


Name: Class: Need: i.e. Cognition and Learning Date of meeting: Review Date: ***Review meetings to take place termly**

Level of need: SEN Support EHCP Positive Management Plan ***highlight as applicable**

Pen Picture

Overview of needs and progress	Strengths	Areas for development
Child's view:		

Targets:

My targets to achieve	What is going to happen, who's going to help me and when?	How did I get on? *To be updated at next meeting	

Targets agreed by: Teacher _____ Parent/Carer _____ Child _____

External Input: SCPM EPSS SALT CAMHS Point1 YMCA Counselling Benjamin Foundation ACE Break Charity Other:..... ***Highlight as appropriate**

Quality First Teaching to OVERCOME Barriers * highlight strategies as appropriate

KEY SCHOOL STRATEGIES: Visual timetable, Visual prompts, Clear instructions, Enriched language, Recognition of effort & Emotional literacy

Cognition & Learning	Communication & Interaction	Social, Emotional & Mental Health	Sensory and/or Physical
Regularly sat near an adult to provide support and/or re-focusing (small group support)	Colour coding for different steps, processes, tasks or tracking dots	Specific role or responsibility to promote positive engagement	Fiddle toy / stress ball / blue-tac / chew band / resistance band / fidget cube
Multi-sensory teaching and practical apparatus used where possible (e.g. numberline, counters, coins, puppets, concrete objects, etc.)	Additional time to complete extended written tasks and/or opportunities given to complete tasks (e.g. finishing time)	Feeling faces / symbol cards to communicate feelings and/or requests for support	Sensory-calm objects, e.g. liquid motion bubbler, rainmaker, glitter wand, sensory bottle, etc.
Whiteboard to jot down ideas, notes or attempt spellings, etc.	Not asked to read/write publically unless volunteers	Regular time reminders given and/or specific time targets (e.g. using timer)	White noise / calming music / noise-cancelling headphones
Personal handouts for all audio-visuals e.g. own printout of IWB page, own copy of text	Clear, unambiguous language	Circle time / Time to Talk / PATHS / Peer-to-peer support opportunities	Designated time-out zone or safe-space when pupil feels the need to 'escape' or self-regulate
Working Wall and/or Help Desk, Self-help / I'm stuck strategy checklist, etc.	Concise 2 or 3 part instructions with visual prompts	Effort and resilience actively acknowledged and praised	Offered a brain-break when becoming overloaded e.g. brain-gym or change of task
Jump start e.g. pre-written date and LO (so pupil can focus attention on content)	Tasks broken-down into clear, manageable chunks or numbered steps	Visual timetable and/or Now and Next board	Own work station and/ or screen to minimize distractions
Alternative methods to record learning e.g. mind-map, adult scribing, drama, poster, iPad (Mainly in non-English lessons)	Organisational checklists (e.g. List for packing bag, checking through work, home-time routine, etc.).	Prepare for change to routine/the norm in advance, (whenever possible)	Sit near front of class and/or in direct eye-line of board
'Talking-tins' to record ideas / responses / prompts / instructions	Visual cues and prompt cards (e.g. pictorial plan, checklists, reminders, etc.)	Regular reminders of routines, expectations, warnings, etc.	Tinted background on IWB, avoiding strong contrast
Word banks, sentence starters, key words, b/d card, upper & lower case alphabet strips, high-frequency word lists, etc.	Additional processing (thinking) time, particularly if an oral response is required (10 second rule)	Structured choices (e.g. X and Y needs to be done but pupil chooses order)	Coloured overlay, tinted reading ruler, window-box reading ruler or opaque barrier to block text
Scaffolding, cloze procedure and/or writing frames	Instructions/information repeated	When... then.... procedure (e.g. When you complete 5 sums, then you can have 5 minutes Lego)	Cursive handwriting style to engage motor memory
Sentence dictation then splicing to reassemble, or first letter prompts	Instructions/information rephrased	Buddy system, playground-pals, friendship bench, etc.	Access to ICT for extended written tasks (including homework) where appropriate
Highlighters and post-it-notes to pick out key information	Talk-partners to rehearse responses and develop confidence	Individual behaviour monitoring / reward chart	Pencil or pen grips, chunky pencils, ergonomic/free-flow pen and/or finger spacer
Access to peer or adult scribe, transcribe or reader,	Oral rehearsal to check understanding of task, topic or instructions (e.g. repeat back what you need to do)	Clear hierarchy of sanctions and rewards, with opportunities to 'move back up' the scale if sanctioned (e.g. traffic lights, etc.)	Sensory weighted blanket, lap-pad, shoulder-wrap or weighted object
Peer or small group working (e.g. submit collaborative response as a group rather than as individuals)	Positive models (e.g. What a good one looks like -WAGOLL, or highlight a good role model)	Celebration of strengths and achievements (e.g. sharing assembly, celebration book, certificates, Dojo portfolio)	Homework instructions are clear e.g. written on sheet or recorded in Reading Record / Homework Diary
'I do, we do, you do' modelling	Implicit made explicit (e.g. thought cloud / In my head I'm thinking/ I know that...)	Active engagement using pupil's name at the start of sentence / instruction	Pupil left-handed - may need additional space, to be seated on left side of desk and given left-handed scissors/equipment

Other in-class support strategies regularly used:

Parent comments: