



Newall Green Primary School

Aiming High To Reach Our Goals

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SEND Information Report October 2023



SEND Inclusion Award

2019–2022

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Contents

Contents.....	2
1. What types of SEND does the school provide for?	3
2. Which staff will support my child, and what training have they had?.....	3
3. What should I do if I think my child has SEN?.....	5
4. How will the school know if my child needs SEN support?.....	5
5. How will the school measure my child’s progress?	6
6. How will I be involved in decisions made about my child’s education?	6
7. How will my child be involved in decisions made about their education?	7
8. How will the school adapt its teaching for my child?	7
9. How will the school evaluate whether the support in place is helping my child?	10
10. How will the school resources be secured for my child?.....	11
11. How will the school make sure my child is included in activities alongside pupils who don’t have SEND?	11
12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?	11
13. What support will be available for my child as they transition between classes or settings?.....	12
14. What support is in place for looked-after and previously looked-after children with SEN?.....	12
15. What should I do if I have a complaint about my child’s SEN support?	12
16. What support is available for me and my family?	12
17. Glossary.....	13
18. Appendix 1: Copy of Learning Plan.....	14

Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy. This can be accessed on our website in the policies section.

1. What types of SEND does the school provide for?

Newall Green Primary School is a mainstream school that caters for children from 3-11 years old. We also have a Resourced Provision for children in EYFS and KS1 with social, communication and learning difficulties. Places for this are allocated through the Local Authority for children who already have Education, Health and Care Plans (EHCPs). In addition, we have an Alternative Provision for children with Social, emotional and mental health difficulties (SEMH), places for this provision are allocated through Bridgelea Placement Panel. Newall Green Primary School is an inclusive school, we believe in providing every possible opportunity to develop the full potential of all children. We aim to celebrate effort as much as achievement.

Our school currently provides additional and/or different provision for a range of needs, including:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties – this can be difficulties with processing information, understanding and/or expressing verbal information.
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
	Social emotional difficulties including anxiety, emotional dysregulation, low self-esteem
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

Any child with SEND is welcome to apply for a place at Newall Green Primary School following the school’s usual admissions policy. School will liaise closely with parents and other professionals regarding the needs and transition of pupils with SEND.

2. Which staff will support my child, and what training have they had?

The SEND Team

At Newall Green Primary School, we have a SEND Team consisting of 4 SENDCo’s (who all hold the National Award in Special Educational Needs Co-ordination).

The Executive Head with responsibility for inclusion is **Sarah Rudd** head@newallgreen.manchester.sch.uk

The SENDCos are: -

Miss Kirstie McKenzie k.mckenzie@newallgreen.manchester.sch.uk

Role: Assistant Headteacher/ Inclusion Manager

Working Days: Monday to Friday

Miss Clare Mullally c.mullally@newallgreen.manchester.sch.uk

Role: SENDCo for EYFS/KS1

Working Days: Monday to Friday

Mrs Vicki Murphy v.murphy@newallgreen.manchester.sch.uk

Role: SENDCo for KS2

Working Days: Wednesday to Friday

Mr Alec Smith a.smith@newallgreen.manchester.sch.uk

Role: Deputy Headteacher and RP/AP Lead

Working Days: Monday to Friday

The SEND Trustee is: *****

Training

We believe in high quality whole class teaching at Newall Green Primary school and believe that all children should have access to this high-quality teaching. All staff at Newall green will support children with SEND.

Staff access regular training in order to best support the pupils they work with. This can be through in-house training, peer support, 1:1 training, groups or courses dependent upon the needs of the child.

SENDCos and teachers work alongside professionals (e.g. Speech & Language Therapists/Occupational Therapists/Physiotherapists/Educational Psychologists and Counsellors) where needed to ensure that provision is delivered effectively to each child.

Health professionals deliver specific training regularly – either to all staff or those who work directly with the identified children.

SENDCos attend various types of training and will feedback initiatives and strategies to all staff as needed.

