



Learning Plan for Liz Aaron

Date of birth: 1/9/2005 Gender: Female Tutor group: 10C Year group: 10

Teacher: *Dr Abigail Hawkins Start date: 1/7/2020 Review date: 4/11/2020 Plan number: 9

Gifted & talented: N First language: ENG Free school meals: Y Medical needs: N In care: N Ethnic background: Pupil Premium: Y EAL: N
 Armed forces: N Year 7 catch up: N Attendance: 37.8% HLN funding: £2600 EHCP hours:

Staff involved

Staff

Assess

Areas of strength: Liz is a polite and helpful young girl.

Liz always tries hard and is well behaved at school.

Liz can remain focussed in lessons and tries her best to listen to the teacher, even if other children are being disruptive.

Liz has good long-term memory skills.

Liz's gross motor skills have not appeared to be a problem at secondary school.

Liz is good at dancing.

Liz's hearing, size, weight and physical growth is normal.

Liz regularly wears her glasses at school.

Areas of concern: Previous targets retained until consistency seen. EHCP review due next half term - use to set new targets.

SLCN - concerns. Verbal abilities delayed by about 2 years.

Tends to be isolated.

Can display outbursts of temper.

Epilepsy

Weak working memory skills

Reading age: 6y04m **Math Level:** Significantly below expectations **Eng Age Related Expectation:** Significantly below **Date of entry to school:** 5.9.16 (moved schools) **EHCP date:** 5.9.16 granted

Plan

Area of concern	Target	Success criteria	Strategies & Provisions	Key staff
Communication	Liz will understand and use at least 30 new words that are relevant to her developmental stage and experiences.	Liz will be able to communicate and interact in a range of situations so that she can engage positively and proactively with learning and social opportunities.	<p>A weekly narrative group of at least 30 minutes delivered by a trained member of teaching staff.</p> <hr/> <p>Related provisions</p> <ul style="list-style-type: none"> • Shared in-class support (group 3) 	<ul style="list-style-type: none"> • Mrs Mary Anderson • Parents • All relevant TAs
Literacy	Liz will be able to consistently recognise at least 50 high frequency words in different texts and will be able to construct a simple 5 word sentence.	Liz will have basic reading and writing skills so that she can manage the demands of further education and develop independence skills for her adult life.	<p>Precision teaching sessions, at least 15 minutes long and at least 4 times a week. These will be planned, delivered and monitored by a trained member of teaching staff, focussing on the development and mastery of high frequency words and letter-sound recognition (phoneme/grapheme correspondence).</p> <hr/> <p>Related provisions</p> <ul style="list-style-type: none"> • Precision Teaching 	<ul style="list-style-type: none"> • Mrs Mary Anderson (Tutor)
Number skills	Liz will be able to recognise the value of common coins and notes.	Liz will master functional numeracy skills that will help her to be more independent in her daily life.	<p>An individualised and differentiated programme of numeracy allowing for a minimum of 15 minutes each day. This will be planned and monitored by a qualified teacher.</p> <hr/> <p>Related provisions</p> <ul style="list-style-type: none"> • Emile Numeracy Catch Up 	<ul style="list-style-type: none"> • Mr Christopher Yates (TA - Maths) • Mr Richard Williams (Head of Maths)

Area of concern	Target	Success criteria	Strategies & Provisions	Key staff
Organisational	Liz will trial the use of at least 3 different strategies (e.g. contextual aids, checklists, association, visualisation or grouping) to support her working memory	Liz will be able to use strategies that develop her working memory so that she can retain information and manage the demands of further education.	An intervention programme of at least 8 sessions that explicitly introduces, models, teaches and rehearses memory strategies, delivered by a trained member of the teaching staff.	• Mrs Ann Zelinskova (Catering and Lifeskills)

Summary

Liz has always shown slow developmental progress. The investigations for her developmental delay showed she has duplication on chromosome 15, which might be contributing to her developmental delay and learning difficulties. This is a genetic condition in which there is an extra copy of part of the genetic material that makes up one of the body's 23 pairs of chromosomes (microscopically small structures in the nucleus of the body's cells that carry genetic material). The duplication on chromosome 15 does not have any implications for her health. (EHCP targets 9, 10 and 11 are not addressed through the school Learning Plan)

How Parents will help

Liz's mother attended the local special school and she was unhappy there. She would not like Liz to attend a special school as she would be concerned that Liz would be bullied by other students with behavioural difficulties. Liz's mother would like Liz to be able to read well and to be able to have a job when she leaves school. She would also like Liz to have support for her social skills and help to enable her to behave well at home. It was also mentioned that the whole family would like Liz to sleep better.

Medical

Liz needs to wear her prescription glasses to improve and accommodate her vision due to long sightedness and irregularity of the lens in the left eye (bilateral hypermetropia and left astigmatism).

Liz needs to learn how to manage her own physical and sexual health, including her epilepsy.

Final Targets on EHCP

Liz will be able to communicate and interact in a range of situations so that she can engage positively and proactively with learning and social opportunities.

Liz will have basic reading and writing skills so that she can manage the demands of further education and develop independence skills for her adult life.

Liz will master functional numeracy skills that will help her to be more independent in her daily life.

Liz will be able to use strategies that develop her working memory so that she can retain information and manage the

Education Psychologist

The EP will be reassessing Liz in the Spring term.

demands of further education.

Liz will be able to make friends and interact confidently with children and adults so she can build and sustain positive relationships throughout her life.

Liz will be able to regulate and manage her emotions so that she can maintain good mental and emotional health. Liz will use strategies to avoid and resolve disagreements so that she is able to deal appropriately with the challenges and difficulties she may face.

Liz will take responsibility for wearing and looking after her prescription glasses so that she can see and fully participate in everyday life.

Liz will be able to explain what epilepsy is, how this affects her and how she can

manage this condition so she can stay healthy and safe

Liz will have developed knowledge about her physical & sexual health so that she can stay healthy and safe.

Liz has positive relations within her family network.

Notes

Ongoing notes

date	notes

Exams

Access arrangements applied for/arranged

JCQ reference/internal	Date	Arrangement	In place?/Used?	Notes
		Reader	no	
		Scribe	no	
		Overlay/Coloured paper	no	
		Laptop	no	
		Extra Time	no	
		Computer reader	no	
		Other	no	

Evidence of Normal Way of Working

Date	Subject	What was happening?	What was put in place?	What did this evidence?	Positive approach?	Will be used again?
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NWOW for Liz Aaron

Date of birth: 1/9/2005 Gender: Female Tutor group: 10C Year group: 10

Teacher: Dr Abigail Hawkins Start date: 19/9/2020 Review date: 18/12/2020 Plan number: 1

Gifted & talented: N First language: ENG Free school meals: Y Medical needs: N In care: N Ethnic background: Pupil Premium: Y EAL: N
 Armed forces: N Year 7 catch up: N Attendance: 37.8% HLN funding: £2600 EHCP hours:

NWOW

EXAMS

STATEMENT	YES	SOMETIMES	NO	NOTES
Finds revising for exams hard	yes	no	no	
Unable to finish an exam in the time allowed	no	yes	no	
Panics when faced with tests	no	no	yes	
Needs to take frequent rest breaks	no	yes	no	
Needs timely reminders to stay focused on task	yes	no	no	Concentrates for 5 minutes before losing focus

MEMORY AND CONCENTRATION

STATEMENT	YES	SOMETIMES	NO	NOTES
Has difficulty following oral instructions	yes	no	no	
Has difficulty concentrating for long periods	no	yes	no	
Has difficulty remembering messages, appointments	yes	no	no	
Needs to have instructions repeated	no	yes	no	
Needs to have instructions written down	no	no	yes	

ORGANISATION

STATEMENT	YES	SOMETIMES	NO	NOTES
Organisational skills weak, loses things, forgets	no	no	no	
Finds it hard to meet deadlines	no	no	no	
Has difficulty working efficiently	no	no	no	

