

This learning plan must be read together with the One Page Profile and Provision map (Core offer)




## Learning plan and review





Name: Mulberry Park

Class: Tiger

Date: 03.01.23

<p><b>Assess: My Strengths and challenges</b> (see 7Cs profile and my One Page Profile)</p>	 <p><i>The starting point for our Growth Mindset is to know what our strengths are and what skills we need to develop or need extra support with (challenges).</i></p>
<p><b>My Strengths</b> (please adapt learning and experiences to build on my strengths)</p> <ul style="list-style-type: none"> <li>• Generation of ideas</li> <li>• Making things</li> <li>• Courage and determination</li> <li>• Independence</li> <li>• Empathy</li> <li>• Friendships</li> </ul> 	<p><b>My challenges</b></p> <ul style="list-style-type: none"> <li>• Attention and concentrating</li> <li>• Motivation</li> <li>• Self-regulation</li> <li>• Resilience</li> <li>• Language of emotions</li> </ul> 
<p><b>Other adults who help me (external professionals)</b> (e.g., OT, SALT, paediatrician)</p> <ul style="list-style-type: none"> <li>• Paediatrician</li> <li>• Referral to OT made in January 2022 – on waiting list</li> </ul>	<p><b>Any other important information about my SEN</b> (e.g., existing evidence of assessments or diagnosis and the date and source of the evidence i.e, paediatrician / OT / SALT / specialist professional)</p> <ul style="list-style-type: none"> <li>• Diagnosis of ADHD from Dr Louise Murray (paediatrician) 16.12.2022</li> </ul>

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Assess, Plan, Do, Review Cycle 1							
Assess	Plan		Do			Review	
<b>Entry data</b>  <b>Baselines for target areas this term</b>	<b>By April 2023, Mulberry will be able to</b>	<b>How will I know I can do it? (measures)</b> I have met this goal when...	<b>How will I help myself?</b>	 <b>Help at school in addition to core offer (see PM)</b>	 <b>Help at home</b>	<b>Exit data</b>  <b>Progress made</b>	<b>Review of target</b> <i>Including reflection and review comment if not fully met.</i>
<b>Target area 1:</b> Attention  <b>Check in tool:</b> Attention (7Cs: Creativity) <b>Starting point:</b> 2	focus on and complete a task for at least 3 minutes with adult prompts and visual supports.	I can do this in at least 3 lessons a day for at least 4 consecutive weeks.	I will try hard for the time on the timer. I'll tick my tick sheet.	sand timer individual task breakdowns	use sand timer and task break downs for short tasks at home	<b>Check in tool:</b> Attention (7Cs: Creativity) <b>Exit point:</b> 3 <b>Progress:</b> +1	Met
<b>Target area 2:</b> Emotions  <b>Check in tool:</b> Language of emotions (7Cs: Control) <b>Starting point:</b> 1	identify the emotions happy, sad, angry and worried in pictures with visual prompts.	I can do this with at least 80% accuracy.	I will know the different feelings faces.	individual visual supports ZoR intervention group 3 x 15 mins weekly	visuals shared with home discussing and identifying these emotions in picture books when sharing a story	<b>Check in tool:</b> Language of emotions (7Cs: Control) <b>Exit point:</b> 3 <b>Progress:</b> +2	Met
<b>Target area 3:</b> Self-regulation  <b>Check in tool:</b> Self-regulation (7Cs: Control) <b>Starting point:</b> 1	with adult prompting, use one of his chosen regulation strategies when he is experiencing an overwhelming feeling.	I have done this on at least 7 out of 10 times. I will tick my chart each time I do this.	I will go to the regulation station. I can talk to my teacher.	Attuned adults in classroom looking for triggers and prompting, ABCC charts, regulation station and quiet, calm activities	Sharing tick sheets	<b>Check in tool:</b> Self-regulation (7Cs: Control) <b>Exit point:</b> 2 <b>Progress:</b> +1	Working Towards <b>Has done 5 out of 10 times on tick sheet.</b>

Have adaptations in support and expectations been made for any targets at Working Towards or Not Yet? **YES/NO**

Is current support meeting needs, or do we need to consider input from external professionals? **YES/NO**

Any updates or additional information?

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### Agreement and signatures

#### Parents/Carers

I/We agree that....

- People listened to my/our views and aspirations for my/our child when we were writing this plan.
- I/We am/are happy with what is written about my/our child in this plan and support identified.
- I/We am/are happy for this plan to be shared with other professionals if it will help my child to achieve it.