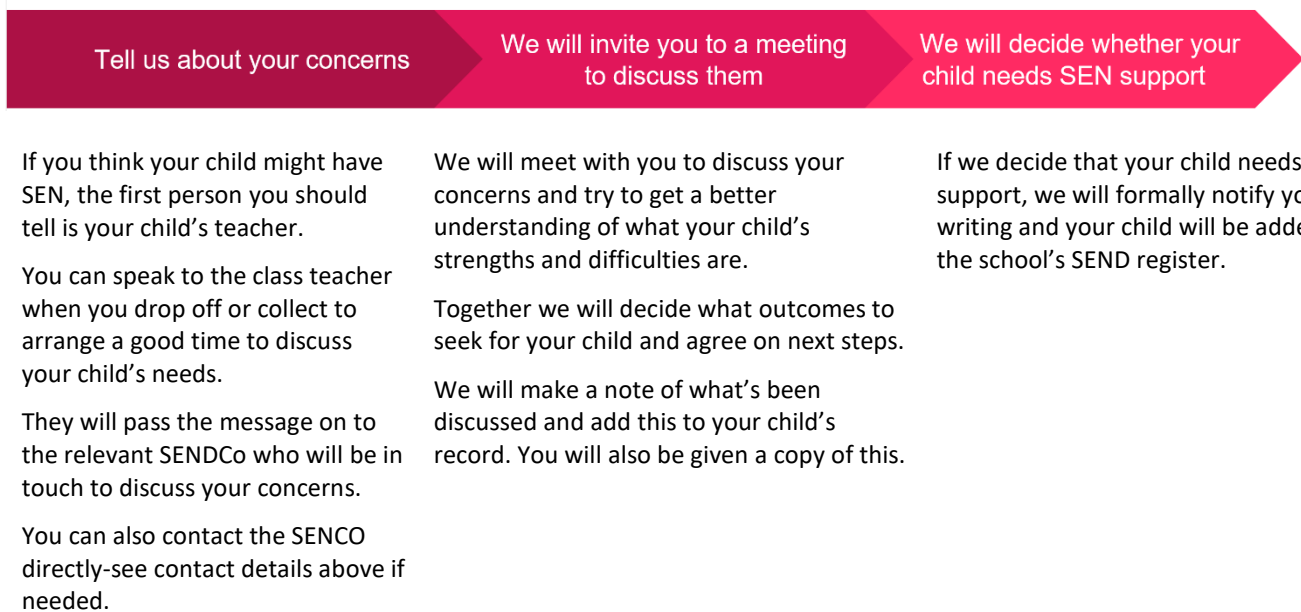
Last year staff have received ELKLAN training as part of our Communication friendly Schools Award, our Speech and Language Therapist has also delivered Lego Therapy training and 'May I join you?' training. Staff also received ADHD training last year and sensory Integration training this year. SENDCo's regularly put on training for staff including ASD, Adaptations in the classroom and Precision Teaching. All new staff are trained on our systems.

External Agency Support

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations
- Outreach support services

