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| Child’s Name: | Year: | Date Completed: |

**What you need to know about me (health (including any diagnosis), communication, diet, behaviours, parent/carer and my aspirations)**

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* I live with my Mum and brothers. I see my dad every Tuesday and every weekend.
* My Mum’s sister and my dad’s family live nearby and are very involved with me.
* I have been very active since I was born. I have always struggled to sleep and am very different to my bothers. I broke things and mum needed help when we went shopping.
* Throughout primary school dinner and play times have been challenging. Unstructured times were, and are still, difficult for me. Getting to school has always been difficult. I wouldn’t get dressed and then would not get into the car.
* I am very chatty; I fidget and don’t listen when asked to do something. I need to be kept active as I cannot sit down – I can’t go to the cinema and watch a film.
* My Primary need is SEMH. I go on at adults to get attention. In school my behaviour is a cause for concern. I struggle to settle in class and often swear but I do know that I need to do well in school, and I wants to have a good future as a footballer or a barber - I will have my own shop and have LED lights on it.
* I am regularly late to lessons. I need strict routine. Dinner and tea are at set times.
* My inference skills are better than my writing skills which suffer from technical accuracy and a lack of depth.

**What is important to me? What am I good at?**

* I football for xxxxxxxxxxxxxx (Dad coaches my team).
* I do gymnastics in Honley and go swimming. I also hope to play cricket this summer.
* I am caring and helpful and get on well with my friends. I am good at sharing.
* Sometimes I am funny.
* I like IS and PE mostly and am also good at Spanish.
* I am very competitive. Football and playing out with my friends is very important to me.

**How to support me (include scripting)**

* Start the school day with a positive Meet and Greet with key adult. Use Zones of Regulation.
* Check-in at the start of the day to go through the day and timetable.
* Meet and greet to every lesson to help me feel welcome in the classroom.
* Give me clear of behaviour and work expectations during each lesson to help me focus. I work better when I am sat on my own. I have to focus when I am on my own.
* I work better when teachers don’t tell me off when I am not doing anything wrong. Positive praise motivates me.
* Prompt me regularly to make sure I don’t get distracted and fall behind. Quiet, subtle reminders about classroom expectations are helpful.
* Give me time to think and count down from 10-0 If I am refusing to do something (like sit is a particular seat).
* Help me with my emotions. If I need movement or brain breaks, help me to decide on the strategies to help referring to the Zones of Regulation.

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| **Primary area of need** | Choose an item. | | | | | |
| **Any additional plans in place? (eg Medical needs, TAF)** |  | | | | | |
| **Need**  *What do you see?*  *What do you understand by it?*  **Summary of presenting need.** | **Outcomes sought for the term 1, 2 and 3**  **(see EHCP if using for review purposes)** | **What specific interventions, bespoke strategies (which are different from and in addition to QFT) as well as equipment and resources will be in place?** | **What is the frequency and duration of the intervention?** | **Who will deliver this provision (level of expertise and training) and what is the ratio? e.g. 1:2, 1:4, 1:12** | **Cost £ per week** | **What assessment tools will be used to measure and quantify progress** |
| **Cognition & Learning**Click or tap here to enter text. | * I am arriving to lessons on time. * I can take my time to answer questions and start activities.   I have developed my writing skills and am able to record greater depth work. | * Meet and greet by name even when late. * Visual lesson plans (Now, Next, Then) * Allow me to sit at the front in class. * Regular checks for understanding. * Chunked instructions with regular prompts * Modelling WAGOLLs * Scaffolding learning * Additional thinking time to process instructions and information. * Writing frames and sentence starters for written tasks * Supervised rest breaks in class and in assessments/examinations   Additional adult support | * In all lessons * When required.   10 hours pr wk | * Teachers and all adults working with me * Teachers with SENDCo   ETA/BSW | £150 | * Attendance/ Punctuality record * Progress checks and reports   Assessment data |
| **Long term targets/outcomes (inc. Pfa)** | |  | | | | |
| **SEMH**Click or tap here to enter text. | * I can accept the consequences of my actions. * I cope with unstructured time in a calmer manner   I will develop strategies to avoid disrupting the learning of others and will take time to consider how others feel | * Daily Meet and Greet with Keyworker * Check-in preparation for the day – go through timetable and expectations for the day. * Pre-warning when there is a change to routine in school * Zones of Regulation * Visual support plan with reminders to remind me of what to do in different situations   Regular praise | * 20 mins per day * When required   All lessons/Daily | Pastoral Leader with me  All adults working with Me | £25 | * SIMS behaviour log * Attendance record   ZOR Student support plans |
| **Long term targets/outcomes (inc. Pfa)** | |  | | | | |
| **Communication & Interaction**Click or tap here to enter text. | * I can avoid speaking to adults and peers in an aggressive manner. * I have strategies to help me regulate before speaking to people. * I can let staff know when I don’t understand what’s being asked of me.   I spend more time playing kindly with my friends. | * Thinking time to allow me process what has been said to me. * Staff model positive language. * Gentle reminders about what I can do such as ‘…if you do … you can then do…’ * Time to say what I want to say without being interrupted. * Visual Support plan to remind me how to speak to others.   Supervision and encouragement to play with my friends during social times | * In all lessons * Social time (lunch and breaktime) | * All Adults working with me   Pastoral Team and BSWs | £32 | * SIMS behaviour log   Cpoms |
| **Long term targets/outcomes (inc. Pfa)** | |  | | | | |
| **Sensory & Physical**Click or tap here to enter text. |  |  |  |  |  |  |
| **Long term targets/outcomes (inc. Pfa)** | |  | | | | |
|  |  | **Total (frequency and costs of interventions)** | 31 hrs (inc. 18 hrs additional adult support) |  | £8,073 |  |