PRACTICAL TASKS

STATEMENT	YES	SOMETIMES	NO	NOTES
Has difficulty with practical tasks	no	no	no	
Prefers practical tasks to written ones	no	no	no	
Understanding better when consolidated through practical experience	no	no	no	

READING

STATEMENT	YES	SOMETIMES	NO	NOTES
Needs reading support in class	no	no	no	
Avoids reading out loud	no	no	no	
Has problem following written instructions	no	no	no	
Finds it difficult to quickly get the idea of what is read	no	no	no	
Finds it difficult to remember what they have read	no	no	no	

TIME

STATEMENT	YES	SOMETIMES	NO	NOTES
Finished tasks after others	no	no	no	
Needs extra time for assignments	no	no	no	
Needs time to formulate and answer to an oral question	no	no	no	
Needs careful explanation in straightforward language	no	no	no	

VISION

STATEMENT	YES	SOMETIMES	NO	NOTES
Needs large print version	no	no	no	
Uses coloured overlay when reading (Add colour in notes)	no	no	no	Colour:
Benefits from handouts on coloured paper (Add colour in notes)	no	no	no	Colour:

WRITTEN WORK

STATEMENT	YES	SOMETIMES	NO	NOTES
Handwriting difficult to read	no	no	no	
Has difficulty copying from board	no	no	no	
Finds taking notes hard	no	no	no	
Works in laptop rather than writing	no	no	no	
Needs support planning written work	no	no	no	
Can explain verbally but struggles to write things down	no	no	no	
Needs support with spelling	no	no	no	
Grammar and punctuation insecure	no	no	no	

LESSON ADJUSTMENTS

SUBJECT	ADJUSTMENTS MADE	DATE
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EVIDENCE

Access arrangements applied for/arranged

JCQ reference/internal	Date	Arrangement	In place?/Used?	Notes
	18/9/2020	Reader	no	
	23/9/2020	Scribe	no	
	2/9/2020	Overlay/Coloured paper	no	
	12/9/2020	Laptop	no	
	21/9/2020	Extra Time	no	
	6/9/2020	Computer reader	no	
	5/9/2020	Other	no	

Evidence of Normal Way of Working

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Files

CAMHS referral.docx		10/1/2020 12:21		Pupil document
Letter to Parents.docx		10/1/2020 12:21		Pupil document
Letter from Childrens centre.docx		10/1/2020 12:21		Pupil document
Letter from GP.docx		10/1/2020 12:21		Pupil document
SaLT report.docx		10/1/2020 12:21		Pupil document

EHCP information.docx	10/1/2020 12:21	Pupil document
Previous Passport or Profile.docx	10/1/2020 12:21	Pupil document
Previous Plan.docx	10/1/2020 12:21	Pupil document
kurtis2.jpeg	3/9/2020 10:58	Pupil document
Me.jpg	3/9/2020 10:59	Pupil document
Hazards.mp4	13/1/2021 12:35	Pupil document



Learning Plan for Liz Aaron

Date of birth: 1/9/2005 Gender: Female Tutor group: 10C Year group: 10

Teacher: Dr Abigail Hawkins Start date: 1/7/2020 Review date: 4/11/2020 Plan number: 10

Gifted & talented: N First language: ENG Free school meals: Y Medical needs: N In care: N Ethnic background: Pupil Premium: Y EAL: N
 Armed forces: N Year 7 catch up: N Attendance: 37.8% HLN funding: £2600 EHCP hours:

Staff involved

Staff

Assess

Areas of strength: Liz is a polite and helpful young girl.

Liz always tries hard and is well behaved at school.

Liz can remain focussed in lessons and tries her best to listen to the teacher, even if other children are being disruptive.

Liz has good long-term memory skills.

Liz's gross motor skills have not appeared to be a problem at secondary school.

Liz is good at dancing.

Liz's hearing, size, weight and physical growth is normal.

Liz regularly wears her glasses at school.

Areas of concern: Previous targets retained until consistency seen. EHCP review due next half term - use to set new targets.

SLCN - concerns. Verbal abilities delayed by about 2 years.

Tends to be isolated.

Can display outbursts of temper.

Epilepsy

Weak working memory skills

Reading age: 6y04m **Math Level:** Significantly below expectations **Eng Age Related Expectation:** Significantly below **Date of entry to school:** 5.9.16 (moved schools) **EHCP date:** 5.9.16 granted

Plan

Area of concern	Target	Success criteria	Strategies & Provisions	Key staff
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Literacy	Liz will be able to consistently recognise at least 50 high frequency words in different texts and will be able to construct a simple 5 word sentence.	Liz will have basic reading and writing skills so that she can manage the demands of further education and develop independence skills for her adult life.	Precision teaching sessions, at least 15 minutes long and at least 4 times a week. These will be planned, delivered and monitored by a trained member of teaching staff, focussing on the development and mastery of high frequency words and letter-sound recognition (phoneme/grapheme correspondence).	<ul style="list-style-type: none"> • Mrs Mary Anderson (Tutor)
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Organisational	Liz will trial the use of at least 3 different strategies (e.g. contextual aids, checklists, association, visualisation or grouping) to support her working memory	Liz will be able to use strategies that develop her working memory so that she can retain information and manage the demands of further education.	An intervention programme of at least 8 sessions that explicitly introduces, models, teaches and rehearses memory strategies, delivered by a trained member of the teaching staff.	<ul style="list-style-type: none"> • Mrs Ann Zelinskova (Catering and Lifeskills)

Summary

Liz has always shown slow developmental progress. The investigations for her developmental delay showed she has duplication on chromosome 15, which might be contributing to her developmental delay and learning difficulties. This is a genetic condition in which there is an extra copy of part of the genetic material that makes up one of the body's 23 pairs of chromosomes (microscopically small structures in the nucleus of the body's cells that carry genetic material). The duplication on chromosome 15 does not have any implications for her health. (EHCP targets 9, 10 and 11 are not addressed through the school Learning Plan)

How Parents will help

Liz's mother attended the local special school and she was unhappy there. She would not like Liz to attend a special school as she would be concerned that Liz would be bullied by other students with behavioural difficulties. Liz's mother would like Liz to be able to read well and to be able to have a job when she leaves school. She would also like Liz to have support for her social skills and help to enable her to behave well at home. It was also mentioned that the whole family would like Liz to sleep better.

Medical

Liz needs to wear her prescription glasses to improve and accommodate her vision due to long sightedness and irregularity of the lens in the left eye (bilateral hypermetropia and left astigmatism).
Liz needs to learn how to manage her own physical and sexual health, including her epilepsy.

Final Targets on EHCP

Liz will be able to communicate and interact in a range of situations so that she can engage positively and proactively with learning and social opportunities.
Liz will have basic reading and writing skills so that she can manage the demands of further education and develop independence skills for her adult life.
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Liz will be able to regulate and manage her emotions so that she can maintain good mental and emotional health. Liz will use strategies to avoid and resolve disagreements so that she is able to deal appropriately with the challenges and difficulties she may face.
Liz will take responsibility for wearing and looking after her prescription glasses so that she can see and fully participate in everyday life.

Education Psychologist

The EP will be reassessing Liz in the Spring term.

Liz will be able to explain what epilepsy is, how this affects her and how she can manage this condition so she can stay healthy and safe
 Liz will have developed knowledge about her physical & sexual health so that she can stay healthy and safe.
 Liz has positive relations within her family network.

Notes

Ongoing notes

date	notes
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Exams

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Evidence of Normal Way of Working

Date	Subject	What was happening?	What was put in place?	What did this evidence?	Positive approach?	Will be used again?
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Learning Plan for Liz Aaron

Date of birth: 1/9/2005 Gender: Female Tutor group: 10C Year group: 10

Teacher: Dr Abigail Hawkins Start date: 1/7/2020 Review date: 5/11/2020 Plan number: 11

Gifted & talented: N First language: ENG Free school meals: Y Medical needs: N In care: N Ethnic background: Pupil Premium: Y EAL: N
 Armed forces: N Year 7 catch up: N Attendance: 37.8% HLN funding: £2600 EHCP hours:

Staff involved

Staff

Assess

Areas of strength: Liz is a polite and helpful young girl.

