



# S.S.E.R. LTD.

## School Software & Educational Resources

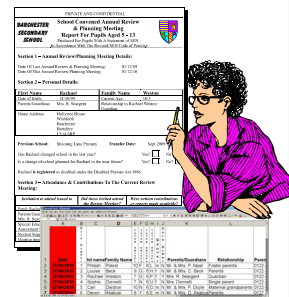
### SPECIAL NEEDS CO-ORDINATOR

PUPIL AGE RANGE 11 - 16

# INTRODUCING - 'SEN MANAGER'

A TRULY FLEXIBLE PRODUCT THAT USES MICROSOFT OFFICE TO PRODUCE:

- **INDIVIDUAL EDUCATION PLANS;**
- **ANNUAL REVIEWS (5-13 & 14+);**
- **WHOLE CLASS & WHOLE SCHOOL RECORDS;**
- **ALL NECESSARY DOCUMENTATION FOR PARENTS & AGENCIES;**
- **A WHOLE SCHOOL APPROACH TO THE IDENTIFICATION & MANAGEMENT OF SEN.**



'SEN Manager' is a revolutionary product that exploits the massive potential of Microsoft Office to record all pupil data, and uses that data with **no further typing** to produce any documentation that you need, now or in the future. 'SEN Manager' consists of two packs (A & B) and is fully customisable - allowing you to personalise any stationary or report layout for your own School or LEA and to be compliant with the revised Code of Practice. 'SEN Manager' stores data and transcribes it into letters and detailed reports in MS Word format - even the annual review form! The illustrated manual/tutorial assumes no specialist knowledge yet provides full instructions which gently guide you towards becoming a proficient user. You can use the familiar features of MS Word to produce, personalise and edit letters or reports as detailed in this advert.

- **Supports efficient & effective recording and reporting.**
- **Facilitates early identification & intervention!**
- **Large numbers of sample data, targets, actions & outcomes are included.**
- **Enter a new comment or just copy, paste & edit an existing comment in the data source.**
- **Allows you to co-ordinate a 'whole school' approach to the implementation of the IEP.**
- **All letters & reports are MS Word documents - edit & personalise them using the power of MS Word before saving and/or printing.**
- **No effective limit to the number of pupils whose data can be stored in the data source.**
- **Full data security features.**
- **Totally flexible - can be adapted to any current or future CoP!**
- **Free telephone software support is available!**

**BARCHESTER  
SECONDARY  
SCHOOL**

**BARCHESTER SCHOOL  
SEN DEPARTMENT**  
Individual Education Plan (I.E.P.)  
PRIVATE & CONFIDENTIAL  
Phone 01892 34562 Fax 01892 34566



IEP No.	IEP 9/3	IEP Start Date:	10/2/10	IEP Review Date:	10/5/10
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#### Section 1: Personal Information and Aims:

Child's Name:	Louise Beck	Date of Birth:	02/10/96
Tutor Group:	9C6H	Code Of Practice Stage:	2 (School Action Plus)
Latest Annual Review Date:	01/12/09	Next Annual Review Date:	01/12/10

	Specific Problems:	Specific Aims:
a) Behaviour:	peer group relationships are poor and advice is not readily accepted from adults.	to develop better social skills and thereby relationships with others
b) Learning:	very poor general numeracy skills.	
c) Attendance:		
d) Medical:	ADHD and relatively poor personal hygiene.	learning and social relationships
e) Emotional:	a low self esteem due to poor literacy skills.	raise self esteem by developing better literacy skills
f) Dyslexia:	moderate dyslexia.	to develop a more fluent and legible handwriting and to use ICT to minimise the effects of dyslexia

**DATA IS AUTOMATICALLY MERGED  
IN PERSONALISED DOCUMENTS!**

Louise is not registered as disabled under the Disabled Persons Act 1986.

