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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)** | |
|  | |  | |  | |
| **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** | | |
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