3. What should I do if I think my child has SEN?



4. How will the school know if my child needs SEN support?

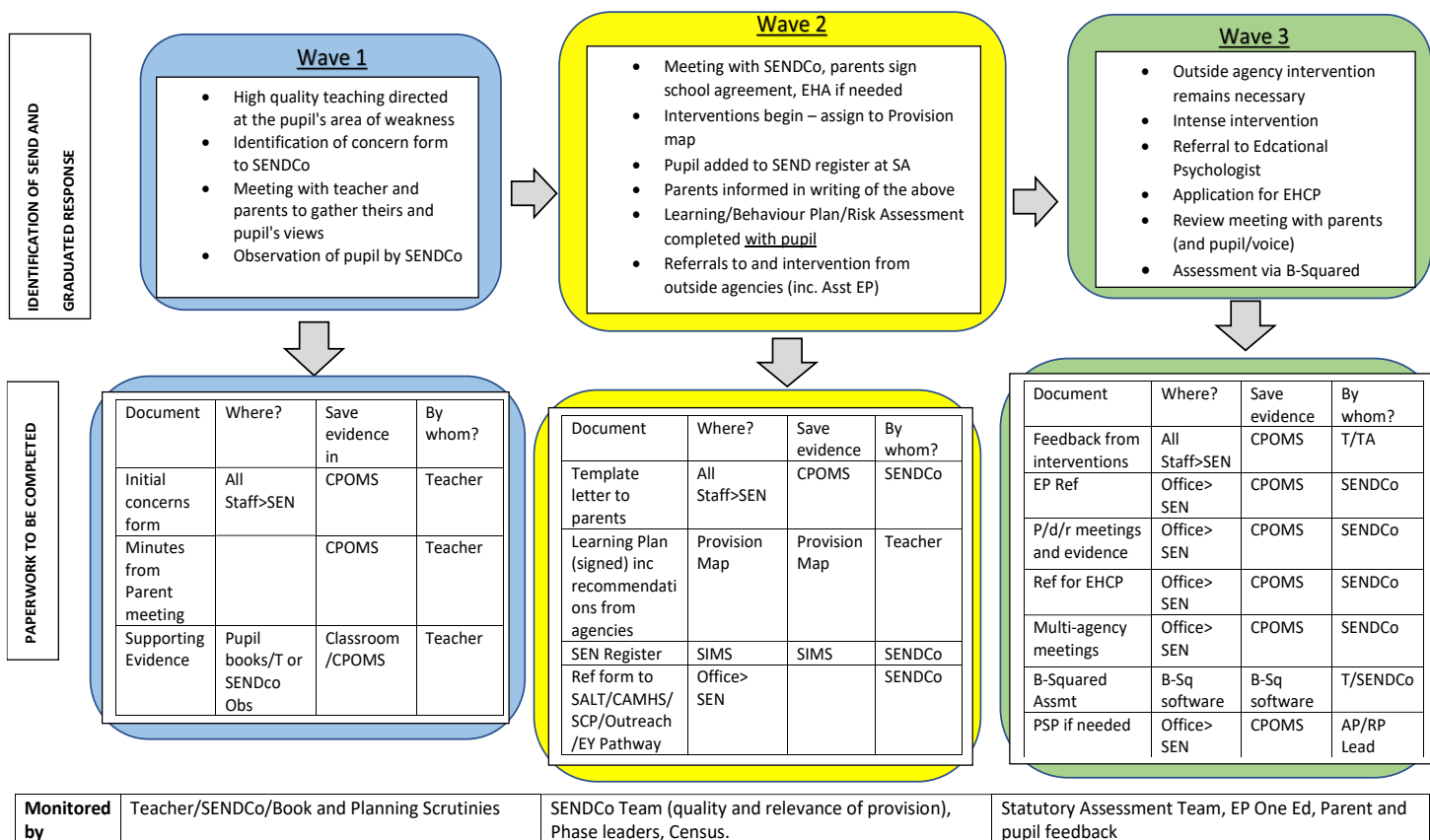
We believe that early identification of SEND is paramount. One of our SENDCos attends Transition meetings with Nursery parents to ensure that we have all relevant information before the child begins Nursery. All of our class teachers are aware of the different areas of SEND and know the processes to follow if they suspect a child is struggling. If a teacher notices that a child is having difficulties in one of the four areas of SEND they will try strategies in the classroom first. If those strategies are not working and the child is still struggling, they will speak to you and then complete an 'Initial Concerns Form' and this will be submitted to the school SENDCo.

Following on from this, the SENDCo will observe the pupil in the classroom and/or on the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour.

The SENDCo will ask for your opinion and may speak to your child to get their input as well. After all of this evidence gathering, the SENDCo may decide to continue to monitor your child with some strategies suggested. Alternatively, they may decide that your child needs some additional provision, therefore their name would be added to our SEND register at SEND Support. You will receive this confirmation in writing. At this point your child's class teacher, in collaboration with yourself and your child, will complete a Learning Plan or a Social, Emotional Plan (based on your child's individual needs). The plan will look at outcomes as well as what provision will help to achieve those outcomes. This will be reviewed at least three times a year. They may also, where appropriate, ask for the opinion of external experts such as a Speech and Language Therapist, an Educational Psychologist, Outreach Support, CAMHS, Early Years Pathway or a Paediatrician. Referrals may be made to other services where appropriate.

