

Appendix 1

SEN Support Plans



Oldham
Council

Jane's Plan

SEN Support Plan

Insert photograph or picture
chosen by the pupil

She likes to be called:

1. What we know about Jane's strengths and areas of need

(based on profiles / assessments provided)

Jane's Strengths

- Jane always tries her best and shows great perseverance in order to complete tasks. She has a good relationship with Mrs Bloggs and is becoming more receptive to her support.
- Jane enjoys playing simple board games with younger pupils.
- Jane has good IT skills and enjoys playing games on her tablet at home.
- Jane enjoys the routine and structure of school and she is well organised -she always has the right equipment / kit for lessons.

Cognition and Learning

- Jane has been making steady progress in many areas of the curriculum. She is hard working and always willing to attempt work presented. However within the noisy, busy classroom environment she can become distractible, restless and fidgety struggling to sustain attention on the task at hand.
- She has been assessed by the Educational Psychologist who described her approach to learning. She felt that whilst Jane demonstrated good perseverance on tasks she also noticed that Jane was reticent to say she didn't know something and found it difficult to say she was unable to complete the task. She needed the adult to offer her the choice to move on.
- A cognitive assessment was completed using The Wechsler Intelligence Scale for Children 4th Edition which indicated some variability in scores. Results show that Jane's scores on her working memory and processing speed were significantly higher than her scores on verbal comprehension and perceptual reasoning. Verbal comprehension and perceptual reasoning are, however, the most closely related to how well an individual learns new material and this suggests that Jane may well have more difficulty than the majority of her peers. This, together with her difficulties sustaining attention in a busy classroom are impacting on her ability to access the curriculum. She is likely therefore to benefit from learning tasks being differentiated.
- Jane's Literacy and Numeracy skills were assessed using Wechsler Individual Achievement test 2nd Edition. On Word Reading Jane scored at the 42nd Percentile and at the 47th Percentile for Comprehension. However, the EP indicated that Jane may find more difficulty when reading material that requires more abstract thinking; for example, where inference and prediction are involved, because the words and information she needs won't necessarily be in the text.
- Jane's numeracy skills were very low and significantly weaker than her literacy skills. In addition her mathematical reasoning score was much lower than her numerical operations score.
- Numerical Operations 16th Percentile
- Mathematical Reasoning 2nd Percentile
- This suggests that Jane is stronger at calculations involving the four rules of number but has more difficulty when trying to apply her knowledge to problem solving type problems.

Communication and Interaction

- Jane has a diagnosis of Autistic Spectrum Disorder.
- A number of professionals (Healthy Young Minds, Educational Psychologist) as well as school staff have noticed how difficult it is for Jane to speak in front of unfamiliar adults. When she does speak,

her expressive language skills appear age appropriate. HYM also noted that during their assessment she struggled with interaction skills, did not really engage with the HYM worker and displayed poor eye contact.

- Healthy Young Minds found that throughout the assessment session Jane demonstrated poor interaction skills, low engagement with assessment resources and gave poor eye contact. During a further session it was noted that Jane had a good range of language and vocabulary, but tended to use short phrases and her speech lacked intonation. Jane was able to answer direct questions but did not really engage with any reciprocal conversation.
- A recent referral has been made to speech and language therapy to gain a better understanding of her language needs.

Social emotional and mental health

- Jane's language and communication are better when she is in familiar surroundings with familiar adults and peers, though even in these circumstances she is quiet, letting her friends do most of the talking. She has a small friendship group who she likes to work with and to play with at break times.
- Jane can find change to routine difficult to manage. Where possible school should try to keep to routines but where change is necessary this is highlighted with Jane as far in advance as is practicable.
- Although Jane is a cooperative and hardworking student she can become anxious at school. This may be related to noise levels, feeling overwhelmed by work, the classroom feeling too busy or because of changes to her routine. At these times there may be displays of emotional anxiety. Letting Jane use her safe space is a useful way of supporting her to de-escalate.
- Jane finds working in small groups easier to manage as she feels confident to make her needs known whereas in whole class situations she is easily overwhelmed if asked to talk.
- Jane's difficulties with understanding social situations and norms can impact on her friendships and her relationships with adults. She is yet to understand that things she says may be interpreted by others as rude or disrespectful and she is working on making the distinction between what we can say in our heads and what it is ok to say out loud.

