

# My Support Plan

## A: Personal Information

<b>Name:</b>	XXXX XXXX
<b>D.O.B:</b>	04/04/2015
<b>Home language:</b>	English
<b>Gender:</b>	Male
<b>Ethnicity:</b>	White
<b>Primary area of need:</b>	Cognition and Learning
<b>Other identified needs:</b> (choose all that apply*)	<p>Communication and Interaction</p> <p>Cognition and Learning</p> <p>Social, Emotional Mental health</p> <p>Physical and/or Sensory</p> <p>Autistic Spectrum Conditions</p>
<b>Social Care needs:</b> (choose all that apply*)	<p>Child in Need</p> <p>Child Protection</p> <p>Child in Care</p> <p>Other</p>

## Details of setting:

(Please go to the following section if the child/young person does not attend an educational setting)

<b>Nursery/school/college:</b>	XXXX	<b>Funded placement (Y/N)</b>	
<b>Address:</b>	XXXX		

<b>My key stage/year group:</b>	4	<b>Attendance</b> (present & unauthorised)	97.6%
<b>Main contact:</b>	XXXX		
<b>Email:</b>	XXXX	<b>Telephone number:</b>	XXXX
<b>Plan start date:</b>	XXXX		
<b>Plan review dates &amp; by who:</b>	XXXX	<b>Class teacher, TA &amp; Inclusion Manager</b>	

## B: One Page Profile

Photo (optional)

Name of Child/young person:

What is important to me

- My friendships
- My family
- To get help with my learning

What is important for me

- Having a structured routine
- Having an adult support me with my learning

How I like to communicate & be involved in making decisions

- I like to work in groups
- I like to speak to my teacher, Mrs XXX

Likes	Dislikes
<ul style="list-style-type: none"><li>• Football</li><li>• PE</li><li>• Maths</li><li>• Being in a group</li></ul>	<ul style="list-style-type: none"><li>• History</li><li>• I don't like working on my own</li></ul>

My strengths, talents & interests	What I need support with
<ul style="list-style-type: none"><li>• Games like Fortnite</li><li>• Art</li><li>• Football</li></ul>	<ul style="list-style-type: none"><li>• My learning</li><li>• My concentration</li><li>• English</li><li>• RE</li></ul>

You may need to know...

*(medication, allergies, languages spoken, religion etc)*

N/A

### What people like and admire about me

- People think I am funny, friendly and kind
- I am helpful
- My football skills

### My aspirations

- I want to be a footballer or policeman

## C: Professionals involved in my life

Name and Role	Contact details. (including email addresses)	Report included. (date)	Length and frequency of involvement	Currently involved or end date
Paediatrician				
Therapist: SALT	XXXX CITS Hillingdon			
Therapist: OT	XXXX CITS Hillingdon			
Therapist: Physio				
Social Worker				
Educational Psychologist	XXXX			
Other	GP			