We call this the 'graduated response'. See below for the different waves:

Provision/ Intervention	Targetted TA Support in class, class beh management systems, reading eggs, TT Rockstars, RWI, COVID catch-up sessions, Lexia, Wellcomm, Drawing +Talking	Place2Be, Dyslexia check, specific SEND interventions (eg. Attn and Listening, precision teaching) Boxall, S.A.L.T	1-1 intervention or teaching, Learning in RP or AP
Time frame	6-8 weeks	One – two terms	One - two terms



5. How will the school measure my child's progress?

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve. Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress. We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined. As a school we will continue to assess your child using our school procedures, if your child does not access our test papers, we will use software called B Squared Connecting Steps V5 to assess. This software breaks the National Curriculum down into smaller chunks so that we can see the small steps of progress.

6. How will I be involved about decisions about my child's education?

As a school, Newall Green Primary school provides a half yearly and yearly school report to all children. We also have two parents' evenings a year. If your child has an EHCP, their plan will be reviewed annually in addition. If your child is on the SEND register at SEND Support, your child's class teacher and the SENDCo may meet with you more regularly, to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs and we would like your input to ensure that we provide

what will work best for your child. We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible. After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher or the SENDCo by phoning the school office or using one of the email addresses above.

7. How will my child be involved about decisions about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input. Your child's views will be recorded on their Learning Plan/Social, Emotional Plan.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.


High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. We work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of lessons etc.
- Adapting our resources and/ or staffing
- Using recommended aids, such as laptops, coloured overlays, visual time tables, larger fonts etc
- Adapting our teaching, for example, giving longer processing time, pre-teaching of key vocabulary, reading instructions aloud etc.
- Periods of withdrawal to work with support staff for interventions such as Speech & Language support, reading support, time to work on outcomes set out on Learning Plans
- Specific computer programmes to assist skills development – Lexia Reading, Time Tables Rockstars
- Time in one of our learning provision rooms (Acorn Rooms), this may be for part or all of a school day-dependant on the level of need
- Social, emotional and mental health support – we have a school counsellor, access to a Place2Be counsellor and a number of other provisions including Purrfect Skills
- Speech and Language support – we have our own speech and language Therapist in school one day a week. She offers support to the RP and AP as well as the main school. Her case-load is allocated via the SENDCo Team. Staff have had training in Lego Therapy and 'May I Join You?'. Staff in the RP have also had training on Attention Autism approaches. We use ELKLAN friendly approaches and have gained the accredited Communication Friendly Schools Award.
- Support from specialists outside of school
- Educational Psychology input where needed
- Team Teach trained staff
- Outreach support – Bridgelea, RHOSEY, Ashgate, LOIS, Sensory Support

See below for how we support pupils with difficulties in the four areas of need:

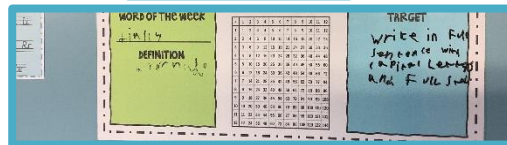
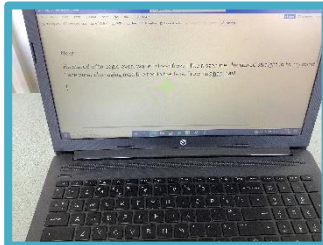
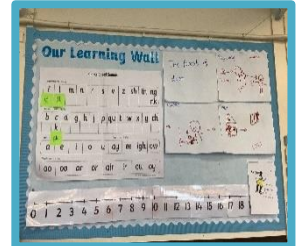
AREA OF NEED	HOW WE SUPPORT PUPILS AT NEWALL GREEN PRIMARY SCHOOL
<p>Communication and interaction</p> <p>Autism spectrum disorder</p> <p>Speech and language difficulties</p>	<ul style="list-style-type: none"> • A range of visual aids and support • A range of interventions: Welcomm, Time to Talk, Chance to Talk, Lego Therapy, Socially Speaking, May I join you? and input from our school Speech and Language Therapist, Carol Taylor. • We can refer to the NHS SALT service for speech sounds input and can refer upto 6 children a year for speech and language therapy for difficulties with understanding of language and expressing language. • We also have a resourced Provision for children with ASD and cognition and learning difficulties-places are allocated to children with EHCPs through the Local Authority. We have had Outreach Support for our setting from Ashgate Specialist School to support with the provision. Staff have also had training in Attention Autism. • We have gained accreditation for the ELKLAN Communication Friendly School Award. 

