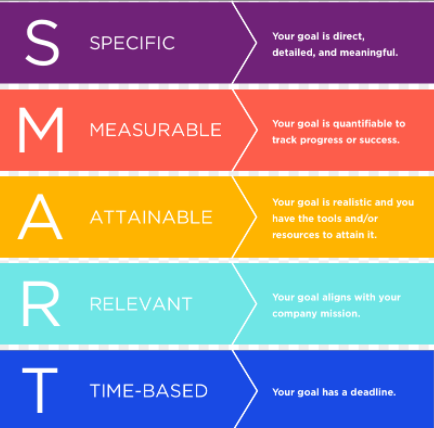
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| --- | --- | --- | --- | --- |
| **Primary School One Plan**  **March 22 – July 22 Please change the date!** | | | | |
| **Name:** | **DOB** | **Year:** | **Class Teacher/SENCO** | **Pupil Profile:** |
| SAMPLE | Check | Check | \*\*\*/\*\*\* | **This section should provide an overview of the child’s need, provision and resources e.g. laptop, safe space (including positives!)**  \*\*\* is a friendly member of the class who is always willing to help out and is the first to help a peer who is upset.  Extra support needed:   * \*\*\* sometimes struggles to regulate his emotions when he is frustrated, resulting in difficulty concentrating or needing to use a ‘safe space’ * \*\*\* often has difficulty retaining new concepts and sometimes has extra support from an LSA * For \*\*\* reading is a particular area for development and he regularly plays phonics games and undertakes daily reading with an adult.   Resources allocated: laptop, safe space  Also, refer to provision map for more details |
| **Class:** | **LA:** | **SEND phase** | **Main Diagnosis / Difficulty**  **SENCO to add (teachers don’t touch!)** |
| Check | Yes | One plan (3) | ADHD |
| **Reports:** | **Please add any new reports given to you since the last one plan which should be in your folder e.g. Provide/ SaLT**  NHS - Dr A 20.07.20 ADHD (medicated **add medication details)**  SALT – Mrs B 7/7/22 assessment | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **INDIVIDUAL SEN TARGETS** | | | |
| **Outcomes (by end of the key stage)**  **Directly from EHCP if applicable.** | **SMART targets**  **These need to be specific and measurable** | **Success Criteria / who / resources needed**  **Please annotate ‘live’ provision maps on share point.**  **(LSAs as well)**  **Review in green** | **Progress towards target** |
| Communication and interaction  To apply his language skills so that he can:   * Express thoughts, ideas and feelings clearly * Follow the language of the classroom * Contribute to whole class discussions and group work appropriately.   To use social skills so that he can:   * Make and maintain appropriate peer friendships * Contribute appropriately with social conversations and situations | * To name and understand 2 emotions/feelings from each of the Zones of Regulation. * To use feelings fans regularly in lessons to support mood regulation. * To discuss something in a group of 3 with LSA support (listen to another child’s comment and add 1 comment to the discussion).   **Cross out achieved targets and write achieved when new targets are set, add a date.**  **Please refer to SaLT reports for SaLT targets and ensure they are up to date.** | **These should be strategies and what success looks like, not more objectives.**   * By using Social Stories/Talkabout/ smart thinking he will be supported with classroom issues. * Daily support with ZofR with LSA   To help him to succeed in this he will receive:   * Opportunities each week to spend time playing and working with other children, with adult support to ensure success. * Now/next/then board * Brain breaks * Visual timetable. * Short and clear instructions in simple language. * Additional verbal/physical prompts to ensure listening before adults give instructions. * Understanding will be carefully monitored. * To repeat instructions to an adult before starting a task. | **Each short term target needs to be reviewed to obtain information from the provision map.**  **Autumn:**  **Spring:**  **Summer:** |
| Cognition and learning  To have functional literacy skills (age 9 reading) to access the next stage of education.  To have functional number skills (age 9) to access the next stage of education. | * To develop phonics skills so that he is confident with the split vowel sounds e.g. e\_e, a\_e, i\_e for 80% of 5 letter words. * To read the keywords: other, people, because. (current score 125/200)   **Be specific about which letters/ times tables/words children are focusing on. Look below for a Smart target reminder:** | * Regular support and prompting * Clearly scaffolded activities * Precision teaching 5xweekly * Daily phonics support (small group LSA) * Daily reading * Class LSA small group support in English lessons 1:4 | **Autumn:**  **Spring:**  **Summer:** |
| Social, Emotional and Mental Health  To have the self-regulation skills needed for a successful secondary transition. | * To identify triggers to being in the yellow zone (with adult support) * To begin to self-regulate while in the yellow zone with adult support. | * Daily ZofR support with class LSA (10 minutes + daily) * Self-regulation mat of possible activity choices. * Develop strategies for using the mat. * Safe space near the classroom. * Specialist teacher input requested. | **Autumn:**  **Spring:**  **Summer:** |



**I hope you liked this free resource!**

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