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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)**

* I live with my mum and dad and two sisters. I have another older sister.
* I am quite a loner at home.
* I was born three weeks early. I met my milestones on time.
* I went to playgroup in ?????????? and was able to make friends.
* I sometimes feel overwhelmed in friendships and have to pull myself back. They sometimes annoy me. I tend to see my friends on their own. I don’t see them in groups.
* I struggle to regulate my emotions in school and at home.
* I will slam doors and storm out of rooms when feeling angry or frustrated. I will also damage things at home.
* I have difficulty in managing my anger and demonstrate my feelings by storming out of lessons and being defiant.
* I will shut down, become completely disengaged from adults. I am easily distracted.
* I need reassurance from adults.
* I don’t manage change to routine – I need to prepare before a family event or a change to routine in school.
* I am currently not attending school. I feel pressure from other students in school.

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

* I enjoy Art.
* I can be a model student when feeling regulated and safe.
* I am a good communicator.
* I have a very good range of vocabulary.
* It’s important that I am given time to calm down and process information.
* I need extra time to think about a situation and process what is going on in order to avoid becoming anxious and dysregulated.

**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.
* Be clear of expectations of behaviour and work during each lesson to help me focus.
* Prompt me regularly to make sure I don’t get distracted and fall behind.
* If I am refusing to do something (like sit is a particular seat or take my coat off) counting down from 10 – 0 helps.
* Help me with my emotions. If I need brain breaks, help me to decide on the strategies to help referring to the Zones of Regulation.
* Positive praise does help motivate me.
* Quiet, subtle reminders about classroom expectations.
* Provide a safe space for me to go to if I need time to regulate.

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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 attending school and arriving to lessons on time.

I am able to remain in lessons. | * Phased return to school starting Friday 3.3.23.
* Modified reduced Timetable.
* Scheduled time in SSC
* Meet and greet to all lessons.
* Regular checks for understanding.

Chunked instructions | * From 3.3.23

2 hours per week | * APSO with me and PL
* SSC manager

All adults working with me | £36 | * Attendance record.

Progress checks and reports |
| **Long term targets/outcomes (inc. Pfa)** |  |
| **SEMH**Click or tap here to enter text. | * I feel safe in school.
* I feel listened to and understood
* I am able to use strategies to help me avoid become anxious or frustrated
 | * Daily Meet and Greet with Keyworker
* Check-in preparation for the day – go through timetable and expectations for the day.
* Zones of Regulation
* Pre-warning when there is a change to routine in school.
* Counselling in school
* Request for CAMHS counselling (school awaiting CAMHS offer)
* Thrive

Regular praise | * 20 mins per day
* 1 hour pr week

All lessons/Daily | * Pastoral Leader with me
* School Wellbeing mentor/PL
* SSC manager

All adults working with me | £25£18 | * Behaviour record

Attendance record |
| **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 can use strategies to help me regulate before speaking to people.I can talk to my keyworker(s) what is causing my anxieties | * Thinking time to allow me process what has been said to me.
* Staff model positive language.
* Use of Thrive based phrasing such as ‘I notice.., I see…, I believe...’

Gentle reminders about what I can do such as ‘xxxxxxx if you do … you can then do…’ | All lessons | All aduts working with me |  |  |
| **Long term targets/outcomes (inc. Pfa)** |  |
| **Sensory & Physical**Click or tap here to enter text. | I am overcoming the difficulties I have with my muscles in my back | Physiotherapy programme and exercises at home | 1 visit every 8 weeks | NHS Physiotherapist |  | Outcomes of Physio. |
| **Long term targets/outcomes (inc. Pfa)** |  |
|  |  | **Total (frequency and costs of interventions)** | 25 hours per week including 5 hrs additional support |  | £3,081 |  |

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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)** |
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| **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** |
|  |  |  |  |  |  |
| **Appropriate strategies to de-escalate and create co-regulation and connection** | **Strategies to Support and enable regulation** |
|  |  |  |  |  |  |