Liz always tries hard and is well behaved at school.

Liz can remain focussed in lessons and tries her best to listen to the teacher, even if other children are being disruptive.

Liz has good long-term memory skills.

Liz's gross motor skills have not appeared to be a problem at secondary school.

Liz is good at dancing.

Liz's hearing, size, weight and physical growth is normal.

Liz regularly wears her glasses at school.

Areas of concern: Previous targets retained until consistency seen. EHCP review due next half term - use to set new targets.

SLCN - concerns. Verbal abilities delayed by about 2 years.

Tends to be isolated.

Can display outbursts of temper.

Epilepsy

Weak working memory skills

Reading age: 6y04m **Math Level:** Significantly below expectations **Eng Age Related Expectation:** Significantly below **Date of entry to school:** 5.9.16 (moved schools) **EHCP date:** 5.9.16 granted

Plan

Area of concern	Target	Success criteria	Strategies & Provisions	Key staff
Communication	Liz will understand and use at least 30 new words that are relevant to her developmental stage and experiences.	Liz will be able to communicate and interact in a range of situations so that she can engage positively and proactively with learning and social opportunities.	A weekly narrative group of at least 30 minutes delivered by a trained member of teaching staff.	<ul style="list-style-type: none"> • Mrs Mary Anderson • Parents • All relevant TAs
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Organisational	Liz will trial the use of at least 3 different strategies (e.g. contextual aids, checklists, association, visualisation or grouping) to support her working memory	Liz will be able to use strategies that develop her working memory so that she can retain information and manage the demands of further education.	An intervention programme of at least 8 sessions that explicitly introduces, models, teaches and rehearses memory strategies, delivered by a trained member of the teaching staff.	<ul style="list-style-type: none"> • Mrs Ann Zelinskova (Catering and Lifeskills)

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How Parents will help

Liz's mother attended the local special school and she was unhappy there. She would not like Liz to attend a special school as she would be concerned that Liz would be bullied by other students with behavioural difficulties. Liz's mother would like Liz to be able to read well and to be able to have a job when she leaves school. She would also like Liz to have support for her social skills and help to enable her to behave well at home. It was also mentioned that the whole family would like Liz to sleep better.

Medical

Liz needs to wear her prescription glasses to improve and accommodate her vision due to long sightedness and irregularity of the lens in the left eye (bilateral hypermetropia and left astigmatism).
Liz needs to learn how to manage her own physical and sexual health, including her epilepsy.

Final Targets on EHCP

Liz will be able to communicate and interact in a range of situations so that she can engage positively and proactively with learning and social opportunities.
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Education Psychologist

The EP will be reassessing Liz in the Spring term.

Liz will be able to explain what epilepsy is, how this affects her and how she can manage this condition so she can stay healthy and safe
 Liz will have developed knowledge about her physical & sexual health so that she can stay healthy and safe.
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Notes

Ongoing notes

date	notes
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Exams

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Evidence of Normal Way of Working

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Learning Plan for Liz Aaron

Date of birth: 1/9/2005 Gender: Female Tutor group: 10C Year group: 10

Teacher: Dr Abigail Hawkins Start date: 1/7/2020 Review date: 6/11/2020 Plan number: 12

Gifted & talented: N First language: ENG Free school meals: Y Medical needs: N In care: N Ethnic background: Pupil Premium: Y EAL: N
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Epilepsy

Weak working memory skills

Reading age: 6y04m
date: 5.9.16 granted

Math Level: Significantly below expectations

Eng Age Related Expectation: Significantly below

Date of entry to school: 5.9.16 (moved schools) **EHCP**

Plan

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Exams

Access arrangements applied for/arranged

JCQ reference/internal	Date	Arrangement	In place?/Used?	Notes
		Reader	no	
		Scribe	no	
		Overlay/Coloured paper	no	
		Laptop	no	
		Extra Time	no	
		Computer reader	no	

JCQ reference/internal	Date	Arrangement	In place?/Used?	Notes
		Other	no	

Evidence of Normal Way of Working

Date	Subject	What was happening?	What was put in place?	What did this evidence?	Positive approach?	Will be used again?
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NWOW for Liz Aaron

Date of birth: 1/9/2005 Gender: Female Tutor group: 10C Year group: 10

Teacher: Dr Abigail Hawkins Start date: 19/9/2020 Review date: 9/4/2021 Plan number: 2

Gifted & talented: N First language: ENG Free school meals: Y Medical needs: N In care: N Ethnic background: Pupil Premium: Y EAL: N
 Armed forces: N Year 7 catch up: N Attendance: 37.8% HLN funding: £2600 EHCP hours:

NWOW

EXAMS

STATEMENT	YES	SOMETIMES	NO	NOTES
Finds revising for exams hard	yes	no	no	
Unable to finish an exam in the time allowed	no	yes	no	
Panics when faced with tests	no	no	yes	
Needs to take frequent rest breaks	no	yes	no	
Needs timely reminders to stay focused on task	yes	no	no	Concentrates for 5 minutes before losing focus

MEMORY AND CONCENTRATION

STATEMENT	YES	SOMETIMES	NO	NOTES
Has difficulty following oral instructions	yes	no	no	
Has difficulty concentrating for long periods	no	yes	no	
Has difficulty remembering messages, appointments	yes	no	no	
Needs to have instructions repeated	no	yes	no	
Needs to have instructions written down	no	no	yes	

ORGANISATION

STATEMENT	YES	SOMETIMES	NO	NOTES
Organisational skills weak, loses things, forgets	no	no	no	
Finds it hard to meet deadlines	no	no	no	
Has difficulty working efficiently	no	no	no	

PRACTICAL TASKS

STATEMENT	YES	SOMETIMES	NO	NOTES
Has difficulty with practical tasks	no	no	no	
Prefers practical tasks to written ones	no	no	no	
Understanding better when consolidated through practical experience	no	no	no	

READING

STATEMENT	YES	SOMETIMES	NO	NOTES
Needs reading support in class	no	no	no	
Avoids reading out loud	no	no	no	
Has problem following written instructions	no	no	no	
Finds it difficult to quickly get the idea of what is read	no	no	no	
Finds it difficult to remember what they have read	no	no	no	

TIME

STATEMENT	YES	SOMETIMES	NO	NOTES
Finished tasks after others	no	no	no	
Needs extra time for assignments	no	no	no	
Needs time to formulate and answer to an oral question	no	no	no	
Needs careful explanation in straightforward language	no	no	no	

VISION

STATEMENT	YES	SOMETIMES	NO	NOTES
Needs large print version	no	no	no	
Uses coloured overlay when reading (Add colour in notes)	no	no	no	Colour:
Benefits from handouts on coloured paper (Add colour in notes)	no	no	no	Colour:

WRITTEN WORK

STATEMENT	YES	SOMETIMES	NO	NOTES
Handwriting difficult to read	no	no	no	
Has difficulty copying from board	no	no	no	
Finds taking notes hard	no	no	no	
Works in laptop rather than writing	no	no	no	
Needs support planning written work	no	no	no	
Can explain verbally but struggles to write things down	no	no	no	
Needs support with spelling	no	no	no	
Grammar and punctuation insecure	no	no	no	

LESSON ADJUSTMENTS

SUBJECT	ADJUSTMENTS MADE	DATE
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EVIDENCE

Access arrangements applied for/arranged

JCQ reference/internal	Date	Arrangement	In place?/Used?	Notes
	18/9/2020	Reader	no	
	23/9/2020	Scribe	no	
	2/9/2020	Overlay/Coloured paper	no	
	12/9/2020	Laptop	no	
	21/9/2020	Extra Time	no	
	6/9/2020	Computer reader	no	
	5/9/2020	Other	no	

