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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  |

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| **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 interactionTo 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 learningTo 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 HealthTo 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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