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| **Childs Name** | | B | | Date of Birth | 2010 | | Year | 6 |
| Date/Term | | Autumn Term 21 | | Class/Teacher |  | | CIC | no |
| **Assess** - What assessments have informed this plan? (Date/Name) | | | | | | | | |
| Family / Child | | Family conversation | | | Educational Psychologist | | Jan 21 | |
| Education (school) | | Teacher assessments  Working toward expected level Literacy/Numeracy | | | Social Care/Early Help | | Early Help assessment | |
| PASS Survey / Boxhall Profile | | | Health/Medical | | May 2019 SALT assessment  April 2021 CAMHS diagnosis ASD | |
| Education (outreach) | | LSS March 2020 | | | Other | |  | |
| **Summary of special educational needs *(****barriers to learning)* **based on assessments***.*  **Provide a brief description of presenting special educational needs as well as relative strengths.**  **Please consider primary area of need as well as any associated or additional secondary areas of need.** | | | | | | | | |
| **Strengths**  B enjoys forest school and outdoor learning. She enjoys spending time with both her maternal and paternal grandparents and is very caring toward her little brother. B wants to do well in school and when she is sure about what is expected of her she can focus on a task for up to 5 minutes. | | | | | | | | |
| **Primary need** ASD (CAMHS diagnosis 2021)  **Secondary Need**: SEMH | | | | | | | | |
| **Description of special educational needs:**   1. Difficulty both understanding new learning and activities and remembering prior learning experiences. B struggles to remember specific skills from lessons such as timetables and spellings. This means that she is working towards expected levels across literacy and numeracy 2. Adapting and accepting changes in routines. B finds any change from her normal routines very difficult and can react very strongly, this has had a deep impact on her home life. 3. Making and maintaining relationships with peers of the same age. B struggles due to her anxieties and mannerisms to make close friends with children from her year group. 4. Has not developed independent learning skills. B finds the minute-to-minute aspects of the school day difficult and needs constant support and reassuring throughout the school day. 5. B can be withdrawn and anxious in school. At home parents report that B can be challenging when she gets home from school especially when she has homework to complete. | | | | | | | | |
| **Are there any behaviour concerns? (unwanted behaviour, this could be withdrawn or behaviour that challenges)** | | | | | | | | |
| **Yes/No** | | | **What is the underlying causes of the behaviour concerns. Please address this in the plan below**  Can exhibit anxious and withdrawn behaviours and engages in sensory seeking behaviour when anxious. | | | | | |
| **Has there been a pupil planning meeting and /or early help meeting?** | | | **Details** | | | | | |
| **Yes/No** | | | Early Help plan in place. School family support worker is involved. Parents have engaged with practical parenting course ‘understanding my child with Autism’  Parents report that this has had a positive impact and that they are now managing B’s behaviour better at home and are working on supporting B to be able to regulate effectively when there is an unexpected change to her routine. | | | | | |
| **Long Term Outcomes (what will the child be able to do by the end of the year 6 please ensure there is at least one outcome to support each of the needs identified above. Long term outcomes should be co-produced with parent carers and child**  *(Add/remove the number of outcomes as required)* | | | | | | **Evaluation (to be completed every 12 months)** | | |
| ***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 B’s year group. | | | | |  | | |
| ***Outcome 4*** | Will transition successfully to secondary phase of education. | | | | |  | | |

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| ***Term 1*** *(add additional terms as required)*  ***Short-term steps to achieve long term outcomes (what will the*** *child be able to do as a result of the intervention (do) that you have put in place. Steps should be reviewed and amended termly. You will need to identify one or more steps* ***for each long term outcome identified.*** | | |
| *Outcome 1-* Will independently complete appropriately differentiated activities 80% of the time. | | |
| **Plan –** *short term steps* | | |
| Term 1: Following initial support from a TA, Evie will finish an adult directed task independently at least twice a day.  Term 2: B will complete an independently set activity of 10 minutes twice a day.  Term 3: B will independently complete three set classroom activities each day. | | |
| **Do** *– what needs to happen?*  *Intervention/Support/Provision* | *frequency/duration/grouping/who?* | |
| **Strategies:**  Give additional time for task completion, consider alternatives to recording/writing  Use ‘Now and Then board’ to provide structure to B’s activities and encourage task completion.  Access to class TA to support direct teacher input. TA will model new learning and reinforce previously learnt skills across all curriculum areas. This will be achieved with small group work within the class.  **Targeted input:**   1. Phonics Phase 5 Intervention 2. Timetables interventions (Purple Mash ICT Programs) 3. Precision teaching spelling intervention | Class staff trained to the equivalent of Autism Education Trust Good Autism Practice.  Class TA/s trained in emotion coaching /ELSA   1. 5 sessions weekly / 20 Mins / 1:1 support 2. 3 sessions weekly / 20 Mins / 1:3 support 3. 10 sessions weekly / 15 mins / 1:1 TA support | |
