

Background Information					Autumn 2015 - Cycle 1							
Pupil Name	Year Group	Code of Practice Category	Involvement of Outside Agencies	Diagnositic Label	Barriers to learning	Baseline	Anticipated outcome	Action to be taken	Comments	Actual outcomes/impact	Pupil Views	Parent/Carer views
Information					Assess		Plan		Do	Review		
Joshua	1	SEMH	CAMHS	Attachment Disorder	Friendships	Isolated at playtime, peers afraid of him as he tends to hit children and take toys	Josh to play structured game within group of 3 pupils 4 out of 5 break times	Peer pyramid - adult input to teach game and model turn taking				
					Organisation and Independence	Unable to organise equipment to start task, requires adult support each session	Josh to go to table and select pencil and book every lesson	Visual checklist and reward for remembering				
					following instructions	Distracted on carpet, adult needs to remind him of instructions and set him to work every session	Josh to paraphrase work instructions to the C/T at start of every lesson	C/T to ask Josh what he needs to do prior to each session				
Chloe	5	C&L		Dyslexia	Reading	26/26 letter sounds but cannot synthesise or segment sounds in words	Chloe to synthesise and segment 3 CVC words	Small group teaching of synthesis and segmentation 3 x weekly				
					Writing	Able to write key words but not connect sentences	Using sentence starters, Chloe to complete 3 sentences independently	Sentence starters to be provided for each written task, combined with key word sheet				
					working memory	Able to remember 1 part instructions	Use visual prompts to remind herself of instructions	Use of white board on the carpet to draw own cues and prompts				
Daniel	4	C & I	EP Paediatrican Speech Therapist	Autism	working with others	Daniel becomes distressed when other pupils sit at the same table. He works alone 80% of time	Daniel will be able to work with another child for 60% of time	Daniel to invite a member of his group to sit at his work station for 5 minutes each session				
					changing activities	Daniel will continue to work on task of his choice refusing to change activity until this is completed	Daniel to complete a task set and a reward task during each session	Introduce a now and next structure to each task, and reward task completion				
					Turn taking	Daniel is not yet able to engage in paired activities as he cannot turn take	Daniel to be able to play a simple pairs game initially with an adult and then with a child	Rehearse 'my turn your turn' structure with an adult to complete a short game				
Sarah	3	P & S	Occupational Therapist	Dyspraxia	Handwriting	Can draw vertical lines from bottom to top, but not horizontal or circular. Mixing up upper and lower case	Greater fluency with horizontal and circular movements and improved letter formation	Teach circular and horizontal movements, and revise letter formation of vowels				
					Fastenings on clothes	Can pull up a zip on her coat but not able to fasten buttons on cardigan	Independently fasten cardigan after PE	Focus on pincer grip and control via fine motor games: beads, threading and weaving				
					Drawing shapes	unable to use a ruler or draw around shapes	Sarah will be able to draw round shapes and use a ruler accurately during Maths tasks	Teach strategy for holding and controlling ruler and shapes whilst drawing round. Cut out and create shape confetti				
Harry	6	SEMH			Anger	throws work or equipment when frustrated. On average 3/5 days a week	Harry will be able to express his feelings using a rating scale	Teach RAG rating using emotion cards, discuss each emotion and associated physical sensations				
					Refuses tasks he thinks he may not be able to do	Resists requests to complete tasks every day. Says he can't do it and walks out of class	Harry to use 'self talk' to coach himself to complete an unknown task	Adult to model language of 'self talk' and mediation. Provide opportunities for Harry to identify success and to rehearse uncertainty safely				

Background Information					Spring 2016 - Cycle 2							
Pupil Name	Year Group	Code of Practice Category	Involvement of Outside Agencies	Diagnostic Label	Barriers to learning	Baseline	Anticipated outcome	Action to be taken	Comments	Actual outcomes/impact	Pupil Views	Parent/Carer views
Information					Assess	Plan		Do	Review			
Joshua	1	SEMH	CAMHS	Attachment Disorder								
Chloe	5	C&L		Dyslexia								
Daniel	4	C & I	EP Paediatric Speech Therapist	Autism								
Sarah	3	P & S	Occupational Therapist	Dyspraxia								
Harry	6	SEMH										

Background Information					Summer 2016 - Cycle 3							
Pupil Name	Year Group	Code of Practice Category	Involvement of Outside Agencies	Diagnosis Label	Barriers to learning	Baseline	Anticipated outcome	Action to be taken	Comments	Actual outcomes/impact	Pupil Views	Parent/Carer views
Information					Assess		Plan		Do		Review	
Joshua	1	SEMH	CAMHS	Attachment Disorder								
Chloe	5	C&L		Dyslexia								
Daniel	4	C & I	EP Paediatric Speech Therapist	Autism								
Sarah	3	P & S	Occupational Therapist	Dyspraxia								
Harry	6	SEMH										