Evidence of Normal Way of Working

Date	Subject	What was happening?	What was put in place?	What did this evidence?	Positive approach?	Will be used again?
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Files

CAMHS referral.docx		10/1/2020 12:21		Pupil document
Letter to Parents.docx		10/1/2020 12:21		Pupil document
Letter from Childrens centre.docx		10/1/2020 12:21		Pupil document
Letter from GP.docx		10/1/2020 12:21		Pupil document
SaLT report.docx		10/1/2020 12:21		Pupil document

EHCP information.docx	10/1/2020 12:21	Pupil document
Previous Passport or Profile.docx	10/1/2020 12:21	Pupil document
Previous Plan.docx	10/1/2020 12:21	Pupil document
kurtis2.jpeg	3/9/2020 10:58	Pupil document
Me.jpg	3/9/2020 10:59	Pupil document
Hazards.mp4	13/1/2021 12:35	Pupil document



A new TEMPLATE for Liz Aaron

Date of birth: 1/9/2005 Gender: Female Tutor group: 10C Year group: 10

Teacher: Dr Abigail Hawkins Start date: 27/11/2020 Review date: 25/2/2021 Plan number: 1

Gifted & talented: N First language: ENG Free school meals: Y Medical needs: N In care: N Ethnic background: Pupil Premium: Y EAL: N
 Armed forces: N Year 7 catch up: N Attendance: 37.8% HLN funding: £2600 EHCP hours:

A new SECTION

FIELD - checkbox: N **FIELD - Date pre-filled:** 27th November **FIELD - text pre-filled:** A small amount of information

TEXT

TEXT - pre-filled

This is a pre-filled box. You might use it to give some instructions, information or provide a disclaimer.

What I have noticed

TABLE

Short text

Text area

Checkbox

Date

TABLE - prefilled

Short text	Text area	Checkbox	Date
Not an essay.	A more substantial section for adding information. paragraphs can be used.	no	27/11/2020
1		no	
2		no	
3		no	

Access arrangements applied for/arranged

JCQ reference/internal	Date	Arrangement	In place?/Used?	Notes
		Reader	no	
		Scribe	no	
		Overlay/Coloured paper	no	
		Laptop	no	
		Extra Time	no	
		Computer reader	no	
		Other	no	

Evidence of Normal Way of Working

Date	Subject	What was happening?	What was put in place?	What did this evidence?	Positive approach?	Will be used again?
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Assess

Areas of strength:

Areas of concern:

Plan

Bananas	Oranges	Apples	Pears	Key staff - don't change!
Addition	To add 2 numbers up up to 1.	Correct on 1 out of 1 occasions.	Role modelling, examples, exercises, counting apparatus.	

Summary

Parent / Guardian contribution

Pupil contribution

Files

CAMHS referral.docx	10/1/2020 12:21	Pupil document
Letter to Parents.docx	10/1/2020 12:21	Pupil document
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Letter from GP.docx	10/1/2020 12:21	Pupil document
SaLT report.docx	10/1/2020 12:21	Pupil document
EHCP information.docx	10/1/2020 12:21	Pupil document
Previous Passport or Profile.docx	10/1/2020 12:21	Pupil document
Previous Plan.docx	10/1/2020 12:21	Pupil document
kurtis2.jpeg	3/9/2020 10:58	Pupil document
Me.jpg	3/9/2020 10:59	Pupil document
Hazards.mp4	13/1/2021 12:35	Pupil document



Learning Plan for Liz Aaron

Date of birth: 1/9/2005 Gender: Female Tutor group: 10C Year group: 10

Teacher: Dr Abigail Hawkins Start date: 1/7/2020 Review date: 6/11/2020 Plan number: 13

Gifted & talented: N First language: ENG Free school meals: Y Medical needs: N In care: N Ethnic background: Pupil Premium: Y EAL: N
 Armed forces: N Year 7 catch up: N Attendance: 37.8% HLN funding: £2600 EHCP hours:

Staff involved

Staff

Assess

Areas of strength: Liz is a polite and helpful young girl.

Liz always tries hard and is well behaved at school.

Liz can remain focussed in lessons and tries her best to listen to the teacher, even if other children are being disruptive.

Liz has good long-term memory skills.

Liz's gross motor skills have not appeared to be a problem at secondary school.

Liz is good at dancing.

Liz's hearing, size, weight and physical growth is normal.

Liz regularly wears her glasses at school.

Areas of concern: Previous targets retained until consistency seen. EHCP review due next half term - use to set new targets.

SLCN - concerns. Verbal abilities delayed by about 2 years.

Tends to be isolated.

Can display outbursts of temper.

Epilepsy

Weak working memory skills

Reading age: 6y04m **Math Level:** Significantly below expectations **Eng Age Related Expectation:** Significantly below **Date of entry to school:** 5.9.16 (moved schools) **EHCP date:** 5.9.16 granted

Plan

Area of concern	Target	Success criteria	Strategies & Provisions	Key staff
Communication	Liz will understand and use at least 30 new words that are relevant to her developmental stage and experiences.	Liz will be able to communicate and interact in a range of situations so that she can engage positively and proactively with learning and social opportunities.	A weekly narrative group of at least 30 minutes delivered by a trained member of teaching staff.	<ul style="list-style-type: none"> • Mrs Mary Anderson • Parents • All relevant TAs
Literacy	Liz will be able to consistently recognise at least 50 high frequency words in different texts and will be able to construct a simple 5 word sentence.	Liz will have basic reading and writing skills so that she can manage the demands of further education and develop independence skills for her adult life.	Precision teaching sessions, at least 15 minutes long and at least 4 times a week. These will be planned, delivered and monitored by a trained member of teaching staff, focussing on the development and mastery of high frequency words and letter-sound recognition (phoneme/grapheme correspondence).	<ul style="list-style-type: none"> • Mrs Mary Anderson (Tutor)
Number skills	Liz will be able to recognise the value of common coins and notes.	Liz will master functional numeracy skills that will help her to be more independent in her daily life.	An individualised and differentiated programme of numeracy allowing for a minimum of 15 minutes each day. This will be planned and monitored by a qualified teacher.	<ul style="list-style-type: none"> • Mr Christopher Yates (TA - Maths) • Mr Richard Williams (Head of Maths)
Organisational	Liz will trial the use of at least 3 different strategies (e.g. contextual aids, checklists, association, visualisation or grouping) to support her working memory	Liz will be able to use strategies that develop her working memory so that she can retain information and manage the demands of further education.	An intervention programme of at least 8 sessions that explicitly introduces, models, teaches and rehearses memory strategies, delivered by a trained member of the teaching staff.	<ul style="list-style-type: none"> • Mrs Ann Zelinskova (Catering and Lifeskills)

Summary

Liz has always shown slow developmental progress. The investigations for her developmental delay showed she has duplication on chromosome 15, which might be contributing to her developmental delay and learning difficulties. This is a genetic condition in which there is an extra copy of part of the genetic material that makes up one of the body's 23 pairs of chromosomes (microscopically small structures in the nucleus of the body's cells that carry genetic material). The duplication on chromosome 15 does not have any implications for her health. (EHCP targets 9, 10 and 11 are not addressed through the school Learning Plan)

How Parents will help

Liz's mother attended the local special school and she was unhappy there. She would not like Liz to attend a special school as she would be concerned that Liz would be bullied by other students with behavioural difficulties. Liz's mother would like Liz to be able to read well and to be able to have a job when she leaves school. She would also like Liz to have support for her social skills and help to enable her to behave well at home. It was also mentioned that the whole family would like Liz to sleep better.

Medical

Liz needs to wear her prescription glasses to improve and accommodate her vision due to long sightedness and irregularity of the lens in the left eye (bilateral hypermetropia and left astigmatism).
Liz needs to learn how to manage her own physical and sexual health, including her epilepsy.

