






My Plan

Class:

 Things I find difficult:	 My targets:	 What do I need to do?	 Who's going to help me and when?	 How did I do? Review date:

Area of need: (Tick) Cognition and Learning Communication and Interaction Social, Emotional, Mental Health Physical and Sensory	My Plan agreed by: <p style="text-align: right;">Class teacher</p>	External agencies currently involved:
My Plan number:	Parent:	Pupil:
Start date:	Additional adults working with this child:	
Review date:		

	Universal Provision in class			
	Cognition and Learning	Communication and Interaction	Social, emotional, and mental health	Sensory and/or Physical
	<u>Learning Environment Toolkit</u>	<u>Learning Environment Toolkit</u>	<u>Learning Environment Toolkit</u>	<u>Learning Environment Toolkit</u>
	<ul style="list-style-type: none"> ○ Ensure displayed print is large enough to be read. ○ Access to laptop/iPad for dictation/immersive reader. ○ Phonics/spelling/vocabulary on display ○ Access to core English resources, e.g., Access to core Maths resources, e.g. Bead string, 100 square / number line, Base 10, Counters, Numicon, Vocabulary mats/banks. ○ Dyslexia friendly core backing colour – beige. 	<ul style="list-style-type: none"> ○ Calm, structured environment with clear, visual information about what is happening and what is expected, e.g. visual timetables, widget symbols ○ Speech and Language rich environment developing receptive and expressive language skills ○ Communication in Print materials and symbols 	<ul style="list-style-type: none"> ○ ‘Normal Magic’ strategies for whole-class mental wellbeing and Early Help for Mental Health (EH4MH) ○ Class agreement/charter ○ Social and emotional development e.g. buddy systems, friendship strategies, 5-point scale / feelings display, Worry box or worry eater ○ Social seating and proximity to the teacher ○ Identified safe spaces for calming down 	<ul style="list-style-type: none"> ○ Classroom de-cluttered and not visually overwhelming ○ Alternative environment/specific strategies to reduce sensory overload allowing sensory regulation (Sensory Box, Safe Space) ○ Range of writing implements available (writing slope) and alternative methods of recording including IT ○ Manage screen-time (including interactive whiteboards/TVs)
Teacher Toolkit	<u>Teacher Toolkit</u>	<u>Teacher Toolkit</u>	<u>Teacher Toolkit</u>	
<ul style="list-style-type: none"> ○ Support to develop core skills to enable successful learning (e.g. attention, listening skills) ○ Alternative ways of recording learning (e.g. immersive reader, video) ○ Extra time given to complete tasks which have a focus on prolonged reading and/or listening engagement ○ Teach spelling ‘tricks’, e.g. mnemonics, rhymes, 	<ul style="list-style-type: none"> ○ Pre-teaching of vocabulary or concepts ○ Clear instructions given with visual and auditory clues to back up what is being said ○ Time to complete steps of instructions – for child to process what they have been told and their thoughts ○ Give instructions clearly and check 	<ul style="list-style-type: none"> ○ Opportunities to develop social development, interaction and promote positive peer relationships ○ Structured routines, including regular whole-class circle time ○ Use of choice and motivation ○ Calming strategies – ask what the child finds calming ○ Tune in to signs of dysregulation - 	<ul style="list-style-type: none"> ○ Modified curriculum which includes access to key vocabulary, visual approach to phonics and reading ○ Pre-writing activities/warm up (proprioception) ○ Letter formation and fine motor skills activities ○ Grip development, e.g. dough-disco ○ Pre-prepared work – child not writing date 	

Pupil Toolkit	<p>Truggs.</p> <ul style="list-style-type: none"> o Provide daily opportunities to experience success, praise effort and be positive about mistakes. o Precision teaching of reading, spelling and number facts. o Writing / planning frames (including Colourful Semantics). o Auditory processing tool kit. 	<p>understanding</p> <ul style="list-style-type: none"> o Allow thinking time when answering questions o Avoid dictations and copying from the board o Short and direct language o Precision Teaching approach to independent practice 	<p>offering movement breaks, pre-empt difficult situations and plan accordingly</p> <ul style="list-style-type: none"> o Widget restorative conversation prompts o Comic strip conversations o Sample 5-point scale o Leuven scale, Elsa Materials 	<p>and LO</p> <ul style="list-style-type: none"> o Develop note taking skills o Movement / sensory breaks/snacks o Ear defenders o Writing slopes o Gross motor skills activities
	<p><u>Pupil Toolkit</u></p> <ul style="list-style-type: none"> o Visual task tick sheets / Planning templates to support organisation o Headset with microphone o Phonics/spelling/vocabulary mats/banks, including sentence openers o Talking tins o Coloured overlays 	<p><u>Pupil Toolkit</u></p> <ul style="list-style-type: none"> o Prompt cards for group roles and conversation skills o Social stories to develop understanding of social situations o Widget now/next board Widget communication board/fan 	<p><u>Pupil Toolkit</u></p> <ul style="list-style-type: none"> o Now and Next Boards o Emotional-scaling strategies o Personal 5-point scale Exit pass Cool down space 	<p><u>Pupil Toolkit</u></p> <ul style="list-style-type: none"> o Adapted equipment (e.g., pencil grip) Handheld fidget toys – squeeze objects - wobble cushion
Specialist Provision and planning	<ul style="list-style-type: none"> o My Plan o EHC Plan 	<ul style="list-style-type: none"> o My Plan o EHC Plan 	<ul style="list-style-type: none"> o My Plan o EHC Plan o Alternative timetable o Behavior care plan o Regulatory Support Plan/Co regulation plan 	<ul style="list-style-type: none"> o My Plan o EHC Plan o Intimate Care Plan o Personal Emergency Evacuation Plan
External Agencies	<ul style="list-style-type: none"> o Dyslexia out reach service (QE) o Educational Psychology 	<ul style="list-style-type: none"> o Educational Psychology o Speech and Language o Autism Assessment pathway o Communication and Interaction Team 	<ul style="list-style-type: none"> o Educational Psychology o GP or Paediatrician o CAMHs Support 	<ul style="list-style-type: none"> o Educational Psychology o GP or Paediatrician o Occupational Therapy o Visual hearing impairment team

