

Add school logo and any other personal details to ensure that this is a personalised plan

Person centered plan for Evie

ASSESS PLAN DO REVIEW

APDR number 2

My Support Plan (APDR)



Childs Name	Evie	Date of Birth	2010	Year	6
Date/Term	Autumn Term 21	Class/Teacher		CIC	no
Assess - What assessments have informed this plan? (Date/Name)					
Family / Child	Family conversation		Educational Psychologist	Jan 21	
Education (school)	Teacher assessments Working toward expected level Literacy/Numeracy standardised assessments		Social Care/Early Help	Early Help assessment	
	PASS Survey		Health/Medical	May 2019 SALT assessment April 2021 CAMHS diagnosis ASD	
Education (outreach)	LSS March 2020		Other		
<p>Summary of special educational needs (<i>barriers to learning</i>) based on assessments. Provide a brief description of presenting special educational needs as well as relative strengths.</p> <p>Please consider primary area of need as well as any associated or additional secondary areas of need.</p>					
<p>Strengths</p> <p>Evie enjoys forest school and outdoor learning. She enjoys spending time with both her maternal and paternal grandparents and is very caring toward her little brother. Evie wants to do well in school and when she is sure about what is expected of her she can focus on a task for up to 5 minutes.</p>					
<p>Primary need ASD (CAMHS diagnosis 2021)</p> <p>Secondary Need: SEMH</p>					
<p>Description of special educational needs:</p> <ol style="list-style-type: none"> 1. Difficulty both understanding new learning and activities and remembering prior learning experiences. Evie struggles to remember specific skills from lessons such as timetables and spellings. This means that she is working towards expected levels across literacy and numeracy 2. Adapting and accepting changes in routines. Evie finds any change from her normal routines very difficult and can react very strongly, this has had a deep impact on her home life. 3. Making and maintaining relationships with peers of the same age. Evie struggles due to her anxieties and mannerisms to make close friends with children from her year group. 4. Has not developed independent learning skills. Evie finds the minute-to-minute aspects of the school day difficult and needs constant support and reassuring throughout the school day. 5. Evie can be withdrawn and anxious in school. At home parents report that Evie can be challenging when she gets home from school especially when she has homework to complete. 					
<p>Are there any behaviour concerns? (unwanted behaviour, this could be withdrawn or behaviour that challenges)</p>					

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Yes/No	What is the underlying causes of the behaviour concerns. Please address this in the plan below Evie has ASD and often exhibits anxious and withdrawn behaviours and engages in sensory seeking behaviour when anxious.	
Has there been a pupil planning meeting and /or early help meeting?	Details	
Yes/No	Early Help plan in place. School family support worker is involved. Parents have engaged with practical parenting course 'understanding my child with Autism' Parents report that this has had a positive impact and that they are now managing Evie's behaviour better at home and are working on supporting Evie to be able to regulate effectively when there is an unexpected change to her routine.	
Long Term Outcomes (what will the child be able to do by the end of the year 6 please ensure there is at least one outcome to support each of the needs identified above. Long term outcomes should be co-produced with parent carers and child) <i>(Add/remove the number of outcomes as required)</i>		Evaluation (to be completed every 12 months)
Outcome 1	Will independently complete appropriately differentiated activities 80% of the time.	
Outcome 2	Can accept and respond appropriately to changes to expected routine.	
Outcome 3	Can sustain positive relationships with at least 2 peers within child A's year group.	
Outcome 4	Will transition successfully to secondary phase of education.	

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<p>Term 1 (add additional terms as required) Short-term steps to achieve long term outcomes (what will the child be able to do as a result of the intervention (do) that you have put in place. Steps should be reviewed and amended termly. You will need to identify one or more steps for each long term outcome identified.</p>	
<p>Outcome 1- Will independently complete appropriately differentiated activities 80% of the time.</p>	
<p>Plan – short term steps</p> <p>Term 1: Following initial support from a TA, Evie will finish an adult directed task independently at least twice a day. Term 2: Evie will complete an independently set activity of 10 minutes twice a day. Term 3: Evie will independently complete three set classroom activities each day.</p>	
<p>Do – what needs to happen? <i>Intervention/Support/Provision</i></p>	<p><i>frequency/duration/grouping/who?</i></p>
<p>Strategies: Give additional time for task completion, consider alternatives to recording/writing Use 'Now and Then board' to provide structure to Evie's activities and encourage task completion. Access to class TA to support direct teacher input. TA will model new learning and reinforce previously learnt skills across all curriculum areas. This will be achieved with small group work within the class.</p> <p>Targeted input:</p> <ol style="list-style-type: none"> Phonics Phase 5 Intervention Timetables interventions (Purple Mash ICT Programs) Precision teaching spelling intervention 	<p>Class staff trained to the equivalent of Autism Education Trust Good Autism Practice. Class TA/s trained in emotion coaching /ELSA</p> <ol style="list-style-type: none"> 5 sessions weekly / 20 Mins / 1:1 support 3 sessions weekly / 20 Mins / 1:3 support 10 sessions weekly / 15 mins / 1:1 TA support
<p>Review – Impact/Progress</p>	<p>Date:</p>
<p> </p>	

Outcome 2- Evie will accept and respond appropriately to changes to expected routine.