Final Targets on EHCP

Liz will be able to communicate and interact in a range of situations so that she can engage positively and proactively with learning and social opportunities.
Liz will have basic reading and writing skills so that she can manage the demands of further education and develop independence skills for her adult life.
Liz will master functional numeracy skills that will help her to be more independent in her daily life.
Liz will be able to use strategies that develop her working memory so that she can retain information and manage the demands of further education.
Liz will be able to make friends and interact confidently with children and adults so she can build and sustain positive relationships throughout her life.
Liz will be able to regulate and manage her emotions so that she can maintain good mental and emotional health. Liz will use strategies to avoid and resolve disagreements so that she is able to deal appropriately with the challenges and difficulties she may face.
Liz will take responsibility for wearing and looking after her prescription glasses so that she can see and fully participate in everyday life.

Education Psychologist

The EP will be reassessing Liz in the Spring term.

Liz will be able to explain what epilepsy is, how this affects her and how she can manage this condition so she can stay healthy and safe
 Liz will have developed knowledge about her physical & sexual health so that she can stay healthy and safe.
 Liz has positive relations within her family network.

Notes

Ongoing notes

date	notes
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Exams

Access arrangements applied for/arranged

JCQ reference/internal	Date	Arrangement	In place?/Used?	Notes
		Reader	no	
		Scribe	no	
		Overlay/Coloured paper	no	
		Laptop	no	
		Extra Time	no	
		Computer reader	no	

JCQ reference/internal	Date	Arrangement	In place?/Used?	Notes
		Other	no	

Evidence of Normal Way of Working

Date	Subject	What was happening?	What was put in place?	What did this evidence?	Positive approach?	Will be used again?
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Medical Plan for Liz Aaron

Date of birth: 1/9/2005 Gender: Female Tutor group: 10C Year group: 10

Teacher: Dr Abigail Hawkins Start date: 1/7/2020 Review date: 9/4/2021 Plan number: 14

Gifted & talented: N First language: ENG Free school meals: Y Medical needs: N In care: N Ethnic background: Pupil Premium: Y EAL: N
 Armed forces: N Year 7 catch up: N Attendance: 37.8% HLN funding: £2600 EHCP hours:

Medical Conditions

Known Medical Conditions

Associated Professionals

Trained Staff in School

Medication

What is taken in school?

Where is medication stored?

Who has access?

Does it need to be monitored?

Does medication affect behaviour/learning?

Does medication have side effects?

Are there any other medications being taken?

Times of the Day

Arrival

Morning Break

Lunch

Afternoon Break

End of Day

After school club

Care at Meal times

During Physical Activities

Trips away from school

Schedule

Drug	Dose	When/Why?	How?	Who?
Communication	Liz will understand and use at least 30 new words that are relevant to her developmental stage and experiences.	Liz will be able to communicate and interact in a range of situations so that she can engage positively and proactively with learning and social opportunities.	A weekly narrative group of at least 30 minutes delivered by a trained member of teaching staff.	<ul style="list-style-type: none"> • Mrs Mary Anderson • Parents • All relevant TAs
Literacy	Liz will be able to consistently recognise at least 50 high frequency words in different texts and will be able to construct a simple 5 word sentence.	Liz will have basic reading and writing skills so that she can manage the demands of further education and develop independence skills for her adult life.	Precision teaching sessions, at least 15 minutes long and at least 4 times a week. These will be planned, delivered and monitored by a trained member of teaching staff, focussing on the development and mastery of high frequency words and letter-sound recognition (phoneme/grapheme correspondence).	<ul style="list-style-type: none"> • Mrs Mary Anderson (Tutor)
Number skills	Liz will be able to recognise the value of common coins and notes.	Liz will master functional numeracy skills that will help her to be more independent in her daily life.	An individualised and differentiated programme of numeracy allowing for a minimum of 15 minutes each day. This will be planned and monitored by a qualified teacher.	<ul style="list-style-type: none"> • Mr Christopher Yates (TA - Maths) • Mr Richard Williams (Head of Maths)
Organisational	Liz will trial the use of at least 3 different strategies (e.g. contextual aids, checklists, association, visualisation or grouping) to support her working memory	Liz will be able to use strategies that develop her working memory so that she can retain information and manage the demands of further education.	An intervention programme of at least 8 sessions that explicitly introduces, models, teaches and rehearses memory strategies, delivered by a trained member of the teaching staff.	<ul style="list-style-type: none"> • Mrs Ann Zelinskova (Catering and Lifeskills)

Summary	Liz has always shown slow developmental progress. The investigations for her developmental delay showed she has duplication on chromosome 15, which might be contributing to her developmental delay and learning difficulties. This is a genetic condition in which there is an extra copy of part of the genetic material that makes up one of the body's 23 pairs of chromosomes (microscopically small structures in the nucleus of the body's cells that carry genetic material). The duplication on chromosome 15 does not have any implications for her health. (EHCP targets 9, 10 and 11 are not addressed through the school Learning Plan)
Parent / Guardian contribution	Liz's mother attended the local special school and she was unhappy there. She would not like Liz to attend a special school as she would be concerned that Liz would be bullied by other students with behavioural difficulties. Liz's mother would like Liz to be able to read well and to be able to have a job when she leaves school. She would also like Liz to have support for her social skills and help to enable her to behave well at home. It was also mentioned that the whole family would like Liz to sleep better.
Pupil contribution	Liz said that she would like help with reading, writing and singing. She would also like help with speaking more clearly and with having more friends at school. Liz mentioned that difficulties with other individuals at school can often negatively affect her feelings and experiences of school. She is very concerned about her grandmother and that she should remain in good health. Liz's mum suffered a recent heart attack and she is now very concerned about her mother's health. When asked about her aspirations, Liz reported that she would like to have a job working with animals and would like to have a family of her own.

Medical

Liz needs to wear her prescription glasses to improve and accommodate her vision due to long sightedness and irregularity of the lens in the left eye (bilateral hypermetropia and left astigmatism).
Liz needs to learn how to manage her own physical and sexual health, including her epilepsy.

Final Targets on EHCP

Liz will be able to communicate and interact in a range of situations so that she can engage positively and proactively with learning and social opportunities.
Liz will have basic reading and writing skills so that she can manage the demands of further education and develop independence skills for her adult life.
Liz will master functional numeracy skills that will help her to be more independent in her daily life.
Liz will be able to use strategies that develop her working memory so that she can retain information and manage the demands of further education.
Liz will be able to make friends and interact confidently with children and adults so she can build and sustain positive relationships throughout her life.

Education Psychologist

The EP will be reassessing Liz in the Spring term.

Liz will be able to regulate and manage her emotions so that she can maintain good mental and emotional health. Liz will use strategies to avoid and resolve disagreements so that she is able to deal appropriately with the challenges and difficulties she may face.

Liz will take responsibility for wearing and looking after her prescription glasses so that she can see and fully participate in everyday life.

Liz will be able to explain what epilepsy is, how this affects her and how she can

manage this condition so she can stay healthy and safe

Liz will have developed knowledge about her physical & sexual health so that she can stay healthy and safe.

Liz has positive relations within her family network.

Emergency Situations

What is an emergency?

What are the signs/symptoms?

What are the triggers?

What action must be taken?

Environment and SEMH

Absence from School

Process for catching up

Adaptations to environment

Do they need to leave the classroom?

Rest periods?

Buddy/TA

Files

CAMHS referral.docx	10/1/2020 12:21	Pupil document
Letter to Parents.docx	10/1/2020 12:21	Pupil document
Letter from Childrens centre.docx	10/1/2020 12:21	Pupil document
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Me.jpg	3/9/2020 10:59	Pupil document
Hazards.mp4	13/1/2021 12:35	Pupil document
Rosanna Amosos EHCP.pdf	11/11/2016 10:15	Plan document
Tell a SENCO you know.png	18/4/2020 09:23	Plan document

Meeting log for Liz Aaron

1/2/2019 - Review Meeting - EP can't attend

Telephone call from Glenda. She is unable to attend the scheduled review meeting as she is snowed in. She has tried to contact mum who slammed the phone down. Glenda is going to send a written report (received by email at 11am) and has agreed to be available on the phone if we need her. If we can get a Skype connection working, and Rosanna's Mum is OK with it, she will 'attend' that way instead.

