

## Learning support plan and review



**Name:** Mulberry Park

**Class:** Bumblebees

**Date:** October 2021

### Review of targets set in May 2021

**MET** Working towards (+annotations) **Not yet**

1. With adult and visual support, Mulberry will identify when it is time to use his brain to focus and when it is time to have a movement break on at least three occasions across a day.
2. On at least 10 occasions, Mulberry can read a sentence with an adult using paired reading.
3. Mulberry can read the words: and, is, do, to, of and into with 90% accuracy and at a speed of at least 15 words per minute on 3 consecutive occasions.
4. When shown images, Mulberry can identify the emotions happy, sad, angry, scared or worried with at least 80% accuracy.

#### Well done for ...

amazing effort with your reading! You are so proud of your reading and moving up benchmark levels.

### Assessment and review information – Identification of target skills (TS)

Reading BM level: Jan 21: Red (3) May 21: Red (4) Sep 21: Yellow (6)





Y1 CEW: Jan 21: 8/45 May 21: 16/45 Sep 21: 18/45

**Strengths identified:** Recognition of common exception words and recognising these in books.

### Targets for this term (based on assessment above) By January 2021...

**How?** (P.T.O)

- |  |                        |
|--|------------------------|
| 1. With visual support, Mulberry will identify when it is time to use his brain to focus and when it is time to have a movement break on at least three occasions across a day.                      | 1h, 2o, 3d             |
| 2. Mulberry can read the words: said, says, his, has and was with 90% accuracy and at a speed of at least 15 words per minute on 3 consecutive occasions.  | 1m, 3a                 |
| 3. On at least 3 occasions across a day, Mulberry can focus on and complete a task for at least 10 minutes with adult and visual prompts.  | 1d, 2b, c, d, 3e       |
| 4. On at least 3 out of 5 occasions with visual support and adult prompting, Mulberry can choose a tool from his toolkit to help him recognise, label and manage a blue, yellow or red zone feeling. | 1f, g, h, i, 2o, 3b, c |

Already using	My support	To try this term	Tried but not effective**
<p><b>1. Resources in the classroom to help me</b></p> 	<p>a) Large visual timetable at front of class, smaller individual visual timetable, now/next</p> <p>b) Consistent signage/visuals with widgits in the classroom e.g. visual prompts for rules, behaviours, expressing emotions, labelling of resources</p> <p>c) What a good one looks like – laminated examples for repetitive tasks</p> <p>d) Task break downs</p> <p>e) General social stories for whole class use</p> <p>f) Zones of regulation display for class to access and refer to</p> <p>g) Clear displayed classroom rules and consistent use of rewards and consequences</p> <p>h) Sensory/fiddle box to access as needed - with support/direction.</p> <p>i) Cosy/quiet corner to access as needed for calm time or time outs</p> <p>j) Reading rulers/coloured strips/ Coloured overlays/bookmarks</p> <p>k) IWB background colour (pastels,cream)</p> <p>l) Pencil grips, variety of pens/pencils to try/desk slope/blue writing paper</p> <p>m) Word mats /lists/ vocabulary cards/sound mat</p> <p>n) Letter and number strips for students to look at to see how to write them correctly</p> <p>o) Writing frames, Sentence starters, Individual whiteboards for drafting, colourful semantics resources</p> <p>p) Number lines/numicon/counters/cubes etc</p> <p>q) Concrete resources/props/stimuli</p>		
<p><b>2. Ways others in the class can help me</b></p> 	<p>a) Learning which is repetitive (over-learning) cumulative and multi-sensory</p> <p>b) Differentiated tasks</p> <p>c) Simplify directions/instructions and highlight/focus on key words – diff coloured pens</p> <p>d) Provide step by step instructions (oral and written) with visual support if necessary</p> <p>e) Repeat directions and check for understanding</p> <p>f) Allow extra time for processing e.g. ask question and then come back</p> <p>g) Praise for effort as well as accuracy – build self-esteem</p> <p>h) All staff to wear key visuals with widgits on lanyards</p> <p>i) Pre-teach new and important concepts including relevant vocabulary</p> <p>j) Clarify and explain vocabulary when reading /check understanding of vocabulary</p> <p>k) Learning buddy</p> <p>l) Adult support e.g. clarifying, repeating instructions, scribing, reminders, prompts</p> <p>m) Different ways to respond e.g. saying the answers, having larger spaces to answer, circling an answer instead of filling in the blank, cloze passage</p> <p>n) Allowing understanding to be demonstrated in different ways (oral reports, video presentations, posters etc.)</p> <p>o) Opportunities for regular learning breaks / movement breaks / sensory breaks</p>		
<p><b>3. Additional support, resources and interventions (Element 2)</b></p> 	<p>a) Precision teaching 5 x 10 mins weekly</p> <p>b) Zones of Regulation intervention</p> <p>c) Personalised Zones of Regulation toolkit with own chosen strategies.</p> <p>d) Personalised visual planner</p> <p>e) 10 minute sand timer</p>		
<p><b>4. At home</b></p> 	<p>a) Daily reading at home in an adult</p>		

\* Strategies which have been suggested from external professional reports

\*\* As part of review, for strategies that weren't effective make notes/annotate to briefly explain why.

## Agreement and signatures page

### Pupil agreement to this plan

For my comments and signature, please see one page profile and Steps to success

### Parental agreement to this plan

I agree that...

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

<b>My parent(s) / carer(s) full names</b>	<b>Date</b>
Jane and John Park	11.10.21
<b>My parent(s) / carer(s) signatures</b>	
J Park    J Park	

**Professionals Agreement:** 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

<b>Signed by class teacher</b> (on behalf of all the people who helped write this plan)	
Alison Paul	<b>Date: 11.10.21</b>
<b>SENCo signature</b>	
Laura Binns	<b>Date: 11.10.21</b>

### Any agreed next steps or other updates/information/comments from meeting

- Jane to let Laura know when the next paediatrician review appointment is allocated.