of Need
4. Strengths/Needs Summary
5. Organisational Strategies
6. Planning and Delivery Strategies
7. Description of medical needs
8. Medical Symptoms
9. Medical Strategies
10. IN A MEDICAL EMERGENCY

The information that should go into these new boxes should be similar to the section in the plan and should contain the same information with the general information going into the medical 1 box then the description in its matching box, Symptoms in its box and treatments in the medical strategies box.

An ordered list of what to do in an emergency should also be added.

This should end up looking similar to this: (this example is for type 1 diabetes)

 <p>Year group: 08 Tutor group: 08SES House: Oak</p>	<p>Medical 1</p> <p>Diabetes - Type 1</p> <p>Responsible for providing emergency Support: Lisa Charles (Extn 344) [Reserve: Karen Bright (Extn 319)]</p> <p>Needs assistance during insulin injections</p>	<p>Description of medical needs</p> <p>Diabetes is a long-term medical condition where the body cannot produce enough insulin. Some people can manage their diabetes by controlling their weight, watching their diet and exercising regularly. Others may also need to take a pill that helps their body use insulin better, or take insulin injections. They can track their levels regularly with an electronic instrument about the size of a mobile phone. Sometimes those who have diabetes may have a diabetic emergency, where their blood sugar level becomes too high or too low. Both conditions could be serious and many need treatment in hospital</p>
<p>Medical Symptoms</p> <p>Any signs or symptoms below may indicate a diabetic emergency:</p> <ul style="list-style-type: none"> • Hunger, • clammy skin, • profuse sweating, • drowsiness or confusion, • weakness or feeling faint, • sudden loss of responsiveness <p>If you see or the student reports any of the following please ring the emergency support immediately</p>	<p>Medical Strategies</p> <p>Hypoglycemia</p> <p>The severity of a hypo will often vary but often the child will feel dizzy or off balance. A hypo is often treated with something sugary to eat or drink. You should always allow the student or a trained member of staff to treat a hypo immediately. Delaying treatment will only make the blood sugars lower and can eventually lead to hospitalisation</p> <p>Hyperglycemia</p> <p>Hyperglycemia doesn't tend to develop as quickly as a hypo if a child takes insulin by injection. Children with high blood sugars must be allowed to drink and go to the toilet whenever they need to. You must also call</p>	<p>IN A MEDICAL EMERGENCY</p>