Cognition and learning

Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia

Moderate learning difficulties

- A range of adapted teaching techniques within the classroom and high-quality teaching
- A range of resources to support pupils with their learning and to promote independence in the classroom
- Precision Teaching and other dyslexia friendly techniques
- Coloured overlays, books with coloured paper where needed
- Access to an iPad or laptop to support learning
- A range of interventions including: Lexia Reading, Reading Eggs Sessions, Maths Boosting, Read, Write Inc. tutoring, Writing Boosting, Fresh Start Reading Intervention
- Referrals to our Educational Psychologist, Susan Darby and the Early Years Pathway where appropriate
- Learning provision rooms (Acorn Rooms), for children to access Maths and English lessons at a highly adapted level



Social, emotional and mental health

ADHD, ADD

Adverse childhood experiences and/or mental health issues

Social, emotional difficulties

- ADHD training for staff from the ADHD Foundation.
- Staff who are trained in Adverse Childhood Experiences (ACES)
- Mental Health First Aiders and a Wellbeing Team
- Healthy School's Gold Accreditation
- Drawing and Talking Therapy
- School Counsellor
- Place2Be
- Think Good, Feel Good intervention
- Purrfect Skills intervention
- Boxhall Profile
- Team Teach trained staff
- Bridgelea Outreach support where needed
- Withdrawal from the classroom if needed-this may be to access one of our quieter spaces e.g. Sensory Room
- We also have an Alternative Provision for children with SEMH difficulties – places are allocated through Bridgelea Placement Panel.

Sensory and/or physical

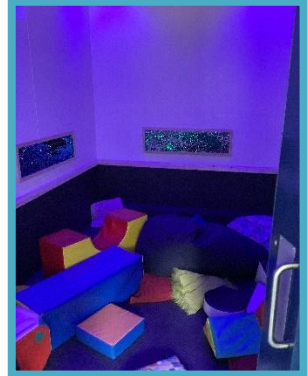
Hearing impairment

Visual impairment

Multi-sensory impairment

Physical impairment

- We have access to a range of sensory areas within school. We buy in resources to support children with their sensory needs.



- We have support from Lancasterian Outreach and Inclusion Support to support children with physical disabilities. We also have input from Manchester Sensory support Service for children with visual and hearing impairments.
- All children with a Health need or physical disability have a Health Care Plan and associated documents depending on need. These are updated annually or before if there are changes. Staff working with the child will have training from health professionals.
- Motor Skills sessions such as Clever Fingers.

These provisions are part of our contribution to Manchester City Council's local offer.

9. How will the school evaluate whether the support in place is helping my child?

- We will evaluate the effectiveness of provision for your child by:
- Reviewing their progress towards the outcomes set out in their Learning Plan or Social, Emotional Plan at least three times a year. We will follow the graduated approach and the four-part cycle of assess, plan, do, review.
- If through teacher observation and the 'voice of the Child' there is a need for an increased level of provision and support to meet the needs of the child then the Class Teacher starts to consider if a child needs to have modifications made to their targets. The school will request a Statutory Assessment from the Local Authority when, despite an individualised programme of sustained intervention within School Action, the child remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available: Reports from Educational Psychologist, Speech and Language Report, Other medical/CAMHS reports, Provision Maps showing the assess, plan, do, review cycle.
- Reviewing the impact of interventions
- Gaining pupil views through pupil view forms and updating Learning Plans with this information.
- Monitoring by the SEND Team
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan). Education, Health and Care Plans are reviewed annually. The SENDCo will organise the review and invite the relevant people. These may include: Parents/carers, SEND caseworker, Professionals who work with the child, including external agencies, SENDCo,

Representative from health if appropriate, the child if appropriate. All paperwork from the review will be copied to parents, other professionals and the LA.

