

Pupil: Student 2		Primary Need: MLD/SEMH										
Baseline data/ evidence:												
Students	PS Grade English Sum 2018 Sum	On Track Yend English Su 2018 Sum	PS Grade Reading Su 2018 Sum	On Track Yend En Re Su 2018 Sum	PS Grade SpeakListen Su 2018 Sum	On Track Yend En SPL Su 2018 Sum	PS Grade Writing Su 2018 Sum	On Track Yend En Wr Su 2018 Sum	Intervention English Su 2018 Sum	PS Tgt English Yrend 2018 Target		
	1ADev+	Not on Tra	1ADev	Meet	2CBeg+	Not on Tra	1ADev	Meet	Y- S&L with peers	2CBeg		
<p>2017/18 English Data showing Student 2 not on track to meet end of year target due to spoken language progress.</p>												
<p>Interventions funded by PP:</p> <ul style="list-style-type: none"> • OT referral/programme • Weekly outdoor education session (inclusion group) • 1:1 Interventions (social) • Breakfast club. 												
<p>Briefly describe the intervention?</p> <p>OT Support- Student 2 was observed several times as well as working with the OT on a 1:1 basis. Her family completed assessments as well as teacher assessments which informed an occupational therapy programme to implement at school. Suggestions included sensory strategies as well as strategies which would support Student 2 when in crisis.</p> <p>Outdoor Education- Student 2 has accessed an individualised timetable, this includes weekly outdoor education sessions. Student 2 accesses an inclusion group, this has ranged from accessing this for 2 days per week which has currently been reduced to ½ day a week due to the positive impact upon her behaviours.</p> <p>Breakfast Club- Student 2 attends daily breakfast club where he enjoys social interaction alongside some healthy breakfast.</p> <p>Interventions- Student 2 accesses weekly interventions to support progress within spoken language as well as social progresses within interacting with her peers. She works with 1 pupils to play games where speaking and listening to her peer is imperative e.g. headbands, guess who</p>												
<p>What was the impact?</p> <p>OT referral- Implementing Student 2's OT programme has made a big impact upon Student 2's behaviour. Suggestions such as calming activities have supported Student 2's ability to regulate. Staff are more aware of how to intervene before a crisis occurs. Activities include deep pressure and heavy jobs. Student 2 has also responded well to equipment such as a wobble cushion, fidget toys, ear defenders and a chewy necklace. She is self-regulating when she begins to disengage using these strategies. The amount of physical restraints used to support Student 2 when in crisis has greatly reduced throughout the autumn term. Although she continues to display low level behaviours and these occasionally escalate, Student 2</p>												

is managing her emotions more successfully and staff are often able to intervene and support Student 2 before her behaviour reaches crisis point. Student 2 is therefore achieving more academically and is able to be pushed towards her full potential without escalating her behaviours.

Outdoor Education- Student 2's behaviour is beginning to improve. Student 2 is able to go through a day without showing any negative behaviours and is beginning to manage her behaviours using motivating activities such as outdoor education sessions. Student 2 is increasingly aware of consequences to her behaviours and is on occasions able to regulate these for a motivating activity.

Breakfast Club- Breakfast club supports the transition from the school bus (which is currently a trigger to Student 2's behaviours) to lessons. She is motivated to have breakfast with her peers which encourages her to come into class and immediately settle into activities. Previously Student 2 could find this difficult which would have a negative impact upon her day.

Interventions- Student 2 plays a game which encourages speaking and listening alongside a peer on a weekly basis. Student 2 didn't meet her end of year spoken language target (as shown above) but is now on track to meet her target this term. This is due to her improved behaviour and interventions supporting her relationship with other pupils. Student 2 is even beginning to transfer these skills to lessons, with adult support she can work with specific peers (particularly those she works with during interventions) with some reciprocal communication taking place.

Additional evidence attached: yes no



Student 2 accessing breakfast club with peers.

Staff observation: Student 2 came into school quite unsettled, she removed herself to the back of the hall. Her peers moved their chairs closer to her, Student 2 immediately responded to this, got herself breakfast and spent breakfast club talking to her peers (these are all peers she has previously had conflicts with).

Interventions Proforma - [REDACTED]

Name of student SEN need	Identified issue / Person raising issue	Data CWL	End of year EXP	Evidence base		Advised intervention strategy / delivery plan	Person (s) Responsible for implementing
[REDACTED] MLD/SEMH	[REDACTED] difficulty with maintaining attention when communicating with peers. She has limited interactions with other pupils both in social and curricular activities.	1ADev	2CDev	[REDACTED] didn't meet her end of year spoken language targets. [REDACTED] is progressing well within writing and reading but her spoken language tends to be within her terms, she doesn't initiate conversations with peers preferring to speak to adults.		[REDACTED] will have weekly interventions alongside another pupil within the class group (ED/AH/ML). [REDACTED] will have a conversation with a peer to decide on an activity- this will be agreed by both [REDACTED] and other pupil. [REDACTED] will play game with other pupil for 10 minutes. -Staff to model appropriate interactions and support with language development. (Suggested activities- headbandz , guess who, who am I, m&g questions).	Classroom Staff [REDACTED]
Start and finish date	Quantifiable Success Criteria		Quantifiable evidence of progress / Impact		Data CWL	Parents views	Follow up and date
September 2018	[REDACTED] will interact with a peer during intervention sessions for full 10 minutes displaying appropriate speaking and listening skills throughout and following rules of activity.		14.10.18 [REDACTED] is making good progress towards this target but continues to demand a lot of adult attention during the activities. Staff will now begin to withdraw slightly.				
Parents comments							