#### Section 2: Targets, Actions and Outcomes:

1	Target	To develop social skills and in particular on basis.	<b>SET UP TO SEVEN DIFFERENT TARGETS &amp; ASSOCIATED ACTIONS FOR PUPILS, THEIR PARENTS, ANCILLARY SUPPORT &amp; SENCOS. THESE TARGETS &amp; ACTIONS CAN THEN BE REPORTED TO SUBJECT STAFF FOR TARGETED SUPPORT FROM ACROSS THE CURRICULUM!</b>
	Action	Reward positive actions towards other pupils. Focus on "Instead of passing a comment to staff to avoid letting pupil sit near to..."	
	Outcome	Improvement has been noticed and...	
2	Target	To develop skills in presenting data (graphs) appropriate mode of presentation for numeracy.	
	Action	Work closely with the allocated support staff.	
	Outcome	Achieved - has successfully managed to present charts and to record data in tabulated form.	

#### Section 3: General Comments, Evaluation and Recommendations:

- Special provision should continue and further advice will not be sought from outside support agencies;
- Staff teaching Louise feel that the current IEP is proving effective. It has been decided that Louise should currently remain at Stage 2 (School Action Plus) on the School's register of special needs. Future action should include the checking of primary records for incidences of hygiene problems.

SENCO: Mrs. C. Newton

IEP Compiled by D. Greer (SEN Dept.)

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PACK  
'A'

# THE EFFECTIVE WAY TO STORE & USE YOUR S.E.N. RECORDS

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SEN DEPARTMENT**  
*Identification & Summary*



Pupil Name		Tutor Group	CoP Level	Problem					RA	SA	NC Eng	NC Maths	NC Sci
Family Name	First Name			Behaviour	Learning	Attendance	Medical	Emotional					
Crowe	Benjamin	7HR	1	B				M		8	9	2	3
Dent	Robert	7DR	3	B				M		9	8	3	2
Desmond	Laura	7QC	2	B				E		6	6	2	2
Hegarty	Richard	7ET	3					A		9.5	8.3	2	3
Holliday	Sarah	7KH	2		L			M	E	10	9	2	3
Jones	Siobhan	7GW	1		L	A				9	9	3	2
Kingston	Christine	7LD	1		L			E	D	8	9.5	2	3
Mark	Joan	7PS	2					A		7	6.6	3	3
Weston	Rachael	7GP	3					A	M	E	6.6	10	3
Akabus	Devon	8YE	3	B	L	A		M	D	10.5	9.5	3	3
Bennett	Julia	8LJ	2		L			M	E	9.7	9.4	2	2
Durrans	Janet	8KU	3					A	M	D	12	6	2
Roberts	Stacey	8DU	3					M		9	9	3	3
Smith	Lewis	8AV	2	B				M		9	9	2	2
Smith	Mark	8UB	3	B	L	A		E	D	10	8	3	2
Sunderland	Sean	8IH	3		L	A				9	9	3	3
Wildash	Taylor	8FJ	3	B				E		10	8	3	2
Willcox	Leo	8RI											
Beck	Louise	9GH											
Gardener	Kyle	9PA											
Kitt	Diana	9UQ											
Oakley	Dawn	9YM											
O'Brady	Caitlin	9EI											
Parkinson	Kelly	9TP											
Patel	Lalita	9CI											
Pokrel	Lakshmi	9HO											
Shaw	Kitty	9OL											
Clarke	Martina	10J											
Craddock	Melanie	10EF											
Dardron	Carl	10ND											
Godsell	Nadine	10SD											
Goodman	Durwin	10DF											
Harnas	Naima	10WG											
Hussain	Priti	10VR											
Pokrel	Pritesh	10FL											
Gill	Punit	11GG											
Leo	Adeline	11HF											
Loosley	Lydia	11JY											
Singh	Priya	11FE	2	B	L					12	10.4	3	2