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Plan – short-term steps	
<p>Term 1: Evie will recognise emotions and feelings linked to her anxiety Term 2: She will regularly learned strategies to manage her responses to anxiety with support. Term 3: She will independently use learned strategies to manage her anxiety 80% of the time.</p>	
Do – What needs to happen? <i>Intervention/Support/Provision</i>	<i>Frequency/duration/grouping/who?</i>
<p>Strategies: Use social stories, role play to manage anxiety to change Undertake sensory audit 5-point scale During a day when homelife routine is expected to change – extra TA support time Access to class TA support during lessons to help with activities Teacher to differentiate tasks to help support change of routine</p> <p>Targeted input:</p> <ol style="list-style-type: none"> Daily end of the day talk-time to talk about the what has happened during the day and/or to talk about what will happen tomorrow Social / Emotional Skills Intervention focussing on identifying emotions and providing Evie with strategies that she can use to manage feelings of anxiety or stress. 	<p>Social stories to be used by class staff throughout the day to support positive emotional responses. All staff will be familiar with the strategies that Evie is using and will encourage Evie to use these when she is demonstrating anxious behaviour.</p> <p>Staff delivering social/emotional intervention will be trained in the use of emotion coaching techniques and social stories.</p> <ol style="list-style-type: none"> 5 sessions weekly / 10 Mins / 1:3 Pastoral TA support 2 sessions weekly / 15 Mins / 1to 2 TA support
Review – Impact/Progress	Date:

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Outcome 3- Evie will sustain positive relationships with at least 2 peers within her year group.	
Plan – short term steps	
Term 1 – Evie will join in with a shared activity with a chosen peer supported by an adult daily during social times Term 2 – Evie will engage in a small group play activity supported by an adult daily Term 3 – Evie will participate in an activity with a friend from her year group independently at least 3 times a week	
Do – what needs to happen? <i>Intervention/Support/Provision</i>	<i>Frequency/duration/grouping/who?</i>
4. Daily end of the day talk-time to develop a structured conversation to share what has happened during the day and discuss the next day with peers using modelling and turn taking to develop conversational skills. 5. Social / Emotional Skills Intervention 6. Break Time Peer Support 7. Lunch Time Peer Support incorporating Circle of Friends intervention plan	4. 5 sessions weekly / 10 Mins / 1:3 Pastoral TA support 5. 2 sessions weekly / 15 Mins / 1:2 TA support 6. 5 sessions weekly / 20 Mins / 1to3 TA support 7. 5 sessions weekly / 1Hr / 1to3 TA support 1 PSHE Lesson / 1Hr / Teacher Led Lesson
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Outcome 4- <i>Evie will successfully transition to her secondary phase of education.</i>	
Plan – short term steps	
Term 1 – Evie will share with school staff and her family her feelings about transition both positive and negative Term 2 – Evie will have and will use learnt strategies when she is feeling anxious about moving to a new school Term 3 – Evie visit her new school with support from a familiar adult from her primary school.	
Do – what needs to happen? <i>Intervention/Support/Provision</i>	<i>Frequency/duration/grouping/who?</i>
Evie will develop a transition booklet identifying what she is looking forward to as well as her concerns, information about her new school, names and photos of key people etc. Key person from secondary school to visit her in a primary setting during the summer term. Additional visits to secondary school to be arranged to support familiarisation with her new environment. Use the Black Sheep Talking about secondary school App 4. Daily end of the day talk-time will include time to discuss the upcoming transition with a familiar member of staff and her peers. 5. Social / Emotional Skills Intervention will include a focus on transition to secondary school and developing a transition booklet	4. 5 sessions weekly / 10 Mins / 1:3 Pastoral TA 5. 2 sessions weekly / 15 Mins / 1:2 TA support 8. 4 half day visits to secondary setting during the summer term 1:3 accompanied by pastoral or class TA
Review – Impact/Progress	Date:

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Additional actions required (add any actions that are required prior to next review meeting)		
School:		
Share phonics games with family to play at home Share social stories and strategies for family to use at home to support Evie when she is feeling anxious		
Parent / Family:		
Spend time daily reading a story to X Give dedicated time to practice spellings at home daily using games provided by school Support Evie to use her strategies at home to regulate her emotions Talk through any anticipated changes to routine with Evie		
Child:		
Read to mum or dad every day from your school reading book Share your transition booklet with your family		
Other:		
Staff member responsible for completing the plan		
Signature and date:	Designation:	Date of next review:
Plan agreed by child	Parent	Parent
Yes/no	Signature and date:	Signature and date:

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