## D: Background Information *(Completed with/by parents prior to TAC/TAYP meeting)*

<p><b>What has happened in the last 12 months?</b></p>	<p>XXXX settled well into Year 4 and has good friends in class and across the year group. In class, his struggles have continued. XXXX's lessons in Year 4 move on too quickly for him, meaning that he cannot maintain concentration and keep up with his peers' contributions and changing topics, so he often struggles to participate in whole class lessons. Despite teacher input and use of strategies such as `Talk to Your Partner` and `Think Pair Share`, XXXX often has inadequate time/support to both understand what is required and to rehearse articulating his thoughts. This means he cannot engage in paired, group or class discussion or exploration of ideas. This correlates to the EP Report related to his non-verbal reasoning skill which fell on the 3<sup>rd</sup> percentile when assessed. When he can't process information sufficiently quickly to keep pace, XXXX retreats into his own world and stops interacting with other children or his learning without an adult guiding him back to what is happening and what is required of him.</p> <p>XXXX struggles to process and follow instructions so the class teaching assistant 'chunks' tasks/instructions specifically for XXXX (using note</p>
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	<p>cards/ whiteboard/a task management board) which requires time intensive support for XXXX. He needs to be individually cued into his learning regularly throughout lessons and to be supported by additional explanations when completing tasks. Even when XXXX understands his task, he needs the constant prompting of additional support and encouragement to record any learning in writing or pictures. Again, the difficulties relate to visual spatial skills – defined as on the 4th percentile when assessed.</p> <p>It is hard for XXXX to keep up with processing information given in lessons; he has poor working memory – for example, he loses the thread of his thoughts when trying to develop his ideas coherently in English or half-way through problem solving in Maths.</p> <p>Whilst completing tasks at his table, as well as during whole class teaching, XXXX seeks to fulfil his need for movement and might become distracted with other objects on the table, stand up and move around or ask to go to the toilet. Upon returning to his task, additional teacher support and encouragement is required before XXXX can resume work.</p> <p>XXXX needs a lot of support with writing as his spelling and handwriting are both significantly below the expected standard for his age and he really dislikes it. He does not always correctly identify all the sounds making up a word. Handwriting appears to remain physically challenging for XXXX despite OT support and various interventions throughout years 2 and 3, including small group sessions and the use of therapy putty. XXXX can become frustrated with written tasks and regularly says he feels unwell, needs to go to the toilet, go to the medical service or needs to go home. He frequently complains of hand aches and pains. He will begin a touch-typing intervention in the summer term to prepare him for using a personal laptop in Year 5.</p> <p>It is difficult for XXXX to organise himself and remember what he needs or where he has left his belongings. He is constantly losing or forgetting where he put his glasses and as he doesn't notice if they are on or off, and therefore needs frequent reminders to locate and wear them.</p> <p>Despite these many challenges and nervousness some evenings, his attendance is good (97%), and he comes in without too much difficulty each morning, looking forward to seeing his friends.</p>
<p><b>What is working well for the child/young person and their family</b></p>	<ul style="list-style-type: none"> <li>• XXXX is happy out of class, playing football and other games with good friends.</li> <li>• Targets from OT and strategies suggested by EP are being implemented to support XXXX to access the curriculum and make progress.</li> <li>• A personalised 1:1 phonics intervention has improved reading and progress through interventions in handwriting and spelling have made some inroads into raising XXXX's self-esteem- this has become an area of concern as he has become more aware of how his work looks compared to that of his peers.</li> </ul>

	<ul style="list-style-type: none"> <li>• Previously he could not read back any of his own writing at all but, after intense 1:1 intervention, his letter formation and spacing has improved and this together with more plausible spelling choices mean that he can read his own work. This enables him to be supported in contributing occasionally to discussion in class and playing a fuller role in groups.</li> <li>• Other support in school has included support from a TA who chunks information and breaks down tasks into smaller manageable parts; learning to use Zones of Regulation in class; having regular movement breaks; manipulating blue tack to aid concentration.</li> <li>• XXXX has also benefited from accommodations to reduce anxiety around writing such as making notes/ completing his writing plan with a partner; having alternatives to written reporting e.g., mind-mapping; comic strips and using sentence stems/ other scaffolds.</li> <li>• He has a personalised spelling list and modified expectations regarding homework tasks in an attempt to reduce stress at home.</li> </ul>
<p><b>Child/young person and families' priorities:</b>  (This forms the agenda for the TAC/TAYP meeting)</p>	<ul style="list-style-type: none"> <li>• XXXX has older stepsiblings as well as a brother who is seven and is diagnosed with autism and ADHD. In the context of his younger sibling's challenges, XXXX's difficulties had not seemed so acute.</li> <li>• During lockdown, XXXX's parents gained some insight into how much he struggled compared to his peer group. This corresponded to concerns raised by class teachers and in May 2021, an educational psychologist assessed XXXX. His low scores in receptive language tasks and with his non-verbal reasoning scores falling on the 3<sup>rd</sup> percentile, were commensurate with the very significant difficulties XXXX has with focus and attention, accessing lessons, working independently, and retaining learning. Weak fine motor skills were also noted, and a referral was made to occupational therapy services.</li> <li>• XXXX's parents have built good relationships with teachers and are pleased with the many accommodations that have been made, the support XXXX has been given and the interventions that he has participated in. His parents see that XXXX is still working far below age-related expectations but feel that he has made good progress in phonics knowledge and reading skills and recognise improvements in handwriting – particularly in the last 6 months. They would like to get him additional dedicated support in class so that he can link the work he does in intervention groups to his classwork and build on these small steps of progress. However, despite his progress, XXXX is becoming increasingly disenchanted with school life as he recognises that he is so far behind his peers even though he tries hard. His mum says that the Zones of Regulation work has helped XXXX to manage his emotions better. He can still get very frustrated completing schoolwork at home because, even though his mum and the class teacher feel that adapted homework tasks are well-matched to his ability, he becomes quickly despondent or angry if he makes mistakes or</li> </ul>