Date Of Print Out 15/9/10

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**FACILITATE EARLY IDENTIFICATION OF S.E.N. BY EXCHANGING CLASS SUMMARY SHEETS WITH TEACHING STAFF. SUMMARY SHEETS DISPLAY CRITICAL DATA PERTAINING TO PUPILS. THE PUPILS ARE SELECTED BY ANY COMBINATION OF CRITERIA SUCH AS TUTOR GROUP, SUBJECT TEACHING GROUP, SUBJECT TEACHER, YEAR GROUP, N.C. LEVEL, R.A., S.A., DATE OF NEXT I.E.P. OR ANNUAL REVIEW, ETC. THE SELECTION CRITERIA ARE SET BEFORE MERGING THE DATA INTO WORD BUT DATA CAN BE FURTHER SORTED WITHIN MS WORD!**

**BARCHESTER  
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**BARCHESTER SCHOOL  
SEN DEPARTMENT**  
Longfield Road, Barchester. BS10 5RG.  
Phone 01892 34562 Fax 01892 34566  
*Pupil Summary - CoP Stage 1 (School Action)*



Mrs. R. Seargent,  
Hollytree House,  
Wishforth,  
Barchester,  
Bartshire.

Friday, 17 August 2010

Dear Mrs. R. Seargent,  
Rachael is a normally statured girl for 11.3 years of age and appears to have excellent health. She is also mature for her age and displays a moderate amount of self-confidence. Her attendance record is 80% and there is correspondingly some concern over this matter. Rachael is coping well with her special needs and is integrating well into all of her subjects except English. Her problems in English appear to be caused by her finding the written work too difficult. Her hearing difficulties necessitate the provision of in-class support. Rachael is not available she can still work well in independent but her Reading Age has increased from 6 to 6.6 and her Spelling Age as 10. Her relationships with her peers are very good yet relations are better. Rachael is currently trying hard in all of her subjects and this year she has made progress in the following curricular and extra-curricular activities:

**DATA IS AUTOMATICALLY MERGED INTO COHERENT SENTENCES!**

achieved test results that have been generally good but have deteriorated recently completed most homework and classwork on time been an effective class monitor and School Council representative always brought the appropriate equipment for lessons represented the School in netball

Rachael has made significant improvements in the following areas:  
engaging positively in most work and activities  
contributing to the organisation of the learning programme  
improving upon the quality of the work produced  
responding well to the challenges of a set task

To make further improvements Rachael needs to put more effort into reducing her problems of:  
being over dependent on the teacher

I should be pleased if you would contact me to arrange a convenient time for us to discuss the contents of this letter.

Yours sincerely,

(Mrs. C. Newton SENCO)

This letter/report has been compiled by D. Greer (SEN Dept.)

*Pupil Summary - CoP Stage 1 (School Action)*

**PUPIL NAME:** Rachael Weston **TUTOR GROUP:** 7G6P **DOB:** 21/10/99

Would you like more information about your child's SEN provision? Yes? ☐ No? ☐

Would you like to arrange a private meeting with your child's SENCO? Yes? ☐ No? ☐

You can contact me at work/home on \_\_\_\_\_ (phone number). The best times to call are: \_\_\_\_\_ (times) \_\_\_\_\_ (days)

Parent's/Guardians Signature: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

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Phone 01892 34562 Fax 01892 34566  
*PUPIL INFORMATION*