Physical and Sensory

- Jane is sensitive to certain textures and doesn't like the feel of certain textiles. Cleaning her teeth can be an issue as she dislikes the taste of the toothpaste as well as the feel of the toothbrush. However, switching to a tasteless paste has helped as has trying a variety of toothbrushes. Jane has a limited diet as she dislikes the texture of many foods.
- Jane appears to have quite poor fine motor skills and she struggles with her handwriting particularly on longer pieces of writing.
- She has some difficulties with gross motor skills but generally these are not at a level that impact on every day movement. However she struggles with running and jumping. Her eye hand coordination skills also appear somewhat less well developed than her peers and requires a degree of differentiation for this in her PE lessons.

2. Summary of Jane's needs, Health, Social Care and Educational

Special Educational Needs:

- Jane's SEN arise primarily from her ASD with associated difficulties with social understanding and social communication.
- In addition her verbal comprehension and perceptual reasoning skills are less well developed than the majority of her peers.
- Her numeracy skills are delayed and she has particular difficulties with maths involving problem solving skills.
- Whilst her reading comprehension skills are in the average range currently, because of difficulties children with autism have with inference and more fluid reasoning, her reading comprehension may be impacted as higher order level questions start to include inference and prediction.

Outcomes and Aspirations including those identified by the pupil

1. Aspirations for Jane's future

- Jane is not sure at this stage what she wants as a career but she wants to go to university.

2. Long term Outcomes (Achievable within a year/or KS?)

- Jane will be a more confident communicator in a wider range of social environments with a wider range of peers and adults
- Jane will be managing her anxieties and will be feeling less stressed.
- Jane will be making appropriate decisions about what is ok to say out-loud and what should be said in her head
- Jane is maintaining her friendships
- Jane will have developed her language and communication skills.
- Jane will demonstrate greater understanding of the social world
- Jane will have greater emotional control in response to everyday frustrations
- Jane will be making measurable academic progress in all subjects
- Jane will be continuing to develop her reading comprehension skill.
- Jane will have developed both her computational skills and her mathematical reasoning skills

3. Medium Term Outcomes (achievable within next 6 months)

- Jane will be speaking to all those adults she has regular contact with.
- Jane will be accessing more whole class teaching
- Jane will have developed some knowledge of the dos and don'ts of social comments
- Jane will be using longer sentences more frequently
- Jane will be able to recognise with increasing frequency when she is getting frustrated and have some strategies to manage this
- Jane will have achieved the learning targets set out for her.
- Jane's reading comprehension age will have increased by 6 months
- Jane will have continued to develop her maths skills and will be able to complete a range of defined problems

Short term targets (achievable within 6 – 8 weeks)

- 1) Jane will be speaking more in at least one situation. Individual work to increase her communication, this will start with baseline assessment looking at which situations are more or less anxiety provoking.
 - 2) Jane will be able to say which comments are ok to say from a defined starting point
 - 3) Jane will be able to make some simple inferences
 - 4) Jane will be able to recognise and solve some defined maths problems.
- Jane's personalised learning programme should contain the following information:-
 - Outcome/ specific target/ baseline/ intervention/ evaluation.
 - An example can be found in the Graduated Response Toolkit (see page 14)

HQT and differentiation.