can't remember exactly what to do. If he makes a mistake or is unsure about how to tackle a task/question, he will 'put up a barrier' and refuse to engage with the parent who is trying to help him. He can become very angry and recently he snapped a pen in half due to feeling frustrated that all his efforts had not resulted in being able to complete the task without numerous errors.

- Mrs XXXX says that XXXX loves the social aspect of school life but rarely says anything positive about his learning. He finds all his classroom learning difficult and struggles to take in and remember anything about his daily lessons. On Sunday nights and occasionally at other times, XXXX complains of a tummy ache and says he doesn't think he will be able to go to school tomorrow because he is sick. The only lesson he looks forward to is PE.
- Mum is worried about the impact of all of this on XXXX's mental health, which will be compounded by transition to Year 5 in September 2024, where the demands and content of the curriculum become more challenging and expectations of working quickly are more intense. She has seen a drop in his confidence over the last 6 months and she too has noticed that XXXX's speech has become more indistinct and quieter when he feels unconfident. When asked a question, he will now seek his mum and make eye-contact with her whilst mumbling the answer quietly. He also chews the cuffs of his clothing to self-soothe at these times as well as doing this in class when completing his work. He has used chewy pencil tops and now his mum is looking to buy a necklace chew to meet this sensory need.
- At home, XXXX finds it very difficult to complete a task from start to finish without numerous reminders and prompts. When sent to get dressed or brush his teeth, he will get distracted en route or mid-task and needs to be reminded to continue with the job. His parents are very worried about how XXXX will cope at secondary school when he won't be in a really nurturing environment with people who know him well and help him.

#### Priorities for Family:

- For XXXX to get the dedicated support that will re-build his self-esteem and enable him not to dread school lessons
- For XXXX to continue to have 1:1 intervention from a highly skilled assistant in the SEND department as he has made such progress in reading, spelling, and handwriting.
- For XXXX to have more 1:1 support in class which will support him in remembering to use, practise and develop the skills he learns in intervention lessons.
- For XXXX to be helped to make rapid progress in reading.



## E: Early Years Assessment Grid *(to be completed for pre-school children)*

## F: Strengths and Special Educational Needs

	Area of Need	Strengths:	Special Educational Needs (in priority order):
<b>Assess</b>	<b>Communication and Interaction</b>	<ul style="list-style-type: none"> <li>• XXXX can express his ideas and opinions to his friends and to teachers.</li> <li>• XXXX has good friends and interacts with peers in age-appropriate play.</li> <li>• He has good social skills and is a popular member of the class.</li> </ul>	<ul style="list-style-type: none"> <li>• Very low verbal comprehension skills (8<sup>th</sup> percentile Ep Report May 2021) – cannot retain and follow basic instructions and appears ‘lost’ in class at times.</li> <li>• Finds it difficult to retain new vocabulary in lessons.</li> <li>• Speech can lack clarity and volume – particularly when he feels underconfident.</li> <li>• ‘Severe difficulty replicating grammatical structures when speaking, as noted in SALT report (April 2023)</li> <li>• Reluctance to speak in sentences, preferring ‘2-3-word answers instead of sentences’ (SALT report)</li> </ul>
	<b>Cognition and Learning</b>	<ul style="list-style-type: none"> <li>• With support, XXXX tries hard to listen and engage with lessons even though he struggles to access the learning.</li> <li>• When the topic engages XXXX and the input is broken down appropriately into chunks that he can access, he can work independently for a short time.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading age January 2024 6years 1 month which is 2years and 5 months below chronological age.</li> <li>• Comprehension age January 2024 5 years which is 3.5 years behind chronological age.</li> <li>• Poor auditory memory span so cannot keep pace with input in lessons.</li> <li>• ‘Zones out’ during lessons and needs to be repeatedly called back to engaging.</li> <li>• Weak fluid reasoning skills (3<sup>rd</sup> percentile EP) means he struggles to process new information and cannot apply</li> </ul>