DATE OF PRINT OUT: 17/08/10

<b>Pupil Name:</b> Pritesh Pokrel	<b>Tutor Group:</b> 10F6L	<b>Attendance:</b> 65%
<b>Gender:</b> Male	<b>Date Of Birth:</b> 12/11/95	
<b>Current Age:</b> 15.2	<b>Parents/Guardians:</b> Mr. & Mrs. P. Nipel	
<b>Parents/Guardians Phone:</b> 0122 419898		
<b>Parent/Guardian Relationship To Pritesh:</b> Foster parents		
<b>Home Address:</b> 63 Oak Tree Road Bingforth Barchester Bartshire		
<b>Care Order?</b> No care order.	<b>Ethnicity:</b> Asian	
<b>Language:</b> Gujarati	<b>Religion:</b> HINDU	
<b>Previous School:</b> Churchgate Co. Primary	<b>Transfer Date From Previous School:</b> Sept 2006	
<b>Support Agencies Currently Involved:</b> Literacy Support Service. Advisers with an expertise in using I.C.T. to enhance the provision for SEN. Special Needs Teaching Team - specialist in specific learning difficulties.		
<b>Spelling Age:</b> 9	<b>Code Of Practice Stage:</b> 3 (Statement)	
<b>Reading Age:</b> 9	<b>Reading Age - Chronological Age:</b> -5.2	
<b>National Curriculum</b>	<b>KS2 Result</b>	<b>Current Level</b>
English:	1	2
Maths:	1	3
Science:	2	3
<b>Specific Problems:</b>	<b>SENCO's Specific Aims:</b>	
a) Behaviour: attention seeking, calling out and leaving place.	to reduce the amount of attention seeking and thereby improve relations with peers and behaviour.	
b) Learning: very poor general literacy and numeracy skills.	to develop basic literacy and numeracy structured programmes	
c) Attendance: erratic attendance.	to identify and reduce/remove erratic attendance	
d) Medical: poor personal hygiene.	to work with agencies and foster personal hygiene	
e) Emotional: a low self esteem due to fostering placement and poor numeracy and literacy skills.	monitor the foster placement for school and raise self esteem	
f) Dyslexia: severe dyslexia.	to reduce the effects of the dyslexia	
Pritesh is not registered as disabled under the Disabled Persons Act 1986.		
<b>The targets set by the SENCO are:</b>		
Target 1: To address the behavioural problems of attention seeking, calling out and regularly leaving place.	Target 4: To improve on quality of personal hygiene.	
Target 2: To improve upon the quality, quantity and speed of reading. To develop confidence, fluency, enjoyment and comprehension.	Target 6: To work towards more fluent and legible writing.	
Target 3: To reduce the rate of absence from school.	Target 7:	
<b>Last Annual Review Date:</b> 01/12/09	<b>Next Annual Review Date:</b> 01/12/10	

**AUTOMATIC  
CALCULATION OF AGE,  
INCREASE IN READING  
& SPELLING AGES,  
N.C. LEVELS, ETC!**

**BARCHESTER SCHOOL  
SEN DEPARTMENT**  
Longfield Road, Barchester. BS10 5RG.  
Phone 01892 34562 Fax 01892 34566  
*Agency Referral*



Mrs. Donnelly,  
45 Cedar Road,  
Wishforth,  
Barchester,  
Bartshire.

Friday, 17 August 2010

Dear Mrs. Donnelly,

I am writing to inform you that there is some general concern about the progress that Sophie is making at school. To ensure that we provide Sophie with as much appropriate support as possible I should like to request your permission to make a referral for advice/support from the LEA School Support Team. Parental permission is needed by myself to refer a pupil in this way and you will be sent a copy of all relevant documentation.

With your consent I will put Sophie on the list of pupils for discussion at the next meeting of the School Support Team at \_\_\_\_\_ (time) on \_\_\_\_/\_\_\_\_/\_\_\_\_ (date) at \_\_\_\_\_ (venue). I would welcome any comments or information that you may believe may help in securing the most appropriate support for Sophie. You may express your views over the telephone or in writing - you may find the accompanying questionnaire useful in helping you structure your comments. I should be grateful if you would complete and return the following cut off slip.

Yours sincerely,

(Mrs. J. Constable SENCO)

This letter/report has been compiled by D. Greer (SEN Dept.)