**These should also be on the One Page Profile as needed.
It may be helpful to think of these under the following headings.**

Curriculum and teaching methods

- Ensure Jane sits in an area of the classroom where there is the least amount of distraction.
- Provide opportunities to recap previous work.
- Provide work with clear end points – rather than work for 5 mins.
- Provide a task board to show the sequence of steps to work through
- Provide alternatives to written recording e.g. for longer pieces of writing
- Use multi-sensory structured teaching approaches with concrete resources. e.g. Numicon resources for maths
- Use of prompts to help with problem solving. Teach looking for clue words, reading the problem carefully, have some key questions.
- Strategies to promote reading comprehension include generating questions, teacher reading aloud and monitoring, thus modelling good reading behaviour, promote cooperative talk, attention to text structure, take notes, use context cues and use graphic organisers (e.g. concept maps)
- Use of social stories to scaffold interactions with peers and adults (in particular appropriate ways to ask for help)
- Specific approaches such as Word Aware or Inference training to develop understanding of vocabulary and reading comprehension.
- Specific intervention to develop social skills and social understanding e.g. Social Use of Language programme (SULP)
- Activities to develop attention and listening skills e.g. barrier games.

Behaviour policies and practices

- Staff to be aware that she may say things at times that are viewed as socially inappropriate. Staff should use the agreed script to first ask Jane if this is an out loud comment or and in your head comment. If she doesn't know, reassurance should be given – that's ok I know it's hard for you but that's a.....Jane should also be given feedback for socially appropriate comments.
- Jane should have access to her 'safe space'. She may wish to go there herself but if staff notice her getting distressed, they should direct her to go (she responds to this better than being asked if she want to go).

Interval and lunchtime practices

- Access to homework club/ extra-curricular activities to provide some structure to these times.
- A named key person who understands Jane's needs (as above)

Managing all key transition points

- Jane finds changes to her routine difficult to manage. Any changes should be discussed with her as early in the day as possible.
- Allow Jane to leave the classroom earlier at transition points so busy, noisy environments can be avoided.
- Meet and greet at the start of the school day.

This plan and actions will be reviewed by:	
Within how many months?	
The meeting will be coordinated by:	

Resources agreed:

This should be completed in order to make an application for High Needs Funding or EHC Needs Assessment

Intervention	Resources	Indicative Costs Support Equipment External service	Funding Source	Personal budget?	Outcome	Date Achieved	Review date	Comments

John's Plan

SEN Support Plan

Insert photograph or picture
chosen by the pupil

He likes to be called

1. What we know about John 's strengths and areas of need

(based on profiles / assessments provided)

- John is a talented football player and is committed to his football team. He has a great sense of humour and is popular among his friends. At school, John can work really hard in class and enjoys cooking. He takes pride in his appearance and is always exceptionally turned out for school.
- Information gathered at PC meetings and observations by staff suggest John benefits from a smaller learning environment and being given time to talk to staff. John prefers to have familiar people around him and for his routine to be structured and consistent.
- John is known to Healthy Young Minds (HYM) being first referred in 2015 where he was subsequently given a diagnosis of ADHD. Some social communication difficulties were also noted, as were difficulties with attention and concentration and impulsivity in line with his ADHD diagnosis. John struggles to regulate his emotions and his self-perception is that he gets angry when people do not understand when he speaks. He is currently on medication for the ADHD and this is monitored by HYM.
- John is currently in Y9 having transferred from X Primary School. There were no particular difficulties noted at his primary school but on transition to secondary a number of behaviour difficulties have emerged and he has had several fixed term exclusions
- John states that he likes PE, food technology and art and he does not mind learning about PHSE. Information from the educational psychologist (C. Smith, 6.18) indicates that he struggles with more academic subjects like English, maths and science, and he said he gets angry (becomes frustrated) with work that he finds difficult or boring which leads him to walk about out of the classroom, usually needing five minutes to calm before re-entering. It is not clear at this stage what the distinction is between hard and boring and this requires further analysis

John's Strengths

- John demonstrates an expected level of ability on tasks that involve working memory.
- John has good motivation and strengths in practical activities.
- John plays football to a high level.
- John has the ability to develop positive relationships with school staff who understand his needs or have shared interests.
- John demonstrates a willingness to engage in interventions with staff he has developed a positive relationship with.
- John demonstrates a willingness to discuss some aspects of his behaviour.