15/1/2019 - Mum

Mum arrived at school and demanded a meeting. She waited in reception until I was available. She vented her frustration about the report. I reminded her she had not attended the meeting and she does not respond when messages are left. Mum says she doesn't have time. I reminded her that she can (and does) use the Edukey messaging system so she could let us know via there. Mum agreed. I have agreed to try and arrange a review date which the EP can also attend

14/1/2019 - Telephone call with Glenda (EP)

Glenda had received a message over the Christmas break that Rosanna's Mum was unhappy with the content of the written report. She felt that Rosanna's past had not been taken into account. Glenda has informed Mum that she had arranged to meet her to take a history and despite trying to make contact on 7 separate occasions between the assessment and the report being finalised Mum had not got back to her. Glenda was very clear she can only write based on the information that she holds.

7/1/2019 - Educational Psychology assessment

Glenda arranged to complete the WIAT assessments and speak with Mum. Assessments completed in the morning and Mum reminded she had a meeting at 12pm. Mum did not arrive, so Glenda will try to phone her. She left written notes and will email the full report in the next 2 weeks.

3/12/2018 - Educational Psychology assessment

EP (Glenda) came in to assess Rosanna. BPVS assessment completed but Rosanna was tired and the other assessments were deemed inappropriate for today.

Provisions

Name	Concern	Wave	Description	Start date	End date	Outcome
Technology Provision (<i>archived</i>)	Cognition and Learning Needs	3	<p>Specific Equipment provided to support student needs.</p> <p>(All our technology is provided as a back pack - bag, laptop, internet dongle, ipad mini, 2xUSB sticks, 1000 sheet credit for the photocopier - fixed price agreed with suppliers. £724.75 each pack. Includes insurance.)</p> <p>Notes: Backpack provided on 2nd day of term. To be returned day before school breaks up in Summer term. Must be brought into school on a daily basis. Subject to checks monthly (on the first Monday of each month). Fair internet use on dongle - not to exceed Â£20/month or charges to be passed on to parent. Contract signed and returned.</p>	6/9/2018	6/9/2019	-2 Outcome: Unfortunately, Mum has not returned the paperwork required to release the equipment. 7 copies have now been sent home. SENCO to try and organise signing in school at the review meeting.
Coping with Stress (<i>archived</i>)	Social, Emotional and Mental Health Difficulties	3	<p>One off session suggesting ways to cope with stress. Follow-up with assigned TA or counsellor as required and all staff to remind of techniques suggested. Best delivered in a small group.</p>	5/9/2018	5/9/2019	-2 Outcome: Session was held on 23.09.16 with 5 other supportive students from Anna's tutor group.
Emotional Literacy (<i>archived</i>)	Social, Emotional and Mental Health Difficulties	3	<p>Identification and management of emotions and teaches students how to share and manage emotions in helpful ways.</p> <p>(£75.00 allocated for teacher resources. £12.00 allocated for pupil resources and photocopying.) (Note: fans available from TTS £23.99 pack of 10; item PS00101) MALs already in school. Original cost £60. Photocopiable.</p>	5/9/2018	5/9/2019	0 Outcome: MALs in March and at end of year. Attending well. Likes her emotions fan but not using independently. Next review: 5.1.17

Name	Concern	Wave	Description	Start date	End date	Outcome
Memory Training (archived)	Cognition and Learning Needs	3	Group intervention developing memory skills: explicitly introduces, models, teaches and rehearses memory strategies (minimum 8 sessions) (£50 per pupil allocated for resources and rewards)	5/9/2018	5/9/2019	+1 Outcome: Sessions to run October to May (one per month) September to plan. June/July to be used to observe impact. Next review 5.1.17.
Precision Teaching (archived)	Cognition and Learning Needs	3	Highly focussed provision (minimum 4 times weekly, 15 minute sessions) Precision teaching is a type of programmed instruction that focuses heavily on frequency as its main datum. By focusing on fluency, the teacher can then adjust the curricula for each learner to maximize the learning based on the learner's personal fluency measurements. The instruction can be by any method or approach. For example, the most effective applications of Precision Teaching have been when it is combined with Direct Instruction (£1.00 per pupil per session allocated for resources and photocopying and rewards.) Notes: 145 HF words to learn	5/9/2018	5/9/2019	0 Outcome: Anna has already doubled her score, although she is still a long way from being fluent with the 145 identified words. Next review 5.1.17
Positive Social Skills (archived)	Social, Emotional and Mental Health Difficulties	3	Group of students identified with friendship/relationship issues. Maximum 8 students in group. Can include mix of ages, abilities and gender. Notes: Identifies no friends First review due 5.12.18	5/9/2018	5/9/2019	

Name	Concern	Wave	Description	Start date	End date	Outcome
In Class Support (archived)	Cognition and Learning Needs	3	1:1 in class support provided to named students. OR Small group in class support provided to named students. Notes: When Anna is absent from class because of her other interventions the TA will take class notes for her, support other students and ensure resources are prepared for the next session. For some sessions the TA will accompany Anna to her provision (e.g school nurse) and then use the time to complete admin around Anna's provision.	5/9/2018	19/7/2019	+1 Outcome: Anna responding well to her new TA. Working well in class. Still prefers to work alone or with adult than other students but is becoming more responsive. Better in Science as takes a lead role in collecting equipment. Next review date 5.10.16
Teodorescue (archived)	Cognition and Learning Needs	2	Based on holistic principles, this programme offers a different approach, developing the muscles of the hand - so that children gain the necessary control to produce letter forms - alongside the perceptual skills required to orientate and organize letter and words. The programme is effective for mainstream children aged 4-6 years, children with developmental co-ordination disorders and older children with mild to moderate learning difficulties. Over 400 carefully graded exercises and activities develop hand-eye coordination, form constancy, spatial organization, figure-ground discrimination, orientation and laterality. Students on the program need to have mastered the pincer grip first and they will be assessed using DASH (Percentiles where 50th percentile is 'average') needed to be on at least the 5th percentile to access (but below the 40th)	4/6/2018	20/7/2018	

Name	Concern	Wave	Description	Start date	End date	Outcome
Plus 1 (archived)	Cognition and Learning Needs	2	Covers basic number work, such as counting forwards and backwards with numbers up to 10, adding and subtracting numbers up to 10 and introducing doubling and halving. Structured approach/coaching system (similar to Toe by Toe) to be used 4-5 x week for 10-15mins.	18/7/2018	31/8/2019	
1:1 Dockside Comprehension (2018-2019) (archived)	Cognition and Learning Needs	3	10 minutes each morning with Librarian. Work steadily through nominated stage of Dockside series. Complete Teacher guided activities with Librarian. Complete oral comprehension work with parents. Minimum 3 days with each book.	3/9/2018	15/2/2019	+2 Outcome: Made significant progress, is now in the average range.
Acceleread (archived)	Cognition and Learning Needs	2	Package includes perforated, colour-coded flash cards, photocopiable record sheets, along with blank flash cards for you to print off with your own sentences.	4/9/2018	4/10/2018	-1 Outcome:
SLT Narrative Group (archived)	Communication and Interaction Needs	3	Group intervention. Students develop knowledge of vocabulary appropriate to their age. (£15.00 allocated for photocopying and resources for the work) Notes: Uses no age appropriate vocabulary from the chosen list of 50 words.	5/9/2018	5/9/2019	0 Outcome: Interim review after 4 sessions. Next review 5.11.16
Dictaphone Provision (archived)	Sensory and/or Physical Needs	3	Pupil is provided with dictaphone to record key lesson points. Notes: Dictaphone provided for recording sessions, or recording her homework.	5/9/2018	5/9/2019	+1 Outcome: Anna has been given her dictaphone and shown how to use it. She takes it out when prompted but will not yet use independently.