		<p>strategies he has previously learnt to new learning.</p> <ul style="list-style-type: none"> <li>• He has weak working memory which makes it difficult to maintain attention when listening.</li> <li>• XXXX finds writing more of a challenge than reading. It can be an overload for him to remember correct formation, punctuation, spacing and to attempt correct spelling.</li> <li>• To gain understanding, he needs learning to be chunked and tasks to be modelled whenever possible.</li> </ul>	
	<p><b>Social, Emotional and Mental Health</b></p>	<ul style="list-style-type: none"> <li>• Good at turn-taking and plays co-operatively with peers.</li> <li>• Enjoys working with a partner or in a small group.</li> </ul>	<ul style="list-style-type: none"> <li>• Often appears to be lethargic and disinterested in class and needs regular prompting and support to engage.</li> <li>• Frequently expresses a desire to go home especially when required to write.</li> <li>• Feels anxious on Sunday evenings and at other times and says he won't be able to go to school in the morning.</li> </ul>
	<p><b>Sensory and/or Physical</b></p>	<ul style="list-style-type: none"> <li>• Really enjoys activities such as football and gaming.</li> </ul>	<ul style="list-style-type: none"> <li>• Low visual spatial skills (4<sup>th</sup> percentile EP) and fine and gross motor skills are a concern; these contribute to very poor handwriting.</li> <li>• As handwriting is very difficult, he tries to avoid it.</li> <li>• Needs to move regularly and fidgets a great deal.</li> <li>• Sits slumped in his seat, propping his head up with one hand, elbow resting on table.</li> <li>• He is highly distracted by noises and movement in a busy classroom.</li> </ul>

# Plan & Do

	Agreed Outcome	Steps we need to take in order to achieve the outcome?	By When?
1	XXXX to develop reading and writing phase 2 and 3 phonics through <i>Little Wandle</i> scheme.	<ul style="list-style-type: none"> <li>Continue 1:1 LW phonics sessions to increase automaticity and fluency with blending and segmenting.</li> <li>His learning will be supported by a wide variety of multi-sensory resources.</li> </ul>	April 2024
2	XXXX to apply phase 2 and 3 phonics knowledge to written work in class on 3-5 occasions in English work, 3/5 times a week.	<ul style="list-style-type: none"> <li>Use of phonic cards, word banks, spelling journal etc in classwork.</li> <li>Regular reminders from teaching assistant.</li> </ul>	April 2024
3	XXXX to select lower/upper case letters appropriately and leave a space between words when writing in his RE book, 3/5 times a week.	<ul style="list-style-type: none"> <li>Precision teaching.</li> <li>Prompting in class using visuals.</li> <li>Handwriting strips on his table.</li> </ul>	April 2024
4	XXXX to stay focused on a task for 8 minutes in Maths and English lessons each day, 4/5 times a week.	<ul style="list-style-type: none"> <li>Use of gestures, visuals, and adult support to refocus XXXX on tasks.</li> <li>Use of timer to help XXXX focus for short period.</li> <li>Multi-sensory learning opportunities out of class in a quiet area to focus on a given task with 1:1 supervision and practical support materials such as Numicon and other concrete Maths resources; magnetic letters; writing scaffolds, sentence stems etc.</li> <li>When in class, seated at front facing centre of the board, away from distractions.</li> <li>Equipment to be selected when needed for task so workspace remains as clear of distraction as possible.</li> </ul>	April 2024

# Family Outcomes

(If you are not a SEND Key Worker, go to the following section)

	<b>Strengths and/or identified areas of support</b>	<b>Recommendations <i>(if applicable)</i></b>
<b>Parents and carers</b>		
<b>Family &amp; environmental factors</b>		
<b>Other</b>		