Cognition and Learning

- Assessment by the EP using the Wechsler intelligence Scale for Children – fourth edition (WISC-IV), found the following
- John's working memory was within the average range, but in the below average range for verbal reasoning and spatial ability. His scores were much lower than expected on non-verbal reasoning. However the EP noted that these results should be viewed within the context of several years of interrupted learning opportunities.
- Assessments carried out in school indicate that John has not yet acquired functional literacy skill and his reading is dysfluent and effortful. This impacts on his reading comprehension. A miscue analysis of spelling indicates that although John has some phonetic knowledge there are a number of gaps in his spelling skills and this restricts his ability to get down on paper what he wants to say.

These difficulties may well be contributing to high levels of frustration in English and academic lessons where there is a high literacy content. Again gaps in knowledge may reflect a lack of learning opportunity rather than necessarily reflecting an underlying learning difficulty.

- Assessment of numeracy also notes gaps in knowledge. He is not fluent with number bonds to 20 and still requires concrete materials to support calculations. Having said that John was able to demonstrate an understanding of the concepts of the four rules of number but lacks the knowledge and skills to be able to efficiently and correctly attempt higher level calculations involving the 4 rules of number. Missed learning opportunities may also explain his current skills in this area as well as his lack of knowledge around other areas of maths – fractions, area, algebra etc.
- Generally, in class, John can find completing work independently difficult.

Communication and Interaction

- Assessment by the SALT indicates that John’s language is disordered and that he has more difficulties with both receptive and expressive languages than the majority of his peers. This means that John often misinterprets information, and staff think that a main cause of frustration for John relates to social communication, with John finding it hard to understand or make sense of the social world, for example, not being able to communicate with others and enable others to understand him.
- However John interacts well with peers with whom he is familiar. He needs to be given time to get to know people and needs support to build his confidence to communicate around and with them.
- In conversation John tends to talk in short sentences. With appropriate prompting John is able to provide further information. His speech can be difficult for adults to understand and he often speaks in a low, mumbled voice. The speech therapist also commented that he had a tendency to stammer when feeling nervous or frustrated. This is also seen in school.
- Concentration can be challenging for John and he can be easily distracted by both external and internal stimuli. When giving instructions it is important to first gain John’s attention and then to ensure that instructions are given in simple sentences, avoiding overly complex sentence structures.

Social emotional and mental health

- Assessment by the educational psychologist suggests John has difficulty regulating his emotions when faced with the academic and social demands of group learning.
- He can easily become frustrated and angry if he feels that teachers are not listening to him or are ‘telling him off’ when he is trying to explain something. If teachers are shouting, John becomes very defensive and dysregulated. It is important to understand these difficulties not only in the context of his ADHD but also in relation to his language and communication needs.
- In contexts where his needs are understood and met, John is able to develop good relationships with adults and engage well with the curriculum
- When John is overwhelmed, these feelings find expression in swearing and shouting and at times he has left the room abruptly. These emotional responses to his feelings led to his permanent exclusion. He continues to struggle to regulate his emotions and staff need to be vigilant and alert to when he is becoming dysregulated. Talking to him in a quiet voice and acknowledging his feelings is a useful strategy to de-escalate these situations.
- John has reported that his medication for ADHD makes him anxious but he does not like speaking about it.
- John has also spoken about having preoccupations and intrusive anxious thoughts which when they occur, impact on his ability to engage with the curriculum.

Physical and Sensory

- John is a talented football player and he enjoys all aspects of physical activity.
- There are no reported difficulties with John's fine and gross motor skills.
- There are no reported difficulties regarding independence and self-care skills.

2. Summary of John's needs, Health, Social Care and Educational

Special Educational Needs:

- John's special educational needs relate to speech and language difficulties and ADHD.
- John's special educational needs also impact on his literacy and maths development which in turn, impacts on his ability to access other subjects.

