|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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.** | | | | | | | |
| 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** |  | | | | |

|  |  |  |
| --- | --- | --- |
| **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. |  |

|  |  |
| --- | --- |
| ***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 lessons  Phonics Phase 5 Intervention  Timetables 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 support  X 10 sessions weekly / 20 Mins / 1to1 TA support  X 10 sessions weekly / 40 Mins / 1to3 TA & CT support  X 5 sessions weekly / 15 Mins / 1to3 TA support  X 5 sessions weekly / 20 Mins / 1to1 support  x 3 sessions weekly / 20 Mins / 1to3 support  X 10 sessions weekly / 15 mins / 1to1 TA support |
| **Review –** *Impact/Progress* | Date: December 2022. |
|  | |

|  |  |
| --- | --- |
| ***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 anxiety  Term 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 change  Social / Emotional Skills Intervention; Undertake sensory audit  5-point scale  During a day when homelife routine is expected to change – extra TA support time  TA support during lessons to help with activities  Teacher to differentiate tasks to help support change of routine | X 5 sessions weekly / 10 Mins / 1to3 Pastoral TA support  X 2 sessions weekly / 10 Mins / 1to 2 TA support  On average – x 2 sessions weekly / 15 mins / 1to1 TA support  X10 sessions weekly / 30 Mins / 1to3 TA support  X10 sessions weekly / 60 Mins planning time |
| **Review –** *Impact/Progress* | Date: December 2022. |
|  | |

|  |  |
| --- | --- |
| ***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 daily  Term 2 – Child A will engage in a small group play activity supported by an adult daily  Term 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 Intervention  Break Time Peer Support  Lunch Time Peer Support  A Circle of Friends intervention plan | X 5 sessions weekly / 10 Mins / 1to3 Pastoral TA support  X 2 sessions weekly / 10 Mins / 1to2 TA support  X 5 sessions weekly / 20 Mins / 1to3 TA support  X 5 sessions weekly / 1Hr / 1to3 TA support  X1 PSHE Lesson / 1Hr / Teacher Led Lesson |
| **Review –** *Impact/Progress* | Date: December 2022. |
|  | |

|  |  |
| --- | --- |
| ***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 Intervention  Visits from Secondary Senco practitioner  Visits to Secondary school  The 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 support  X 1 half termly / 1 hr / 1to1 Senco support  X 1 half termly / 2 hrs / 1to1 TA support  X1 session weekly / 30 Mins / 1to1 support |
| **Review –** *Impact/Progress* | Date: December 2022. |
|  | |

|  |
| --- |
| **Parent / Carer’s view** |
|  |
| **Pupil’s views** |
|  |

|  |  |  |
| --- | --- | --- |
| **Staff member responsible for completing the evaluation** | | |
|  | Designation: | Date: |