#### School staff/external professionals

We agree to support you to achieve the outcomes in this plan by delivering the provision we agreed and to help you review your progress when it is due. We agree that we will protect your information in line with our organisation’s data protection policies.

#### Pupil (adapt for younger)

How do you feel about this plan?

Good

Are you happy to work towards the goals set out in this plan?

Yes

Are you happy with the agreed support?

Yes

Name Jane and John Park

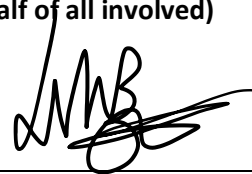
Signature



Date 3.1.23

Name Laura Binns

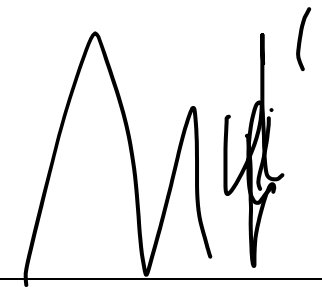
Signature (on behalf of all involved)



Date 3.1.23



Name Mulberry

Signature



Date 3.1.23

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Assess, Plan, Do, Review Cycle 2							
Assess	Plan		Do			Review	
<b>Entry data</b>  <b>Baselines for target areas this term</b>	<b>By July 2023, Mulberry will be able to</b>	<b>How will I know I can do it? (measures)</b> I have met this goal when...	<b>How will I help myself?</b>	 <b>Help at school in addition to core offer (see PM)</b>	 <b>Help at home</b>	<b>Exit data</b>  <b>Progress made</b>	<b>Review of target</b> <i>Including reflection and review comment if not fully met.</i>
<b>Target area 1:</b> Attention  <b>Check in tool:</b> Attention (7Cs: Creativity) <b>Starting point:</b> 3	focus on and complete a task for at least 5 minutes with adult prompts and visual supports.	I can do this in at least 3 lessons a day for at least 4 consecutive weeks.	I will try hard for the time on the timer. I'll tick my tick sheet.	sand timer individual task breakdowns	use sand timer and task break downs for short tasks at home	<b>Check in tool:</b> Attention (7Cs: Creativity) <b>Exit point:</b> 3 <b>Progress:</b> +0	Working Towards Towards 5 minutes in at least 1 lesson, finding it difficult to 'filter' information
<b>Target area 2:</b> Emotions  <b>Check in tool:</b> Language of emotions (7Cs: Control) <b>Starting point:</b> 3	share if I am feeling happy, sad, angry or worried with visual supports and adult prompting.	I can do this at least once per day for three consecutive weeks.	I will use my feelings fan.	individual feelings visuals 5 point scale adult ZoR check ins ZoR intervention group 3 x 15 mins weekly	visuals shared with home praise for communicating feelings using the visuals	<b>Check in tool:</b> Language of emotions (7Cs: Control) <b>Exit point:</b> 4 <b>Progress:</b> +1	Met
<b>Target area 3:</b> Self-regulation  <b>Check in tool:</b> Self-regulation (7Cs: Control) <b>Starting point:</b> 2	with adult prompting, use one of his chosen regulation strategies when he is experiencing an overwhelming feeling.	I have done this on at least 6 out of 10 times. I will tick my chart each time I do this.	I will go to the regulation station. I can talk to my teacher.	Attuned adults in classroom looking for triggers and prompting, ABCC charts, regulation station and quiet, calm activities	Sharing tick sheets	<b>Check in tool:</b> Self-regulation (7Cs: Control) <b>Exit point:</b> 3 <b>Progress:</b> +1	Met

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#### Pupil (adapt for younger)

How do you feel about this plan?

Happy

Are you happy to work towards the goals set out in this plan?

Yes

Are you happy with the agreed support?

Yes

Name Jane and John Park

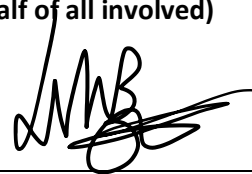
Signature



Date 9.5.23

Name Laura Binns

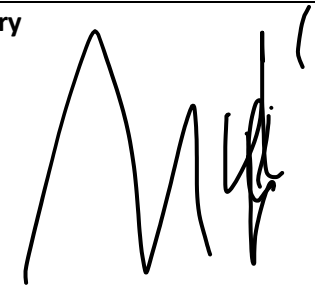
Signature (on behalf of all involved)



Date 9.5.23

Name Mulberry

Signature



Date 9.5.23