Outcomes and Aspirations including those identified by the pupil

1. Aspirations for John's future

- John has aspirations to be a footballer or to be a sports coach

2. Long term Outcomes (Achievable within a year)

- John will be reading with greater fluency
- John's phonetic knowledge will have increased
- John will be less reliant on concrete material for number work
- John will be completing a wider range of work independently
- John will have developed more resilience and be experiencing less episodes of anxiety
- John will have developed his language and communication skills.
- John will be speaking in longer sentences
- John will demonstrate greater understanding of the social world
- John will have greater emotional control in response to everyday frustrations

3. Medium Term Outcomes (achievable within next 6 months)

- John's reading age and reading speed will have increased by 9 months
- John will have increased his spelling age by 9 months
- John will have some understanding of fractions, area and algebra and fluent with number bonds to 20
- John will be completing some work independently every day
- John will be speaking with a more confident voice in a variety of settings and will have increased his vocabulary

- John will be able to exert greater emotional control when faced with difficulties in the classroom. Initially these should focus on work related issues

Short term targets (achievable within 6 – 8 weeks)

- 1) Use of paired reading to increase fluency and speed.
- 2) mis-cue analysis of spelling to identify specific spellings which are then taught through precision teaching approach
- 3) work on fluency and maintenance of number bonds initially to 10 and then 20 both orally and written
- 4) Individual work with John on a daily basis to help him build his volume and clarity of speech
- 5) Ensure John is able to recognise when he is getting agitated and then provide coaching and modelling of strategies to manage this.
- 6)
 - John's personalised learning programme should contain the following information:-
 - Outcome/ specific target/ baseline/ intervention/ evaluation.
 - An example can be found in the Graduated Response Toolkit (see page 14)

HQT and differentiation.

**These should also be on the One Page Profile as needed.
It may be helpful to think of these under the following headings.**

Curriculum and teaching methods

- Keep language simple, keep order of say same as order of do.
- Follow advice from SALT
- All staff to understand Johns needs and stage of language development – modify language accordingly (if John is anxious this is likely to affect his ability to process verbal language - reduce language and use visuals to support his understanding)
- Use calm voice
- Give John time to process what has been said and if an instruction needs repeating use the same language
- Ensure he has concrete materials for maths as needed
- Differentiate for reading and recording
- Provide writing scaffolds / graphic organisers
- Alternatives to written recording
- Use of ICT e.g. Clicker Docs
- Precision teaching to develop automaticity with HFW recognition
- Agree strategy for asking for help.
- Provide regular feedback within tasks – give focussed, specific praise.
- A structured, multisensory programme to develop literacy skills in a cumulative way.

Behaviour policies and practices

- Staff to be aware that John can find it difficult to remain on task and can be distracted by both internal and external stimuli. What works best is to ask John if he knows what he needs to be doing.
- If he is to be given a detention it should not be given during one of his training sessions
- Opportunities to develop cooperative working with peers e.g. Lego therapy

- Access to a key adult for regular 'how's it going?' check-ins.

Interval and lunchtime practices

- It's helpful for John to have some structured lunchtimes e.g. homework club, or extra-curricular activities

Managing all key transition points

- Helpful to greet john at the door and ensure he has the right equipment for the lesson.

This plan and actions will be reviewed by:	
Within how many months?	
The meeting will be coordinated by:	

Resources agreed:

This should be completed in order to make an application for High Needs Funding or EHC Needs Assessment

Intervention	Resources	Indicative Costs Support Equipment External service	Funding Source	Personal budget?	Outcome	Date Achieved	Review date	Comments

Mohammed's Plan

SEN Support Plan

Insert photograph or picture
chosen by the pupil

He likes to be called:

1. What we know about Mohammed's strengths and areas of need

(based on profiles / assessments provided)

Mohammed's Strengths

- Mohammed is very caring and thoughtful to others, and enjoys working in a small group with his close friends.
- He is very sociable and his friends are important to him.
- He likes simple classroom jobs such as giving out books /equipment and taking the register to the office.
- He is eager to please and responds well to praise and rewards.
- Mohammed always tries his best when he feels confident with the task.
- Mohammed likes to play football at break times.