Name	Concern	Wave	Description	Start date	End date	Outcome
Emile Numeracy Catch Up <i>(archived)</i>	Cognition and Learning Needs	2	<p>Catch-up Numeracy with Emile has been developed to show impact on learning for those that have difficulties with numeracy and qualifies for Catch-up premium.</p> <p>Designed to engage students via unique gameplay, Catch-Up Numeracy with Emile assesses students and allocates the most appropriate set of games every 6 weeks and delivers comprehensive impact reports direct to the teacher.</p> <p>Easy to use and set-up, Catch-Up Numeracy with Emile reduces teacher workload, having been designed for teachers by teachers</p>	10/9/2018	12/7/2019	+2 Outcome: Rosa would benefit from additional interventions delivered using similar techniques.
Emile Numeracy Catch Up <i>(archived)</i>	Cognition and Learning Needs	2	<p>Catch-up Numeracy with Emile has been developed to show impact on learning for those that have difficulties with numeracy and qualifies for Catch-up premium.</p> <p>Designed to engage students via unique gameplay, Catch-Up Numeracy with Emile assesses students and allocates the most appropriate set of games every 6 weeks and delivers comprehensive impact reports direct to the teacher.</p> <p>Easy to use and set-up, Catch-Up Numeracy with Emile reduces teacher workload, having been designed for teachers by teachers</p>	1/10/2018	30/11/2019	+1 Outcome:
Precision Teaching <i>(archived)</i>	Cognition and Learning Needs	3	<p>Focus on common exception words. Targeted at pupils struggling with Y1 list (less than 40)</p> <p>Notes: Needs to use a blue overlay.</p>	1/2/2019	3/3/2019	+2 Outcome: Rosanna really benefits from this approach.
123 <i>(archived)</i>	Cognition and Learning Needs	3	hghjghjgjhgh	4/6/2019	19/7/2019	

Name	Concern	Wave	Description	Start date	End date	Outcome
Plus 1 (small group) (<i>archived</i>)	Cognition and Learning Needs	2	Covers basic number work, such as counting forwards and backwards with numbers up to 10, adding and subtracting numbers up to 10 and introducing doubling and halving. Structured approach/coaching system (similar to Toe by Toe) to be used 4-5 x week for 10-15mins.	18/8/2019	20/10/2019	
Behaviour Support Team Mentor (<i>archived</i>)	Social, Emotional and Mental Health Difficulties	3	Meet student before school, breaktime, lunchtime and afterschool. During this time: Re-read targets and check how things are going. Agree on positive rewards for achieving targets. Liaise with family around any issues/sanctions.	2/9/2019	17/7/2020	+2 Outcome:
Laptop Loan (<i>archived</i>)	Cognition and Learning Needs	3	Laptop provided with internet dongle for school holidays Notes: Laptop provided for 60 days over the academic year during school holidays. Internet access purchased for 24 hour blocks at a cost of £7 per session. Laptop used by other students during school term.	2/9/2019	31/8/2020	
EHCP Supported Students (<i>archived</i>)	All SEN areas of need	1	A list of all EHCP supported students and relevant notes for quick reference. All students checked on daily ~ 5 minutes each Notes: Has begun to skip lessons	2/9/2019	24/7/2020	
Shared in-class support (group 3) (<i>archived</i>)	Cognition and Learning Needs	2	Shared support for named students to meet SEN targets	3/9/2019	3/7/2020	
Precision Teaching (<i>archived</i>)	Cognition and Learning Needs	3	Focus on common exception words. Targeted at pupils struggling with Y1 list (less than 40)	4/9/2019	4/7/2020	+2 Outcome: Rosanna really benefits from this approach

Name	Concern	Wave	Description	Start date	End date	Outcome
Emile Numeracy Catch Up <i>(archived)</i>	Cognition and Learning Needs	2	<p>Catch-up Numeracy with Emile has been developed to show impact on learning for those that have difficulties with numeracy and qualifies for Catch-up premium.</p> <p>Designed to engage students via unique gameplay, Catch-Up Numeracy with Emile assesses students and allocates the most appropriate set of games every 6 weeks and delivers comprehensive impact reports direct to the teacher.</p> <p>Easy to use and set-up, Catch-Up Numeracy with Emile reduces teacher workload, having been designed for teachers by teachers</p>	24/9/2019	24/7/2020	+2 Outcome:
Pupil Premium Enrichment Fishing <i>(archived)</i>	Cognition and Learning Needs	2	This Thursday morning group is offered to students who need to develop their social skills and who also need work on their attendance. The group meets at 0700 at Hawk Pool and arrive at school at 1000. Breakfast is provided and fishing is not the only activity in which students can participate. Every student has a 1:1 mentor	1/10/2019	1/7/2020	-1 Outcome:
1:1 Dockside Comprehension (2018-2019) <i>(archived)</i>	Cognition and Learning Needs	3	10 minutes each morning with Librarian. Work steadily through nominated stage of Dockside series. Complete Teacher guided activities with Librarian. Complete oral comprehension work with parents. Minimum 3 days with each book.	5/11/2019	25/12/2019	0 Outcome:
*Sample Intervention <i>(archived)</i>	Cognition and Learning Needs	2	BASELINE TEST Who and Why? Exit criteria	25/11/2019	25/12/2019	+2 Outcome:

Name	Concern	Wave	Description	Start date	End date	Outcome
Emile Numeracy Catch Up (<i>archived</i>)	Cognition and Learning Needs	2	Catch-up Numeracy with Emile has been developed to show impact on learning for those that have difficulties with numeracy and qualifies for Catch-up premium. Designed to engage students via unique gameplay, Catch-Up Numeracy with Emile assesses students and allocates the most appropriate set of games every 6 weeks and delivers comprehensive impact reports direct to the teacher. Easy to use and set-up, Catch-Up Numeracy with Emile reduces teacher workload, having been designed for teachers by teachers	28/1/2020	27/2/2020	
*Webinar (poor example)	Cognition and Learning Needs	3	Reading program	1/9/2020	6/12/2020	-2 Outcome:
*Webinar (better example)	Cognition and Learning Needs	3	Intensive support program delivered over the course of 12 sessions. Baseline: #name of assessment used. Notes: 16.12 Hamster died	1/9/2020	6/12/2020	+2 Outcome:
Aut20 Webinar (better example)	Cognition and Learning Needs	3	Intensive support program delivered over the course of 6 sessions. Baseline: #name of assessment used.	1/9/2020	6/12/2020	
**test (<i>archived</i>)	Cognition and Learning Needs	3	test timings	24/9/2020	24/10/2020	+2 Outcome:
Physiotherapy (<i>archived</i>)	Ongoing in-school physio			11/11/2020	17/12/2020	

Learning Plan Review for Liz Aaron — 9

Pupil information:

Date of birth: 1/9/2005 Gender: Female Year group: 10 Tutor group: 10C

Start date: 1/7/2020 Review date: 27/9/2020

Areas of strength: Liz is a polite and helpful young girl. Liz always tries hard and is well behaved at school. Liz can remain focussed in lessons and tries her best to listen to the teacher, even if other children are being disruptive. Liz has good long-term memory skills. Liz's gross motor skills have not appeared to be a problem at secondary school. Liz is good at dancing. Liz's hearing, size, weight and physical growth is normal. Liz regularly wears her glasses at school.

