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| Name: | Year group: Y2 | Date started: September 2019 | Date reviewed: November 2019 |
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| Quality Teaching: | | | | | |
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| | ASSESS | PLAN | DO | REVIEW | |
| | Entry Data | Intended Outcomes | Provision | Exit data | Next Steps |
| Cognition and Learning | <p>Needs 1:1 support to stay on task during literacy and maths work.</p> <p>Not consistently using finger spaces or full stops in sentences.</p> <p>Writing is large, often not clear and not joined. Letters are often not correctly formed or orientated.</p> | <p>Stay on task during literacy and maths sessions.</p> <p>Will independently write short sentences using finger spaces, capital letters and full-stops.</p> <p>Will write the letters of the alphabet correctly formed and orientated.</p> <p>Will use lines to write on and begin to ascend and descend letters.</p> | <p>Visual prompts, adult prompts and reminders and praises when needed.</p> <p>Checklist of steps she needs to complete e.g. step 1 find the next clean page, use of now and next, visual timetable</p> <p>Weekly phonics group (toe by toe) with TP.</p> <p>Writing checker, egg timer, quiet space, phonics and word mats.</p> <p>Letter formation cards.</p> <p>Maths intervention group with TP x 1 weekly session.</p> <p>Handwriting intervention group with TP x 1 weekly session.</p> <p>Daily reading intervention with SMSAs.</p> | | |
| Communication and Interaction | <p>Needs coping strategies when she feels she has been wronged.</p> <p>Finds it difficult to initiate play/games and conversations at break times. She will often</p> | <p>Will learn and use coping strategies such as; ignore, try talking, walk away, talk to an adult.</p> | <p>Adults to model coping strategies</p> <p>Weekly Social Skills group with TP.</p> <p>1:1 social stories with TP as and when needed.</p> | | |

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| | <p>come back from lunch upset.</p> <p>Beginning to show signs of understanding how friendship works and how she can be kind to others when they are unhappy.</p> | <p>To have confidence to ask peers to join in or begin play.</p> | <p>Choose a friend to play with before leaving the classroom</p> <p>Weekly Social Skills group with TP.</p> <p>1:1 social stories with TP as and when needed.</p> <p>Praise when she has been a good friend to someone, share with home</p> | | |
| <p>Social, Emotional and Mental Health</p> | <p>Finds it difficult to recognise her peers' feelings or read facial expression/body language.</p> <p>She understands the concept of rewards and sanctions and responds well to the positive connection between school and home.</p> | <p>Will recognise when her peers and teachers show basic emotions – happy, sad, worried etc.</p> <p>Will know and understand how to keep herself safe</p> | <p>Adults to model basic emotions with facial expressions and body language.</p> <p>Weekly Social Skills group with TP.</p> <p>1:1 social stories with TP as and when needed.</p> <p>Ensure different children sit with her</p> <p>Focused work on speaking with strangers e.g. www.clevernevergoes.org</p> <p>Staff to use ABCC table to track outbursts and to establish her triggers to aid further planning</p> <p>Introduce the 5 point scale to help self- regulate</p> | | |
| <p>Physical, Sensory, Medical</p> | <p>Can find the classroom environment overwhelming at times. She can become very</p> | <p>To be more settled in the classroom and more focused in her learning.</p> | <p>Use playdough in a balloon to help warm up hands before writing</p> | | |

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| | <p>sensitive to the noise and movement of others</p> <p>Will seek out opportunities to meet her sensory needs.</p> <p>Will often be out of her seat, particularly in the afternoons. She finds circle time very difficult</p> | <p>To be able to take part in class activities that are not based at a desk</p> | <p>Use of movement breaks when necessary, promote use of swinging activities</p> <p>Use of sensory strategies book (copy available in the SENCO office)</p> <p>Use of unexpected behaviours cards to help her to understand what is acceptable behaviour</p> <p>Include opportunities for water play as this is something which she finds very calming</p> <p>The OT has provided a number of strategies to use. It has been advised that these will need to be delivered on a daily basis and at multiple times during the day.</p> | | |
| <p>Comments</p> | | | | | |