Cognition and Learning

- Mohammed's overall ability falls in the low range suggesting that he will find learning more effortful than many of his peers. When looking at his profile of strengths and needs his non-verbal reasoning was a relative strength.
- In terms of attainments his spelling and reading were at the 4th centile. He scored better on reading comprehension suggesting that although he has difficulties with reading he is able to gain some meaning from what he has read.
- His score on mathematical operations was significantly better than his mathematical reasoning ability.
- School based assessments indicate Mohammed is making less than expected progress across the curriculum.

Communication and Interaction

- Mohammed's communication skills are in line with his other abilities. Assessment suggests that his vocabulary is developing but that it is helpful to provide him with pre-teaching of subject specific vocabulary.

Social emotional and mental health

- Mohammed is a popular member of the class and has a small but stable friendship group. He can find new situations somewhat anxiety provoking and can be overwhelmed by certain situations. These situations tend to be where there is a high level of language which he can struggle to process and understand. Well-differentiated tasks are important as when this is right Mohammed can work well and is developing his skills as resilient and independent learner.

Physical and Sensory

- There are no concerns in this area.

2. Summary of Mohammed's needs, Health, Social Care and Educational

Special Educational Needs:

- Mohammed's assessments show that his overall cognitive abilities fall within the low range, and the attainment gap between him and his peers has begun to widen as the curriculum demand becomes more challenging.
- Rigorous monitoring and evaluation of strategies and interventions show that Mohammed is making steady progress in all areas, in line with his stage of development, and that he responds best with a well-differentiated curriculum and high quality teaching strategies personalised to his needs.

Outcomes and Aspirations including those identified by the pupil

1. Aspirations for Mohammed's future

- Mohammed wants to be a footballer or to work with computers.

2. Long term Outcomes (Achievable within a year/or KS4)

- Mohammed will be making measurable academic progress in all subjects (will be working at least grade 3 / 4)
- Mohammed will continue to make progress with his literacy and numeracy skills.
- Mohammed will have increased his general knowledge and widened his vocabulary
- Mohammed will continue to develop his independence skills and resilience in learning situations

3. Medium Term Outcomes (achievable within next 6 months)

- Mohammed will have met the differentiated learning objectives set in each subject
- Mohammed will have made 8 months progress with his literacy and numeracy skills
- Mohammed will be using at least 50% of subject specific language in his lessons.
- (He will be using them in written responses and will be able to describe what they mean orally)

Short term targets (achievable within 6 – 8 weeks)

- 1) e.g. History – Mohammed will achieve at least 60% on a differentiated end of topic assessment
 - 2) Mohammed will be able to read the first 100 high frequency words, fluently without hesitation.
 - 3) Mohammed will be able to recall and use number facts to 20
 - 4) Mohammed will be able to recall and give the meaning of 50 % of subject specific language.
- Mohammed's personalised learning programme should contain the following information:-
 - Outcome/ specific target/ baseline/ intervention/ evaluation.
 - An example can be found in the Graduated Response Toolkit (see page 14)

HQT and differentiation.

These should also be on the One Page Profile as needed.
It may be helpful to think of these under the following headings.

Curriculum and teaching methods

- Simplify language, keep the order of say the same as the order of do.
- Extra thinking time to process instructions
- Differentiation in presentation, pace and outcome.
- Agree targets with Mohammed (realistic expectations)
- Incorporate Mohammed's interests to improve motivation
- Make links with previous learning
- Pre-teach subject specific language.
- Provide concrete materials to support maths problem solving
- Precision teaching for high frequency word recognition
- Additional support - all staff aware of Mohammed's needs and how he responds best,
- Differentiated homework tasks
- Multi-sensory approaches to learning
- Agree ways of asking for help, and encourage Mohammed to use these.