## H: Outcome Review

Review	Outcome 1: XXXX to develop reading and writing phase 2 and 3 phonics through <i>Little Wandle</i> scheme.	<b>Score: (0-2)</b>
	Review: <ul style="list-style-type: none"> <li>XXXX works well in the 1:1 session and has made great progress as shown in LW assessment phase 2 GPC's 100% phase 2 words 93%; phase 3 GPC's 86%; phase 3 words 100%. He still gets confused with some phase 3 phonemes.</li> </ul>	<b>2</b>
	Next steps: <ul style="list-style-type: none"> <li>Recap phase 3 sounds that are causing confusion.</li> <li>Revise spellings of High Frequency Words (through precision teaching in classroom).</li> <li>Move onto using phase 3 phonics in phases 4 words.</li> </ul>	
	New Outcome: XXXX to consolidate recognising and reading all phase 3 high frequency words 4/5 times.	
	Outcome 2: XXXX to apply phase 2 and 3 phonics knowledge to written work in class on 3-5 occasions in English tasks, 3/5 times a week.	<b>Score: (0-2)</b>
	Review: His improved phonics and HFW recognition are not reflected in wider writing tasks; XXXX needs strategies and support to retain his learning in the longer term and to apply the knowledge from reading, phonics and writing interventions to his work in class.	<b>0</b>
	Next steps: <ul style="list-style-type: none"> <li>Liaise more strategically with his class TA and teacher to encourage using new understanding and skills in classwork.</li> <li>Home-link book to be supervised by class TA rather than intervention lead.</li> <li>Personal dictionary to record HFW – used in class and in phonics and writing interventions.</li> <li>Daily reading practice</li> </ul>	

	<ul style="list-style-type: none"> <li>Class TA will deliver Little Wandle phonics sessions twice a week to build connection between his learning in the interventions and his classwork.</li> </ul>	
<p style="color: red;">New Outcome: Continue with this outcome</p>		
	<p>Outcome 3: XXXX to select lower/upper case letters appropriately and leave a space between words when writing in RE book, 3/5 times a week.</p>	<p><b>Score: (0-2)</b></p>
	<p>Review:</p> <ul style="list-style-type: none"> <li>Selection of lower/upper case letters – continued work needed to secure lower-case b, f, l, - partially achieved.</li> <li>Spacing has improved a great deal with clear gaps between words – achieved.</li> </ul>	<p>1 2</p>
	<p>Next steps:</p> <ul style="list-style-type: none"> <li>Replace handwritten upper/lower case alphabet strips with cue card for target letters – b, f and l.</li> <li>Precision teaches just these letters.</li> <li>Maintain other letters and improvements made in spacing through practice and praise.</li> </ul>	
<p style="color: red;">New Outcome: Continue with this outcome for upper/lower case b, f, l.</p>		
	<p>Outcome 4: XXXX to stay focused on a task for 8 minutes in Maths and English lessons each day, 4/5 times a week.</p>	<p><b>Score: (0-2)</b></p>
	<p>Review:</p> <ul style="list-style-type: none"> <li>XXXX has achieved this in some lessons where task is clearly understood and requires repetition of the same skill e.g., Maths calculations and narrow grammar/spelling exercises. It is difficult for him to remember instructions or worked examples when numerous skills are required as the task unfolds – he needs information and tasks to be chunked throughout lesson, support to understand different question types and to work out how to apply the taught skills or prompting to regain his focus. The use of a timer distracts him and creates anxiety.</li> </ul>	<p>1</p>
	<p>Next steps:</p>	

- |  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>• Increase time to 10 minutes for narrow, repetitive tasks to build belief in ability to complete work independently. Remove timer from table – class teacher or teaching assistant to reward XXXX when he has worked for 10 minutes.</li><li>• Use a task management board so XXXX can see expectations clearly set out. XXXX to tick board when task is completed and raise hand when he has stopped working because he needs help with next step.</li></ul> |
|  | <p>New Outcome: XXXX to successfully use a task management board to take more responsibility for completing chunked tasks independently for 10 minutes, 4/5 times a week.</p>  |

# I: Provision Map (replace with your settings own version if already completed/add additional rows to this template if required)

Quality First Teaching strategies used: Visual timetable, visual prompts, reward system, task board, peer mentoring, writing frames, word banks, feelings wall

