**Nar Valley Federation**

**Individual Support Plan KS1/2**

| **BACKGROUND INFORMATION** |
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| **Pupil Name:**  | **Date:**  |
| **Year Group** | **Level of Need** | **Area of Need** | **Outside Agency Involvement** | **Diagnostic Condition** | **Other Vulnerability Markers** | **Other support plan** Eg Behaviour plan, PSP |
|  | Sen SupportEHCP AssessEHCP |  |  |  |  |  |

| **ASSESS** |
| --- |
| **Test/Assessment used inc scores** Eg class observations, SWRT, BPVS, PiXL, Boxall |
| Beginning of cycle | End of cycle |
| *Please detail any scores here, not just the assessment used*  | *Please detail any scores here, not just the assessment used* |
| Maths | Reading | Writing | VGPS | Maths | Reading | Writing | VGPS |
|  |  |  |  |  |  |  |  |

| **My strengths**We have identified many learning strengths that include: | **Main barriers to learning**Eg Reading decoding, working memory, managing emotions, friendships | **Actions**We have identified these 3 actions: |
| --- | --- | --- |
| 1.2.3. |  | 1.2.3. |

| **PLAN** |
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| **Short Term Outcomes –** *by the end of the Cycle, x will…so they can* |
|  |

| **Provision – *highlight the adjustments and provision in place for the pupil.*** |
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| **Cognition & Learning** | **Communication & Interaction** | **Social, Emotional & Mental Health** | **Physical & or Sensory** |
| * Alternative means of recording (voice recorder, type, film)
* Reduce need for recording
* Sufficient time for task
* Short ‘bursts’ of work
* Step by step instructions
* Visual prompts (video clip, model example, photos or picture cards)
* Pause to ask questions
* Structured choices
* Now & next structure (chunking)
* Electronic tablet, voice recorder, camera, laptop
* Cubes, counters, numicon
* Writing boards, pencil grips, triangular pens
* Post its, notebook, whiteboard,
* Sentence starters, word sheets, phonic cards
* Story books, tv programmes, websites
* Draw what you see as you read
* Memory games

Interventions:* Pixl Therapy:
* Dyslexia Gold
* Precision Teaching
* Sound Discovery
* Sir Kit
* Numicon
* Max’s Marvellous Maths
* Springboard Maths
* Toe by Toe
* Spelling Frame
* SuperSpeed 1000
* Oxford Owl
* Trugs
 | * Use concise language and visual prompts or models
* Summarise key points
* Pre teach key words
* Story books, film clips
* Question sheets
* Word lists
* Check out understanding by asking questions
* Explicit beginning and ending of task within agreed time limit
* Advanced warning of change
* Use of timers
* Transition tasks eg between playtime and return to class
* Explain purpose of task
* Social stories
* Social scenario discussion cards
* Reading comprehension cards for discussion
* Socially Speaking activities and game
* My turn, Your turn games
* Small group work including negotiation activities
* Phone conversations
* Speech and Language Link
* PECS
* Makaton
* Elklan
* Talk Boost
* SALT led programme of intervention
 | * Agree start and finish time
* Make explicit task relevance
* Praise effort & engagement
* Learner & adult identifies success each day.
* Set own goal for the week
* Ask questions to encourage self- reflection
* Learner selects task order
* Share ‘I can’ statements
* Weekly ‘story’ board recording successes each day
* Letter to my teacher/friend/self-identifying highlights from week and next steps.
* Positive rewards programme, stickers, Lego pieces
* Visual timetable/now and next board
* Drawing and Talking
* Elsa
* Nurture time
* 1:1 time with an adult
* Regulation box/toolkit
* Sticker/Reward Chart
* Circle of Friends
 | * Adapt materials so more accessible
* Scaffold tasks so skills broken in to small steps
* Adapt working position
* Reduce environmental noise and sufficient light
* Headphones or ear defenders
* Hearing aids/assistive listening device
* Writing slope
* Coloured paper
* Enlarged text
* Reader
* Decluttering
* Careful seating –
* Brain breaks/
* Weighted cushion or blanket
* Inflatable ball, wedge cushion,
* Wobble board
* PE equipment, skipping rope, ball, bean bag
* Accessible scissors, pencils, pens
* Provide sensory breaks
* Sensory Circuits
* Adapted equipment:
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| **JOINT AGREEMENT - To develop skills in school…** |
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| **School will** | **Pupil will** | **Parent/Carer will** |
| Provide the above adjustments and support Review the provision regularly and adapt it where appropriate & requiredCommunicate regularly with the pupil and parents |  |  |
| Signed | Signed | Signed |

| **REVIEW** |
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|  | **Mid-cycle review -** *quantitative & qualitative* | **End of cycle review -** *quantitative & qualitative* |
| **School**  |  |  |
| **Pupil** |  |  |
| **Parent/Carer** |  |  |
| **Future actions** |