Environment

- Supportive resources available in class e.g. writing scaffolds / table square / word mats / task boards etc
- Visual timetable
- Pair up with a work buddy / good role model / sensitive groupings
- Consider seating plan to reduce distraction.

Managing Transitions

- Prepare Mohammed for change
- Allow Mohammed to leave a little earlier to get to his next lesson (with peer support).

Unstructured times

- Circle of Friends approach with sensitive peers.
- Homework club or other extra curricula activities
- A named key adult who Mohammed can go to, if needed.

This plan and actions will be reviewed by:	
Within how many months?	
The meeting will be coordinated by:	

Resources agreed:

This should be completed in order to make an application for High Needs Funding or EHC Needs Assessment

Intervention	Resources	Indicative Costs Support Equipment External service	Funding Source	Personal budget?	Outcome	Date Achieved	Review date	Comments

Zainab's Plan

SEN Support Plan

Insert photograph or picture
chosen by the pupil

She likes to be called:

1. What we know about Zainab's strengths and areas of need

(based on profiles / assessments provided)

Zainab's Strengths

- Zainab is a quiet pupil and listens well to classroom input and task instructions.
- She is able to work independently to complete tasks.
- Zainab has good organisational skills and can be relied upon to have the right books/ equipment / kit for every lesson.
- She engages best when seated with a supportive peer.
- She responds well to sensitive praise.

Cognition and Learning

- Throughout both primary school and secondary there have been no concerns about Zainab's learning.
- She is hardworking and until recently has met age related expectations.
- Her recent drop in attainments is seen to be a direct result of her growing anxiety which is impacting on her ability to firstly get into school and secondly when she does manage to come into school, being able to manage her anxiety so that she is able to settle to her learning.

Communication and Interaction

Expressive Language/Communication:

- Although Zainab is an excellent communicator in certain contexts, for example at home and when out with her friends she finds it very difficult to speak to adults in school.
- She will speak to her friends at break times and at lunch times and in the classroom when adults are not present but during lessons she will at best answer questions with a nod or shake or her head.
- Zainab also has excellent receptive language skills and can demonstrate her understanding of both written and oral language through her written communication.

Social Communication

- Zainab will make minimal eye contact with adults in social interactions in school.
- Observations of her at other times note that in situations where she is comfortable her eye contact and other non-verbal communications are appropriate.
- Her difficulties with interacting with adults in school is having a significant impact on her learning, particularly as the demands to work orally in class are increasing.
- Her reticence to speak to adults also means that teachers can struggle to know when Zainab is becoming anxious in class

Social emotional and mental health

- Zainab has been able to communicate through writing notes that school is making her feel increasingly anxious. She has identified the reasons to this as large crowds, not wanting to receive any unwanted attention, not feeling 'safe', and perceived bullying. These feelings are exacerbated when she is in lessons without any of her friendship group and she finds it extremely anxiety

provoking to have to move round school if she does not have at least one friend with her to help her navigate any social demands – this currently takes the form of the friend ‘talking for her’.

- Zainab’s growing anxieties are at times beginning to overwhelm her and she is developing catastrophic thoughts regarding her experiences in school, leading to reluctance to attend school or reluctance to attend lessons if she manages to get to school.
- Zainab reported to the EP that she finds it difficult to manage stress, change, socialising, school, and making decisions. She added that she felt she struggled with minor decision making in everyday life. In addition, she cannot tolerate public transport due to the crowds of people.
- Zainab also communicated that she gets very anxious in public and does not like going out anywhere without at least one friend or a parent.
- Zainab explained she catastrophizes about what might happen when she leaves the house to go somewhere where there may be unfamiliar people, for example, she is worried that she will need to talk to someone and she won’t know what to say. This anxiety is impacting on her social life and is limiting her social experiences

Physical and Sensory

- There are no concerns in this area.