| **Review –** *Impact/Progress* | | Date: |
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| *Outcome 2- B will accept and respond appropriately to changes to expected routine.* | |
| **Plan –** *short-term steps* | |
| Term 1: B will recognise emotions and feelings linked to her anxiety  Term 2: She will regularly learned strategies to manage her responses to anxiety with support.  Term 3: She will independently use learned strategies to manage her anxiety 80% of the time. | |
| **Do** *– What needs to happen?*  *Intervention/Support/Provision* | *Frequency/duration/grouping/who?* |
| **Strategies:**  Use social stories, role play to manage anxiety to change  Undertake sensory audit  5-point scale  During a day when homelife routine is expected to change – extra TA support time  Access to class TA support during lessons to help with activities  Teacher to differentiate tasks to help support change of routine  **Targeted input:**   1. Daily end of the day talk-time to talk about the what has happened during the day and/or to talk about what will happen tomorrow 2. Social / Emotional Skills Intervention focussing on identifying emotions and providing B with strategies that she can use to manage feelings of anxiety or stress. | Social stories to be used by class staff throughout the day to support positive emotional responses. All staff will be familiar with the strategies that B is using and will encourage B to use these when she is demonstrating anxious behaviour.  Staff delivering social/emotional intervention will be trained in the use of emotion coaching techniques and social stories.   1. 5 sessions weekly / 10 Mins / 1:3 Pastoral TA support 2. 2 sessions weekly / 15 Mins / 1to 2 TA support |
| **Review –** *Impact/Progress* | Date: |
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| ***Outcome 3- Evie will sustain positive relationships with at least 2 peers within her year group.*** | |
| **Plan –** *short term steps* | |
| Term 1 – B will join in with a shared activity with a chosen peer supported by an adult daily during social times  Term 2 – B will engage in a small group play activity supported by an adult daily  Term 3 – B will participate in an activity with a friend from her year group independently at least 3 times a week | |
| **Do** *– what needs to happen?*  *Intervention/Support/Provision* | *Frequency/duration/grouping/who?* |
| 4. Daily end of the day talk-time to develop a structured conversation to share what has happened during the day and discuss the next day with peers using modelling and turn taking to develop conversational skills.  5. Social / Emotional Skills Intervention  6. Break Time Peer Support  7. Lunch Time Peer Support incorporating Circle of Friends intervention plan | 4. 5 sessions weekly / 10 Mins / 1:3 Pastoral TA support  5. 2 sessions weekly / 15 Mins / 1:2 TA support  6. 5 sessions weekly / 20 Mins / 1to3 TA support  7. 5 sessions weekly / 1Hr / 1to3 TA support  1 PSHE Lesson / 1Hr / Teacher Led Lesson |
| **Review –** *Impact/Progress* | Date: |
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| ***Outcome 4-*** *Evie will* successfully transition to her secondary phase of education. | |
| **Plan –** *short term steps* | |
| Term 1 – B will share with school staff and her family her feelings about transition both positive and negative  Term 2 – B will have and will use learnt strategies when she is feeling anxious about moving to a new school  Term 3 – B visit her new school with support from a familiar adult from her primary school. | |
| **Do** *– what needs to happen?*  *Intervention/Support/Provision* | *Frequency/duration/grouping/who?* |
| B will develop a transition booklet identifying what she is looking forward to as well as her concerns, information about her new school, names and photos of key people etc.  Key person from secondary school to visit her in a primary setting during the summer term.  Additional visits to secondary school to be arranged to support familiarisation with her new environment.  Use the Black Sheep Talking about secondary school App  4. Daily end of the day talk-time will include time to discuss the upcoming transition with a familiar member of staff and her peers.  5. Social / Emotional Skills Intervention will include a focus on transition to secondary school and developing a transition booklet | 4. 5 sessions weekly / 10 Mins / 1:3 Pastoral TA  5. 2 sessions weekly / 15 Mins / 1:2 TA support  8. 4 half day visits to secondary setting during the summer term 1:3 |
| **Review –** *Impact/Progress* | Date: |
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| **Additional actions required (add any actions that are required prior to next review meeting)** |
| **School:** |
| Share phonics games with family to play at home  Share social stories and strategies for family to use at home to support B when she is feeling anxious |
| **Parent / Family:** |
| Spend time daily reading a story to X  Give dedicated time to practice spellings at home daily using games provided by school  Support B to use her strategies at home to regulate her emotions  Talk through any anticipated changes to routine with B |
| **Child:** |
| Read to mum or dad every day from your school reading book  Share your transition booklet with your family |
| **Other:** |
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| **Staff member responsible for completing the plan** | | |
| Signature and date: | Designation: | Date of next review: |
| Plan agreed by child | Parent | Parent |
| Yes/no | Signature and date: | Signature and date: |