

STUDENT SUPPORT PLAN

Name: A. Student
TG: Year 8
DOB: 01/01/20



<p><u>Reading age:</u> 11y 4m</p> <p><u>Spelling age:</u> 11y 0m</p>	<p><u>Documents available</u></p> <p>SDQ <input checked="" type="checkbox"/></p> <p>Boxall <input type="checkbox"/></p> <p>EP <input checked="" type="checkbox"/></p>	<p><u>Primary area of need</u></p> <p>Communication and Interaction <input checked="" type="checkbox"/></p> <p>Cognition and Learning</p> <p>Social, emotional, and mental health</p> <p>Sensory and/or physical</p>	<p><u>Support details/further reading</u></p> <p style="text-align: center;">EHCP Plan</p> <p>Key Adults: Miss A. Teacher Mr L.S. Assistant</p>
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<u>My strengths:</u>	<u>I really like:</u>	<u>My aspirations:</u>
<p>I am enthusiastic about learning and want to do my best.</p> <p>I try hard with my homework</p> <p>I like to work on my own and really enjoy</p>	<p>Art</p> <p>Running</p> <p>Swimming – I am part of a club</p> <p>Working on computers – I have built one at home with the help of my family members.</p>	<p>I would like to do a job that is creative in the future.</p>

Nature of Difficulty	This means that:
<ul style="list-style-type: none"> Diagnosis of ASD at age 9 	<ul style="list-style-type: none"> I am not good if my routine is changed without warning. Loud noises affect me and make it hard for me to concentrate. I need firm and consistent boundaries. I might need support to navigate working in groups.

Triggers	De-escalator - tips
A sudden change in routine	If possible, let A.student know in plenty of time if changing classroom etc. A.Student will sometimes need timeout with his support assistant to process changes to routine (e.g. supply teacher)
Loud classroom environment	If A.Student starts to show signs of distress (fidgeting, tapping the desk) allow him time out of the classroom as a sensory break.
Group work	Allow A.Student to choose the group he would feel most comfortable working in. Ensure that A.Student is assigned a role within the group and understand how to participate effectively.

General information about A. Student	General Strategies to Support
<p>A.Student is an articulate and polite young man who is very keen to do well. He has made rapid progress and enjoys learning.</p> <p>A.Student really enjoys using technology and is keen to share his achievements.</p> <p>Can be prone to meltdowns when outside of comfort zone (drama, music) but still wants to be a part of these lessons. Use the LSA support to help navigate these challenges.</p> <p>Has a fantastic relationship with Miss. A.Teacher</p>	<p>A.Student will have a 'safe space' to go to when feeling overwhelmed, particularly during unstructured times of the day (break,lunch)</p> <p>Parents have requested that all assigned homework be recorded in A.Students homework diary to allow easy tracking at home.</p> <p>Although A.Student is achieving well, he will benefit from regular check ins and help in organising his approach.</p> <p>Ask A.Student to explain the task before they start to avoid any confusion on what is expected.</p>

<u>Intervention Tracker</u>			
Date	Intervention	Staff	Progress made
Jan 2019	Social Interaction – lunchtime club	Mrs A.Support	Better understanding of social cues and new friendships formed that have lasted throughout Year 7.

Progress Tracker:

Year 7	English	Maths	Science
Target	Level 2	Level 2	Level 2
Mid Term	Level 2 - emerging		Level 1 - Secure
	Reading +4m	Spelling +2m	
End Term	Level 2 - secure		Level 1 - Secure
	Reading +5m (11y 1m)	Spelling +6m (10y 2m)	

Year 8	English	Maths	Science
Target	Level 3	Level 3	Level 2