*Agency Referral*

**Child's Name:** Sophie Donnelly **DOB:** 02/01/99 **Tutor Group:** 7N6U

Do you give permission for a referral to the School Support Team? Yes? ☐ No? ☐

Would you like more information about your child's SEN assessment? Yes? ☐ No? ☐

Would you like to arrange a private meeting with your child's SENCO? Yes? ☐ No? ☐

You can contact me at work/home on \_\_\_\_\_ (phone number). The best times to call are: \_\_\_\_\_ (times) \_\_\_\_\_ (days)

Parent's/Guardian's Signature: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

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**PACK  
'A'**

**INCLUDES A LARGE SET OF LETTER/REPORT TEMPLATES, ETC.**

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**School Convened Annual Review  
& Planning Meeting**

**Report For Pupils Aged 5 - 13**

Produced For Pupils With A Statement of SEN  
In Accordance With The Revised SEN Code of Practice



**YOUR LOGO & SCHOOL NAME ARE  
AUTOMATICALLY MERGED**

**Section 1 – Annual Review/Planning Meeting Details:**

Date Of Last Annual Review & Planning Meeting: 01/12/09  
Date Of This Annual Review/Planning Meeting: 01/12/10

**Section 2 – Personal Details:**

<b>First Name</b>	<b>Rachael</b>	<b>Family Name</b>	<b>Weston</b>
Date of Birth:	21/10/99	Current Age:	10.3
Parents/Guardians:	Mrs. R. Seargent	Relationship to Rachael Weston:	Guardian
Home Address:	Hollytree House Wishforth Barchester Bartshire LE14 6RP		

**Previous School:** Shooting Lane Primary **Transfer Date:** Sept 2009

Has Rachael changed school in the last year? Yes? ☐ No? ☐

Is a change of school planned for Rachael in the near future? Yes? ☐ No? ☐

Rachael is **registered** as disabled under the Disabled Persons Act 1986.

**Section 3 – Attendance & Contributions To The Current Review Meeting:**

Invitation to attend issued to	Did those invited attend the Review Meeting?	Were written contributions or reports made available?
Pupil: Rachael Weston		
Parents/Guardians: Mrs. R. Seargent		
Special Educational Needs Assessment Service.		
Student Support Service.		
Hearing impairment.		

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**Section 7 – Targets, Actions and Outcomes in Specific Subjects:**

**English:**

Autumn To improve on the attention given to work by frequent checks on understanding, e.g. question/answer, formal/informal tests. This has proved very successful.

Summer To improve on the attention given to work by frequent checks on understanding, e.g. question/answer, formal/informal tests. This has proved very successful.

Improving handwriting and presentation in accordance with N.C. criteria by the department's in class support team. This has had some success but support needs to continue.

**Maths:**

Autumn To improve on the attention given to work by frequent checks on understanding, e.g. question/answer, formal/informal tests. This has proved very successful.

Spring Improve upon discussion of mathematical work and explain thinking by support from the department's in class support team. This has had some success but support needs to continue.

Summer Improve upon discussion of mathematical work and explain thinking by support from the department's in class support team. This target was achieved.

**Sci. 1:**

Autumn Improve upon discussion of investigation work and explain thinking by support from the department's in class support team. This target was achieved.

Spring To improve on the attention given to work by frequent checks on understanding, e.g. question/answer, formal/informal tests. This has proved very successful.

**Art:**

Autumn Identify and discuss 3D and 2D representational images by support from the department's in class support team. This has had some success but support needs to continue.

Spring To raise confidence in a working with a range of materials by employing suggestions made by the teacher. This target was achieved to a degree but further support is required.

Summer To develop the ability to identify appropriate behaviour supported by regular discussion with the teacher. This target was achieved.

**D/Tech. 1:**

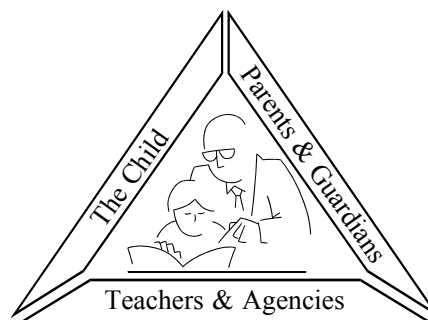
Autumn Identify and discuss 3D and 2D representational images by support from the department's in class support team. This has had some success but support needs to continue.

Spring To raise confidence in a working with a range of resistant materials by employing suggestions made by the teacher. This target was achieved to a degree but further support is required.

Summer Improve upon discussion of numerical work and explain thinking by support from the department's in class support team. This has had some success but support needs to continue.