- Pupil Progress meetings within school – this gives teachers and staff an opportunity to discuss pupil’s progress and get advice and support for any children who are struggling

10. How will the school resources be secured for my child?

It may be that your child’s needs mean we need to secure:

- Extra equipment or facilities
- Adult support, this may be 1:1 or through small group work
- Further training for our staff
- External specialist expertise

The support will be discussed with everybody involved in your child’s care.

If we believe that your child’s needs cannot be met via our school’s delegated budget and SEND allowance, we will begin discussions about applying for an EHCP for your child. This only happens in a small number of cases. SENDCos also have some control over their budget allocation, and are able to purchase equipment for pupils with SEND as needed. Purchase of higher cost items are agreed with the Senior Leadership Team.

11. How will the school make sure my child is included in activities alongside pupils who don’t have SEND?

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life. The following steps have been taken to prevent pupils with SEND being treated less favourably than other pupils and ensure that all pupils have a school experience that is of equal quality: -

- All curricular trips and activities are modified to include those pupils with SEND
- Where necessary, adaptations have been made to our school building to accommodate the needs of disabled children- these include adapted bathrooms, ramps, handrails, etc.
- Where necessary, resources are purchased for pupils to use in school, this could include adapted chairs, standing frames, sloping boards etc.
- Children with significant learning needs are tracked using the B-Squared Connecting Steps V5 software. This ensures that progress is monitored rigorously and regularly
- We enable pupils with SEND to engage in all activities available to those in the school who do not have SEND: All of our extra-curricular club activities and school visits are available to all of our pupils
- All pupils are encouraged to go on residential trips
- All pupils are encouraged to take part in sports days/ school plays etc. No pupil is ever excluded from taking part in these activities because of their SEND
- Loop devices such as Edumics are used where necessary to support pupils with a hearing impairment, this is supported by Lancasterian Sensory Support.

Our latest Accessibility Audit and Plan was completed in February 2021 and will be renewed in February 2024. It can be found in the policies section on our website.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

At Newall Green Primary School, we believe that the admissions criteria should not discriminate against pupils with SEND and adheres to the Code of Practice, in that ‘All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEND.’

Newall Green Primary School strives to be a fully inclusive school. All pupils are welcome, including those with SEND, in accordance with the Local Authority Admissions Policy.

If your child has an EHCP, the Local Authority will consult us by sending a copy of your child’s EHCP to us. The SENDCo will then liaise with the Headteacher to ensure that your child’s needs can be met in a mainstream setting before replying to the

consultation. There may be times when we feel that a more specialist setting is more suitable for your child and this will be discussed with the Local Authority.

13. What support will be available for my child as they transition between classes or settings?

Between years

To help pupils with SEND be prepared for a new school year we:

- At the end of each school year, all of your child's information will be passed onto the new class teacher. The current class teacher will meet with the new class teacher to discuss your child's needs and support requirements.
- We use Provision Map software to record our Learning Plans, this will be accessible to all staff working with your child.
- We provide children with SEND with a transition booklet at the end of the school year. This will have photographs of their new classroom and staff working with them. Not all children will need one of these, but the option is there to have one.
- Classes will have a set transition day at the end of the school year.

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting. We will then share this information either electronically or hard copies. Sometimes your child will have a transition programme for their new school. We will liaise with the new school around this.

Between phases (primary to secondary)

Between Phases

At the end of each school year children begin their high school transition. This can look different depending on what school your child goes to. There will be a meeting between our school SENDCo and the high school SENDCo's where information will be passed over – this will include SEND information as well as any safeguarding information.

If your child has an EHCP, a meeting will be held in Year 5 to discuss the school you would like your child to go to. We will invite staff from their new school to attend their Year 6 EHCP Review. Your child may need some extra transition, this will be discussed with the new school and yourself.

14. What support is in place for looked-after and previously looked-after children with SEND?

Vicki Murphy is our LAC Lead at Newall Green Primary School. She ensures that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a Personal Education Plan (PEP). We will make sure that the PEP, any Learning Plans/Social, Emotional Plans or EHC plans are consistent and complement one another.

