**Nar Valley Federation**

**Individual Support Plan KS1/2**

| **BACKGROUND INFORMATION** | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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 Support  EHCP Assess  EHCP |  |  | |  |  |  |

| **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: |

| **JOINT AGREEMENT - To develop skills in school…** | | |
| --- | --- | --- |
| **School will** | **Pupil will** | **Parent/Carer will** |
| Provide the above adjustments and support  Review the provision regularly and adapt it where appropriate & required  Communicate regularly with the pupil and parents |  |  |
| Signed | Signed | Signed |

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