2. Summary of Zainab’s needs, Health, Social Care and Educational

Special Educational Needs:

- Zainab is selectively mute in school and in unfamiliar social settings. Although her selective mutism in school is long standing, until recently she has made good academic progress.
- Recently however, Zainab’s anxieties appear to be growing and she is becoming increasingly anxious in school to such an extent that she is now struggle to maintain regular attendance.
- The level of her anxiety is impacting on her ability to access to the curriculum and she is not making the progress she is capable of.

Outcomes and Aspirations including those identified by the pupil

1. Aspirations for Zainab’s future

- Zainab has ambitions to go to college and then on to university. She is a keen scientist and would like to pursue a career in this field.
- Zainab is very aware of how her anxiety is impacting on her school work and she wants a future which is not dominated by her anxieties.

2. Long term Outcomes (Achievable within a year)

- Zainab will be attending school on a regular basis (75% full attendance or better)
- Zainab will be talking to at least some key adults in school, initially in a one to one situation but developing this to classroom situations.
- Zainab will be a more confident communicator in a wider range of social environments with a wider range of peers and adults

- Zainab will be managing her anxieties and will be feeling less stressed.
- Zainab will have the confidence and skills to go to unfamiliar places on her own
- Zainab will be making measurable academic progress in all subjects

3. Medium Term Outcomes (achievable within next 6 months)

- Zainab will have increased attendance
- Zainab will be speaking to at least one key adult in school on a one to one basis.
- Zainab will be catching up on missed learning
- Zainab will have developed an understanding of her anxieties and have learned some strategies to help her overcome them

Short term targets (achievable within 6 – 8 weeks)

- 1) Zainab will be able to use her voice with one adult in a one to one situation. This will start with baseline assessment looking at which situations are more or less anxiety provoking.
 - 2) Zainab will have increased her attendance by 15%
 - 3) Zainab will be able to ask for some information from someone, initially with a friend or parent present.
- Zainab' s teaching programme should contain the following information:-
 - Outcome/ specific target/ baseline/ intervention/ evaluation.
 - An example can be found in the Graduated Response Toolkit (page 14)

HQT and differentiation.

**These should also be on the One Page Profile as needed.
It may be helpful to think of these under the following headings.**

Curriculum and teaching methods

- Ensure all adults are aware of Zainab's anxieties and do not put her under pressure to speak in class
- Differentiate for oral responses- Zainab can write these, or record these or say to a friend.
- Ensure work is sent home for Zainab on those days she is too anxious to attend. This can be done through the school's learning portal.
- Ensure Zainab is able to sit with her friend in class
- Agree visual strategies with Zainab for her to be able to signal when she is feeling anxious or stressed e.g. feelings scale / red card, green card etc.
- Where possible, provide individual feedback and praise (for her engagement in learning) at the end of the lesson.
- Agree a 'safe place' for Zainab to go to when needed e.g. quiet room.
- Teach relaxation techniques, following advice from the educational psychologist e.g. Breathing techniques/ visualisation / Relaxkids etc.
- Circle of Friends
- Social stories to provide simple scripts for various situations.

Behaviour policies and practices

- All staff need to be aware of Zainab's communication difficulties and be aware that a non-response is not any form of misbehaviour or non-compliance.

Interval and lunchtime practices

- Where possible Zainab should be able to be accompanied by one of her friends when moving between lessons. Where this is not possible she should be allowed to leave the lesson five minutes early so that she can get to her next class without having to navigate the corridors at their busiest times.
- Make reasonable adjustments for the lunchtime period e.g. an alternative place to eat lunch, avoiding noisy or busy environments.

Managing all key transition points

- Prepare Zainab for change and provide structure and routine to make each day as predictable as possible.
- Key adult to meet and greet at the beginning of the school day, and review and reflect at the end of the day. (Discuss what went well etc).

This plan and actions will be reviewed by:	
Within how many months?	
The meeting will be coordinated by:	

Resources agreed:

This should be completed in order to make an application for High Needs Funding or EHC Needs Assessment

Intervention	Resources	Indicative Costs Support Equipment External service	Funding Source	Personal budget?	Outcome	Date Achieved	Review date	Comments