Outcome	Intervention	Staff/ pupil ratio	Staff & cost per hour	Weekly duration	Weekly Cost	Annual Cost	Desired Impact	Outcome met?  A/P/U
1	<p>One to one support during all core curriculum activities to:</p> <ul style="list-style-type: none"> <li>• support focus and concentration as well as to chunk the teaching input and break down the tasks into manageable parts for XXXX.</li> <li>• pre-teach vocabulary and Maths arithmetic methods.</li> <li>• deliver a multi-sensory learning experience with concrete resources and visuals.</li> <li>• to precision teach – spellings, times tables and number bonds.</li> <li>• This also enables us to deliver EP and OT recommendations of:</li> <li>• opportunities for movement breaks and supervised sensory support.</li> <li>• exercise /handwriting sessions</li> </ul>	1:1	£12.70	17.5 hours weekly	£222.25	£8667.75	To ensure XXXX is supported in accessing a personalised curriculum during all lessons. Tasks can be broken down into small manageable steps to provide him with opportunities: for over-learning of concepts, utilising previously learnt strategies /concepts to enable success, development of self -esteem and independence. XXXX can work on self -regulation through sensory programmes and breaks. This will support him to be calm and ready to learn and aid focus and concentration.	
2	<p>Phonics intervention – Little Wandle SEND programme.</p> <ul style="list-style-type: none"> <li>• phonics learning is broken down into small steps and</li> </ul>	1:1	12.70	5 x 30 mins	£19.05	£1238.25	For XXXX to learn the phonic patterns that he has missed and increase the number of HFW he can sight read. For XXXX to enjoy reading and build belief in himself as a capable reader of	



	<p>supported with videos and picture cues.</p> <ul style="list-style-type: none"> <li>our SEND teaching assistant teaches 3 x 30 mins - using a variety of teaching strategies and a wide range of multi-sensory learning resources such as magnetic letters, sand, light box, coloured pens, foam, musical instruments, pictures, songs etc.</li> <li>2 x 30 min lessons are taught by class teaching assistant to help XXXX bridge gap between intervention learning and class work.</li> </ul>						<p>enjoyable texts – through fluency, prosody and comprehension lessons using the 7+ books that match his age/ interests.</p> <p>For XXXX to gain the reading skills that he needs to access to the curriculum as he moves through school.</p> <p>For XXXX to improve spelling in his classwork beyond these sessions – hence 2 sessions being led by class-based teaching assistant</p>	
3	Smaller Maths group with targeted, personalised teaching.	1:12	Costed from notional budget	5 x 1 hour weekly			<p>For XXXX to have targeted teaching filling the gaps in his mathematical knowledge, with time for extended use of concrete materials and explicit teaching of how to draw equipment and models to support his own understanding and provide a bridge to using abstract methods – in line with Concrete/Pictorial/ Abstract methodology.</p>	
<b>Total school resource used:</b> (must be over £6K)		£9906			<b>Total:</b> (provision cost - school resource)		£9906 - £6000 = £3906	

## J: Consent and Data Protection Information

Child /Young Person’s full name: XXXX XXXX				
DOB: XXXX	Date: XXXX	School/Setting/Venue: XXXX		
Parent/Child’s Consent for Information Storage and Information Sharing: consent to the personal data recorded on this form being collected, processed and stored for the purpose of providing services to:				
Tick appropriate box:				
Child or young person for whom I am a parent.	<input type="checkbox"/>	Child or young person for whom I am a carer	<input type="checkbox"/>	<input type="checkbox"/>
I consent to the sharing of information between professional services that will directly support my child/me. I agree that information can be shared between these agencies for the purpose of carrying out an assessment or ongoing progress monitoring.				
Signature: See Signature Separately attached				
<p>The London Borough of Hillingdon, in its capacity of Data Controller, holds certain information about you and/or a child or young person (“personal data”) mentioned in this form which it needs to process for the purpose of providing the service of arranging and administering the assessment and Special Educational Needs Support Plan. We collect and process your personal data to allow us to provide this service. By ticking the box or boxes above, you are consenting that we can collect and process your personal data and the personal data of a child or young person mentioned in this form for the purposes set out. You have the right to withdraw your consent at any time by contacting:</p> <p><a href="mailto:sasinclusion@hillingdon.gov.uk">sasinclusion@hillingdon.gov.uk</a></p> <p>For further information including details about our retention policy please refer to the London Borough of Hillingdon - Data Protection Privacy Notice which can be found on <a href="http://www.hillingdon.gov.uk/privacy">www.hillingdon.gov.uk/privacy</a></p>				