Areas of concern: Previous targets retained until consistency seen. EHCP review due next half term - use to set new targets. SLCN - concerns. Verbal abilities delayed by about 2 years. Tends to be isolated. Can display outbursts of temper. Epilepsy Weak working memory skills

Reading age: 6y04m Math Level: Significantly below expectations Eng Age Related Expectation: Significantly below Date of entry to school: 5.9.16 (moved schools) EHCP date: 5.9.16 granted

Liz has always shown slow developmental progress. The investigations for her developmental delay showed she has duplication on chromosome 15, which might be contributing to her developmental delay and learning difficulties. This is a genetic condition in which there is an extra copy of part of the genetic material that makes up one of the body's 23 pairs of chromosomes (microscopically small structures in the nucleus of the body's cells that carry genetic material). The duplication on chromosome 15 does not have any implications for her health. (EHCP targets 9, 10 and 11 are not addressed through the school Learning Plan)

Area of concern	Target	Success criteria	Strategies & Provisions	Key staff	Review outcome
Communication	Liz will understand and use at least 30 new words that are relevant to her developmental stage and experiences.	Liz will be able to communicate and interact in a range of situations so that she can engage positively and proactively with learning and social opportunities.	A weekly narrative group of at least 30 minutes delivered by a trained member of teaching staff.	Mrs Mary Anderson Parents All relevant TAs	+2
Literacy	Liz will be able to consistently recognise at least 50 high frequency words in different texts and will be able to construct a simple 5 word sentence.	Liz will have basic reading and writing skills so that she can manage the demands of further education and develop independence skills for her adult life.	Precision teaching sessions, at least 15 minutes long and at least 4 times a week. These will be planned, delivered and monitored by a trained member of teaching staff, focussing on the development and mastery of high frequency words and letter-sound recognition (phoneme/grapheme correspondence).	Mrs Mary Anderson (Tutor)	+2

Area of concern	Target	Success criteria	Strategies & Provisions	Key staff	Review outcome
Number skills	Liz will be able to recognise the value of common coins and notes.	Liz will master functional numeracy skills that will help her to be more independent in her daily life.	An individualised and differentiated programme of numeracy allowing for a minimum of 15 minutes each day. This will be planned and monitored by a qualified teacher.	Mr Christopher Yates (TA - Maths) Mr Richard Williams (Head of Maths)	+2
Organisational	Liz will trial the use of at least 3 different strategies (e.g. contextual aids, checklists, association, visualisation or grouping) to support her working memory	Liz will be able to use strategies that develop her working memory so that she can retain information and manage the demands of further education.	An intervention programme of at least 8 sessions that explicitly introduces, models, teaches and rehearses memory strategies, delivered by a trained member of the teaching staff.	Mrs Ann Zelinskova (Catering and Lifeskills)	+2

Average outcome: **+2.00**

-2 - Significantly less than expected -1 - Less than expected 0 - As expected 1 - More than expected +2 - Significantly more than expected

Parent / Guardian contribution

Liz's mother attended the local special school and she was unhappy there. She would not like Liz to attend a special school as she would be concerned that Liz would be bullied by other students with behavioural difficulties.

Liz's mother would like Liz to be able to read well and to be able to have a job when she leaves school.

She would also like Liz to have support for her social skills and help to enable her to behave well at home. It was also mentioned that the whole family would like Liz to sleep better.

Pupil contribution

Liz said that she would like help with reading, writing and singing. She would also like help with speaking more clearly and with having more friends at school. Liz mentioned that difficulties with other individuals at school can often negatively affect her feelings and experiences of school.

She is very concerned about her grandmother and that she should remain in good health. Liz's mum suffered a recent heart attack and she is now very concerned about her mother's health.

When asked about her aspirations, Liz reported that she would like to have a job working with animals and would like to have a family of her own.

Medical Plan Review for Liz Aaron — 14

Pupil information:

Date of birth: 1/9/2005 Gender: Female Year group: 10 Tutor group: 10C

Start date: 1/7/2020 Review date: 16/12/2020

Areas of strength: Liz is a polite and helpful young girl. Liz always tries hard and is well behaved at school. Liz can remain focussed in lessons and tries her best to listen to the teacher, even if other children are being disruptive. Liz has good long-term memory skills. Liz's gross motor skills have not appeared to be a problem at secondary school. Liz is good at dancing. Liz's hearing, size, weight and physical growth is normal. Liz regularly wears her glasses at school.

Areas of concern: Previous targets retained until consistency seen. EHCP review due next half term - use to set new targets. SLCN - concerns. Verbal abilities delayed by about 2 years. Tends to be isolated. Can display outbursts of temper. Epilepsy Weak working memory skills

Reading age: 6y04m Math Level: Significantly below expectations Eng Age Related Expectation: Significantly below Date of entry to school: 5.9.16 (moved schools) EHCP date: 5.9.16 granted

Liz has always shown slow developmental progress. The investigations for her developmental delay showed she has duplication on chromosome 15, which might be contributing to her developmental delay and learning difficulties. This is a genetic condition in which there is an extra copy of part of the genetic material that makes up one of the body's 23 pairs of chromosomes (microscopically small structures in the nucleus of the body's cells that carry genetic material). The duplication on chromosome 15 does not have any implications for her health. (EHCP targets 9, 10 and 11 are not addressed through the school Learning Plan)

Drug	Dose	When/Why?	How?	Who?	Review outcome
Communication	Liz will understand and use at least 30 new words that are relevant to her developmental stage and experiences.	Liz will be able to communicate and interact in a range of situations so that she can engage positively and proactively with learning and social opportunities.	A weekly narrative group of at least 30 minutes delivered by a trained member of teaching staff.	Mrs Mary Anderson Parents All relevant TAs	+2
Literacy	Liz will be able to consistently recognise at least 50 high frequency words in different texts and will be able to construct a simple 5 word sentence.	Liz will have basic reading and writing skills so that she can manage the demands of further education and develop independence skills for her adult life.	Precision teaching sessions, at least 15 minutes long and at least 4 times a week. These will be planned, delivered and monitored by a trained member of teaching staff, focussing on the development and mastery of high frequency words and letter-sound recognition (phoneme/grapheme correspondence).	Mrs Mary Anderson (Tutor)	+2

Drug	Dose	When/Why?	How?	Who?	Review outcome
Number skills	Liz will be able to recognise the value of common coins and notes.	Liz will master functional numeracy skills that will help her to be more independent in her daily life.	An individualised and differentiated programme of numeracy allowing for a minimum of 15 minutes each day. This will be planned and monitored by a qualified teacher.	Mr Christopher Yates (TA - Maths) Mr Richard Williams (Head of Maths)	+2
Organisational	Liz will trial the use of at least 3 different strategies (e.g. contextual aids, checklists, association, visualisation or grouping) to support her working memory	Liz will be able to use strategies that develop her working memory so that she can retain information and manage the demands of further education.	An intervention programme of at least 8 sessions that explicitly introduces, models, teaches and rehearses memory strategies, delivered by a trained member of the teaching staff.	Mrs Ann Zelinskova (Catering and Lifeskills)	+2

Average outcome: **+2.00**

-2 - Significantly less than expected -1 - Less than expected 0 - As expected 1 - More than expected +2 - Significantly more than expected

Parent / Guardian contribution	<p>Liz's mother attended the local special school and she was unhappy there. She would not like Liz to attend a special school as she would be concerned that Liz would be bullied by other students with behavioural difficulties.</p> <p>Liz's mother would like Liz to be able to read well and to be able to have a job when she leaves school.</p> <p>She would also like Liz to have support for her social skills and help to enable her to behave well at home. It was also mentioned that the whole family would like Liz to sleep better.</p>
Pupil contribution	<p>Liz said that she would like help with reading, writing and singing. She would also like help with speaking more clearly and with having more friends at school. Liz mentioned that difficulties with other individuals at school can often negatively affect her feelings and experiences of school.</p> <p>She is very concerned about her grandmother and that she should remain in good health. Liz's mum suffered a recent heart attack and she is now very concerned about her mother's health.</p> <p>When asked about her aspirations, Liz reported that she would like to have a job working with animals and would like to have a family of her own.</p>



Liz
Aaron

Date of birth: 1/9/2005
Year group: 10
Tutor group: 10C

What I enjoy/am confident with

What I find difficult/need support with

My favourite lessons

Adults that support me

What things make me angry/upset

What helps me to feel better/remain calm

change this heading

added box