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| **Childs Name** | Child A | Date of Birth | 2010 | Class/Teacher |  |
| Date/Term | Autumn 2021. | GSP? /Level | Y/N | Expiry Date | . |
| **Assess** - What assessments have informed this plan? (Date/Name) |
| Family / Child / Young Person | Parent input | Educational Psychologist | April 2021.  |
| Education  | Assessments | Social Care/Early Help | Webstar completed |
| Other | Health/Medical | May 2019. Speech & Language. |
| Outreach/LSAT | BEE-U December 2021.ASD Diagnosis | Other |  |
| **What are the special educational needs? *(****barriers to learning)* |
| 1. **Understanding new learning and activities as well as remembering prior learning experiences. Child A struggles to remember specific skills from lessons such as timetables and spellings.**
 |
| 1. **Adapting and accepting changes in routines. Child A finds any change from her normal routines very difficult and can react very strongly, this has had a deep impact on her home life.**
 |
| 1. **Making and maintaining relationships with peers of the same age. Child A struggles due to her anxieties and mannerisms to make close friends with children from her year group.**
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| 1. **Unable to develop independent learning skills. Child A finds the minute-to-minute aspects of the school day difficult and needs constant support and reassuring throughout the school day.**
 |
| **Are there any behaviour concerns?** |
| **Yes** | **No** | If **‘Yes’** please attach an **Individual Behaviour Support Plan**  |
| **Has there been a Pupil planning Meeting?** | **Details** |
| **Yes** | **No** |  |

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| **Long Term Outcomes***(Add/remove the number of outcomes as required)* | **Evaluation***(To be completed at the end of the year/GSP funding period)* |
| ***Outcome 1*** | Will independently complete appropriately differentiated activities 80% of the time. |  |
| ***Outcome 2*** | Can accept and respond appropriately to changes to expected routine. |  |
| ***Outcome 3*** | Can sustain positive relationships with at least 2 peers within child A’s year group. |  |
| ***Outcome 4*** | Transition successfully to secondary phase of education.  |  |

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| ***Short-term Outcome 1- Termly -*** Will independently complete appropriately differentiated activities 80% of the time. |
| **Plan -**  |
| Term 1: Following initial support from a TA, Child A will finish an adult directed task independently at least twice a day.Term 2: Child A will complete an independently set activity of 10 minutes twice a day.Term 3: Child A will independently complete three independently set classroom activities each day. |
| **Do** *– Intervention/Support/Provision* | *Frequency/duration/grouping/who?* |
| Support in teaching input for processing new learning.Modelling and support with new learning.Small group work - class lessonsPhonics Phase 5 InterventionTimetables interventions (Purple Mash ICT Programs) Precision teaching spelling intervention Give additional time for task completion, consider alternatives to recording/writing | X 20 sessions weekly / 15 Mins / 1to1 TA supportX 10 sessions weekly / 20 Mins / 1to1 TA supportX 10 sessions weekly / 40 Mins / 1to3 TA & CT supportX 5 sessions weekly / 15 Mins / 1to3 TA supportX 5 sessions weekly / 20 Mins / 1to1 supportx 3 sessions weekly / 20 Mins / 1to3 supportX 10 sessions weekly / 15 mins / 1to1 TA support |
| **Review –** *Impact/Progress* | Date: December 2022. |
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| ***Short-term Outcome 2*** - Can accept and respond appropriately to changes to expected routine. |
| **Plan -**  |
| Term 1 – Child A will recognise emotions and feelings linked to her anxietyTerm 2 – Child A will use learned strategies to manage her responses to anxiety with support. Term 3 - Child A will independently use learned strategies to manage her anxiety 80% of the time.  |
| **Do** *– Intervention/Support/Provision* | *Frequency/duration/grouping/who?* |
| Daily end of the day talktime; use social stories, role play, introduce strategies to manage anxiety to changeSocial / Emotional Skills Intervention; Undertake sensory audit5-point scaleDuring a day when homelife routine is expected to change – extra TA support timeTA support during lessons to help with activitiesTeacher to differentiate tasks to help support change of routine | X 5 sessions weekly / 10 Mins / 1to3 Pastoral TA supportX 2 sessions weekly / 10 Mins / 1to 2 TA supportOn average – x 2 sessions weekly / 15 mins / 1to1 TA supportX10 sessions weekly / 30 Mins / 1to3 TA support X10 sessions weekly / 60 Mins planning time |
| **Review –** *Impact/Progress* | Date: December 2022. |
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| ***Short-term Outcome 3 -*** Can sustain positive relationships with at least 2 peers within child A’s year group. |
| **Plan -**  |
| Term 1 – Child A will join in with a shared activity with a chosen peer supported by an adult dailyTerm 2 – Child A will engage in a small group play activity supported by an adult dailyTerm 3 –Child A will participate in an activity with a friend from her year group independently 3 times a week |
| **Do** *– Intervention/Support/Provision* | *Frequency/duration/grouping/who?* |
| Daily end of the day talk time Social / Emotional Skills InterventionBreak Time Peer SupportLunch Time Peer SupportA Circle of Friends intervention plan | X 5 sessions weekly / 10 Mins / 1to3 Pastoral TA support X 2 sessions weekly / 10 Mins / 1to2 TA supportX 5 sessions weekly / 20 Mins / 1to3 TA support X 5 sessions weekly / 1Hr / 1to3 TA supportX1 PSHE Lesson / 1Hr / Teacher Led Lesson |
| **Review –** *Impact/Progress* | Date: December 2022. |
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| ***Short-term Outcome 4*** |
| **Plan -** To successfully make the transition to secondary phase of education. |
| Term 1 – For Child A to have built in time to discuss the upcoming transition with a familiar member of staff. Term 2 – To have visits to and from Child A’s chosen secondary school to support transition.Term 3 – To transition successfully to secondary school.  |
| **Do** *– Intervention/Support/Provision* | *Frequency/duration/Grouping/who?* |
| Daily end of the day talktime Social / Emotional Skills InterventionVisits from Secondary Senco practitioner Visits to Secondary schoolThe Black Sheep Talking about secondary school App | X 5 sessions weekly / 10 Mins / 1to3 Pastoral TA support X 2 sessions weekly / 10 Mins / 1to2 TA supportX 1 half termly / 1 hr / 1to1 Senco supportX 1 half termly / 2 hrs / 1to1 TA supportX1 session weekly / 30 Mins / 1to1 support |
| **Review –** *Impact/Progress* | Date: December 2022. |
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| **Parent / Carer’s view** |
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| **Pupil’s views** |
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| **Staff member responsible for completing the evaluation**  |
|  | Designation:  | Date: |