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| **Review cycle** | **Date** | **List of those who attended the meeting (should include parent/carer, pupil, SENDCO and any relevant agencies)** | **Advice received from external agencies (include any support visits, date strategies included on the I-APDR?)** | **What is working well/progress towards outcomes** | **Not working well and next steps** |
| **First I-APDR meeting** |  |  |  |  |  |
| **Mid Review** |  |  |  |  |  |
| **End Review** |  |  |  |  |  |

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| **Term** | **Parent/Carer views** | **Child/Young person’s Voice** | **Teacher and other agencies** |
| **1** |  |  |  |
| **2** |  |  |  |
| **3** |  |  |  |

**Use the following Regulation plan if a young person needs it and/or it links to supporting their primary need.**

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| **Recognised Triggers**  **What do you notice? What emotional need is being expressed?** | | **Strategies and interventions to maximise emotional regulation and connection to the child or young person** | | **If needed, Positive Handling Plan - (least intrusive methods of guidance and positive handling e.g. Take my hand)** | |
| * Distractions within the classroom * Distractions from outside the classroom * Being given an instruction that I do not want to follow * Needing brain or movement breaks | | * Welcoming me to lesson – even when I am late * Allowing me to sit at the front of the classroom – near the teacher or other adults in class * Speaking to me 1:1 calmly and quietly away from an audience and she can be reasoned with.   Zones of Regulation used daily throughout the day. To remind about being in the green zone and ready to learn | | N/A | |
| **How a child or young person may present at each stage (personalise to the individual)** | | | | | |
| **Level 1**  **Anxiety and/or Trigger**  Diversion, support, reassurance, connection, co-regulation  **What happens for the child or young person?** | **Level 2**  **Defensive/Escalation**  Diversion, support, reassurance alongside setting clear limits, boundaries and choices  **What is the child or young person communicating?** | **Level 3**  **Crisis**  Diversion, support, reassurance, reduce language, shift environment  **What does the child or young person need from the adults to feel safe?** | **Level 4**  **Recovery**  **Diversion, support and reassurance** | **Level 5**  **Depression**  **Observation, support and monitoring – recovery and repair** | **Level 6**  **Restoration**  **Review, reflect, repair, reconnect** |
| * Events during social time (break/lunchtimes) * Arriving late * Work avoidance tactics * Wanting to see my friends * Feeling unwelcome in class | * Distracting others   Turning round in class | * Becoming argumentative. * Bringing others into the situation | * Can return and continue with work * Will still speak to people in a rude manner and swear * Use of phrases script | Praise – thanks me for getting things right. | * I am improving my ability to acknowledge my part in disruption |
| **Appropriate strategies to de-escalate and create co-regulation and connection** | | | **Strategies to Support and enable regulation** | | |
| * Welcome me to the room * Reassure   Gentle guidance throughout the lesson  Quiet 1:1 chat away from an audience | * Ignore behaviours until there is a moment that 1:1 conversation can occur. * Reduce escalation from S1-S4   Give brain/movement breaks | * ZOR and distractions – prompts (verbal and visual) * Reasoning and negotiation can still work, even at this stage. * Reasoning and reassurance | Reassurance, referring to Visual prompts | * Teacher to encourage my can participate in class activities | Reflection time, referring to visual prompts |