15. What should I do if I have a complaint about my child's SEND support?

Complaints about SEND provision in our school should be made to the class teacher in the first instance.

The complaints policy can be found at <https://www.newallgreen.manchester.sch.uk/>

The parents of pupils with disabilities have the right to make a disability discrimination claim to the first-tier SEND tribunal if they believe that our school has discriminated against their child. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

16. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Manchester's Local Offer. Manchester City Council publishes information about the local offer on their website:

http://www.manchester.gov.uk/info/500132/special_educational_needs/6181/manchesters_local_offer_for_children_and_young_people_with_sen_and_disabilities

Contact details of support services for parents:

- **Independent Advice Service (IAS)** Tel : 07908 260 005 or 07908 259 971 e-mail parents@manchester.gov.uk
- **NSPCC** Nspcc.org.uk Telephone: 0808 800 5002
- **Homestart Manchester** Telephone: 0161 721 4493 Email: info@homestartmcr.org.uk

17. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil’s EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Adaptation** – when teachers adapt how they teach in response to a pupil’s needs
- **EHCP needs assessment** – the needs assessment is the first step on the way to securing an EHCP. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHCP** – an Education, Health and Care Plan is a legally-binding document that sets out a child’s needs and the provision that will be put in place to meet their needs
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority’s decisions about EHCP needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach/response** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil’s needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child’s disability
- **SENDCO** – the special educational needs and disabilities co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN (this report)
- **SEND support** – special educational provision which meets the needs of pupils with SEN
- **School Action** – This refers to SEND support in school, any child added to our SEND register will be put on our system as School action. Children can come on and off this throughout their school life. In most cases they will not go on to need an EHCP.
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages

Appendix 1

Learning Plan

Learning Plan 2021-2022

Stage: SA



All about me:

What people like and admire about me: I have a lovely smile and I can be very loving.
I am very articulate about how I like things to be done.
I am trying very hard to create interactions with staff and other children.

What is important to me: I like to play with the cars and the aeroplanes- I particularly like lining them up on the windowsill.
It is important that I have a key adult to go to when I'm upset or hurt.
I like to play with the playdough and climb on the climbing frame outside.
I like to play with trains and look at Thomas the Tank engine books with an adult.

How best to support me:

I don't speak yet so it helps me if you give me the words for things I'm holding or playing with-this will help to increase my vocabulary.
When I'm throwing or spitting give me a firm 'no' and hold up your hand.
When you can see that I may be becoming overstimulated, try re-directing me to another activity.
If I hurt somebody, take me onto the corridor to sit on a chair for 10 seconds.
When I'm over-stimulated I like to go in the sensory room to see the lights and play with the soft play.
Encourage me to interact with others by involving me in their play.
Praise me when I do something well, I like it when people smile at me.
Allow me to take my shoes off when I want to.
Watch me closely because I like to climb and jump off things.

Agencies involved:

CAMHS
SALT
Educational Psychology

Plan

Area of concern	Target	Success criteria	Strategies & Provisions	Key staff
Regulating my emotions.	I will not spit at others or hurt others when I'm dysregulated.	I will approach an adult when I am dysregulated as opposed to spitting or hurting.	Redirect my attention when you can see I am dysregulated. Give me time in the sensory room. When I spit or hurt take me to the corridor for 10 seconds. Give me a firm 'no' when you see me spitting.	
Communication and language.	I will develop a way to indicate my needs and wants to an adult using gesture.	I will point to objects that I want. I will lead an adult by the hand to things that I want or need. I will use some basic signs to indicate my needs.	Use basic signs with me e.g. dinner time, sit, outside, bike, car, train, singing etc. Put things that I want out of reach so that I have to approach an adult to get it for me. When I show you something give me the word /sign for it.	
Social Skills.	I will allow other children to play alongside me.	I will play alongside others without snatching things from them or hurting them.	Adults to initiate opportunities for me to play alongside others offering me lots of smiles and reassurance.	
Parent / Guardian Views				
Pupil Views	I am non-verbal but will communicate my needs by making noises and approaching a member of staff to show them.			