

Assess

(What I am doing well/what I need to work on)

Reading: EXP **Writing:** WTS **Maths:** WTS

Thoughts from school:

- *Pupil* enjoys creative tasks – colouring, cutting, art activities
- *Pupil* enjoys reading
- Pupil needs support in forming relationships and friendships, with engagement and joining in
- *Pupil* needs support with transitions between activities
- *Pupil* needs support to complete work tasks and sit with the class
- *Pupil* needs support to manage her emotions and stay safe at school

Thoughts from home:

- I work best at my workstation
- I like people giving me space when I need it
- *Pupil* needs help to focus and work

Plan

(What will my targets be)

Targets:

1. To sit for short periods on the carpet
2. To continue a piece of work independently after initial support from an adults
3. To build a relationship with a peer
4. To be safe at school

Do

(What will we do to meet my targets and when: intervention/strategy/resources)

- Use of a visual timetable, a now and next board and a timer to structure the day, encourage short work periods and help with transitions – initially adult led, gradually moving to supported
- Regular positive reinforcement and involvement in class reward scheme to encourage completion of tasks
- Own workstation with resources available for each individual task and creative area for choosing pre-arranged activities on task completion
- Timetabled 1:1 support to +help class work moving to adult support initially then check ins whilst a task is completed with growing independence during the term
- Regular check ins by the teacher and other adults in the class during work time and choosing time
- Use of the zones of regulation and social skills group to support relationship building
- Supported playtimes and lunchtimes with pre-arranged games and a chosen peer
- Use of emotion cards to help support changes in emotions and to encourage safe behaviour in school
- Regular movement breaks and sensory pathway to help with moments of heightened behaviour
- Home/school book and book of brilliance to record positive achievements relating to all targets set.



Review

Target 1:

Target 2:

Target 3:

Target 4:

External Agencies Involved:

- HPOSS and SLCA teams
- Family Support Worker
- Awaiting PALMs assessment
- Awaiting decision on EHCNA assessment

Signed:

(school)

(parent/carer)

(child)