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**REINFORCING THE PARTNERSHIP BETWEEN PARENTS, SENCOS, TEACHERS & AGENCIES.**



**SEN MANAGER PACK 'A' TEMPLATES INCLUDE:**

N.B. \* Indicates that this template is shown in this advert.

- I.E.P. \*
- Annual review 5 - 13 \*
- Annual review 14+
- Pupil information sheet \*
- Progress report
- Progress letter - parent
- Summary letter - parents \*
- Concern letter - parents
- Assessment letter - parents
- Request for full assessment
- I.E.P. review (3 versions)
- Agency Intervention - parents \*
- Agency Intervention - agency
- 14+ review meeting - agency (2 versions)
- 14+ review meeting - parent
- 5 - 13 review meeting - parent
- Paired reading - parent
- 5 - 13 questionnaire - parent
- 14+ questionnaire - parent
- Large bank of sample targets, actions, etc.
- Identification and Class Summary \*
- Identification & Class Summary (detailed)

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**Section 10 a – Current IEP Targets and Outcomes:**

1	<b>Target</b>	To develop social skills and in particular co-operation with peers on a one to one basis.
	<b>Outcome</b>	Achieved.
2	<b>Target</b>	To improve upon the child's organisational skills.
	<b>Outcome</b>	some success - is becoming more successful in this area.
3	<b>Target</b>	To reduce the rate of absence from school on Mondays.
	<b>Outcome</b>	Nearly achieved - has only missed three Mondays this term.
4	<b>Target</b>	To ensure that strategies are implemented that ensure Rachael follows the theme of a lesson.
	<b>Outcome</b>	Has forgotten to bring transmitter to school on only three occasions this term.
5	<b>Target</b>	To develop social skills and in particular co-operation with peers in a group situation. Eventually being able to work with classmates on group work without disturbing others.
	<b>Outcome</b>	Nearly achieved.

**Section 10 b – Future IEP Targets and Actions:**

1	<b>Target</b>	Develop better comprehension of text.
	<b>Action</b>	Identify the important aspects of the text by focusing on the main points.
2	<b>Target</b>	Improve upon standard of behaviour by directing behaviour and attention to task set.
	<b>Action</b>	Employ behaviour management strategies, especially rewards, as agreed with all staff.
3	<b>Target</b>	Help pupil's listener to understand pupil's speech.
	<b>Action</b>	Rehearse sounds clearly in words.

**Section 11 - Further Comments On New IEP:**

Effort must be made to maintain the good deal of support for the IEP obtained by most subject teachers from across the curriculum. The SENCO will speak personally to some subject staff to try and obtain their co-operation in supporting the basic skills that need further reinforcement.

Some staff would benefit from INSET re: teaching the hearing impaired and this will be centrally arranged during the working group sessions for appropriate staff.

Rachael's guardians have been very supportive towards Rachael and she has gained in confidence and now feels secure. We therefore hope for further improvements during the course of the next IEP.

Head teacher's Signature: \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

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**PACK  
'B'**

## THE CROSS CURRICULAR PACK:

SEN Manager Pack B is a cross curricular IEP management pack and is the perfect companion to SEN Manager Pack A. Pack B contains a master Department Data Source and report templates for 16 different subject departments. SEN Manager Pack B can stand alone but it is designed to be used in conjunction with SEN Manager Pack A. Both packs are 100% compatible and any information can be seamlessly exchanged between subject departments and the SEN Dept. Both SEN Manager Packs A & B each include a full pro-forma data source both of which are Excel spreadsheets!

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**BARCHESTER SCHOOL  
HISTORY DEPARTMENT**

### IEP Comment - Summary Sheet

*N.B. P.A. & S.I. increases refer to most recent data. N.C. core subject increases refer to level changes since KS2*

Family Name:	First Name:	Tutor Group	History Group	History Teacher	CoP Level	Problem										% Att.	Core National Curriculum												Ref No.
						B	L	A	M	E	D	RA	SA	NC Sci	NC Soc		NC Eng	NC Eng. Tec.	NC Maths	NC NC	NC NC	NC NC							
Pokrel Term:	Pritesh	10F6L	H10G3	Mr. N. Bonney	3			L	A	E						65	9	9	3	1	2	1	3	2	4				
Comments (Targets, Actions & Outcomes)																													
Autumn	To raise proficiency in data collection/analysis and the ability to draw appropriate conclusions with regular support from the teacher. This target was achieved to a further degree but a little further work is required.																												
Spring	To increase general comprehension skills by producing a structured account comparing aspects of own time with past times. This target was achieved to a degree but further support is required.																												
Summer	To initiate and respond to actions of others in a positive way supported by regular discussion with the teacher. This target was achieved to a further degree but a little further work is required.																												
Beck Term:	Louise	9G6H	H9G3	Mrs. D. Wellman	2	B																							
Comments (Targets, Actions & Outcomes)																													
Autumn	Improve upon vocabulary by using correct terms to describe the distinctive																												
Spring	To develop the ability to express feelings in appropriate ways by demonstrating																												
Summer	To facilitate effective working as part of large or small group support																												
Weston Term:	Rachael	7G6P	H7G3	Mr. R. Churchill	3	L																							
Comments (Targets, Actions & Outcomes)																													
Autumn	To increase general literacy skills by producing a structured account of an																												
Spring	To contribute towards raising the reading age by three months by teacher and the end of term.																												
Summer	To develop the ability to identify appropriate behaviour supported by regular discussion with the teacher. This target was achieved.																												
Date of Print Out 17/08/10																													
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**THIS HISTORY DEPARTMENT  
IEP SUMMARY SHEET WAS  
PRODUCED BY SEN MANAGER  
PACK 'B' WHICH CAN PRESENT  
KEY DATA, TARGETS, ASSOCIATED  
ACTIONS & OUTCOMES FOR ANY  
COMBINATION OF PUPILS!**

A	B	C	D	E	F	G	H	I	J	K	L
Date	Role	ist name	Family Name	TUTOR GROUP 1	TUTOR GROUP 2	TUTOR GROUP 3	TUTOR GROUP 4	TUTOR GROUP 5	TUTOR GROUP 6	Parents/Guardians	
27/04/2010	1	Pritesh	Pokrel	10 F	6 L	m	N	Mr. & Mrs. P. Nipel			
27/04/2010	2	Louise	Beck	9 G	6 H	f	N	Mr. & Mrs. C. Beck			
27/04/2010	3	Rachael	Weston	7 G	6 P	f	Y	Mrs. R. Seargent			
27/04/2010	4	Sophie	Donnelli	7 N	6 U	f	N	Mrs. R. Donnelli			
27/04/2010	5	Carl	Dardron	10 N	6 D	m	N	Mr. & Mrs. P. Doyle			
27/04/2010	6	Devon	Akabusi	8 Y	6 E	m	N	Mr. & Mrs. D. Akabus			

**APPLY  
THE POWER  
OF EXCEL TO STORE  
AND MANIPULATE  
DATA!**

The tutorial (36 pages) shows you the secrets of how to make data entry into the data source an easy and efficient task. You can view up to 30 different related targets, actions or outcomes at a time. All of the letters and forms shown in this advert were created with no extra typing except that needed to originally enter data into the data source!

## ORDER FORM

DESCRIPTION	STOCK CODE	FORMAT & COMPATIBILITY	COST: Exc. VAT	COST: Inc. VAT	Qty.	SUB TOTAL: Inc. VAT
SEN MANAGER PACK A	SENAPC6	Suitable for Windows OS ('98, XP, Vista) & Mac OS. Need Microsoft Word 6 (or later) and Excel 5 (or later) - works in versions of MS Office from Office 2000 - 2007.	£ 60.00	£ 70.50		
SEN MANAGER PACK B	SENBPC6	Full unrestricted site licence included - install on all networks and standalone computers on the School site.	£ 30.00	£ 35.25		

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